ESRC Skills For All Seminar

Vocational GCSEs:
London Borough of Barking & Dagenham
<table>
<thead>
<tr>
<th><strong>Session Structure</strong></th>
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<tr>
<td><strong>The Borough:</strong></td>
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<td><strong>Europe:</strong></td>
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<td><strong>The Project:</strong></td>
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<td><strong>Key Lessons:</strong></td>
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24th in the index of deprived boroughs.

Very low proportion of adults with successful HE experience (10%).

32,000 adults with poor basic skills.

Above average rates of unemployment.

Low paid insecure jobs.

Historically low levels of educational achievement.
Deprivation evenly spread across the borough as a whole.
"It is one of a very small number of LEAs who have shown that it is possible to counter the effects of disadvantage: that poverty does not inevitably lead, through the grinding mechanism of a grim and hopeless determinism, to failure at school."

(2002 OFSTED Inspection Report)
Improvements in Standards

Key Stage 2 SAT Results – 1995 to 2003

City of Bristol
Bradford
Birmingham
Manchester
Lambeth
Southwark
Haringey
Barking and Dagenham
Tower Hamlets
Kingston Upon Hull
Greenwich
Sandwell
Newham
Hackney

0 10 20 30 40 50 60 70 80

1995
Improvements in Standards

Key Stage 2 SAT Results – 1995 to 2003

City of Bristol
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0 10 20 30 40 50 60 70 80

2003
1995
Improvements in Standards

First vocational GCSE results produced in 1996

Percentage of pupils achieving 5 or more A*-C grade GCSEs in comprehensive schools
Lessons from Europe

- High expectations.
- Well produced teaching and learning resources.
- High quality learning environment – commercial settings.
- Clear and rigorous assessments.
- Support from local and national organisations in each vocational area.
The creation of a vocational pathway at key stage four, based on GCSE courses, which benefits from the same clarity, rigour and status as the existing route for academically able pupils.
Programme of Vocational GCSEs

Currently Running:

Engineering
Printing
Construction
Catering
Theatre & Performance Design

(24% of the Key Stage 4 cohort involved)
Programme of Vocational GCSEs

Currently Being Planned or Piloted:

- Archaeology
- Sports Leadership
- Advanced Manufacturing
- Multimedia Technology
- Geographical Information Systems
- ICT Support Services
- Electronics
- Music Technology
- Sports Leadership

Y11 Printing

ESRC Skills For All Seminar – 19th September, 2003
Key Characteristics

- Based on existing Dutch and Swiss methods.
- Courses written in collaboration with industry or lead bodies.
- Industrial standards and practices introduced to the school setting.
- Focus on practical experiences and high quality outcomes.
- Courses designed to develop personal attributes.
- Additional accreditation.
Developing the Vocational GCSEs

Three strategies adopted:

- Courses produced from scratch.
- The use of modular GCSE courses.
- Taken off the shelf and adapted.
Some of the Positive Outcomes

- Increased motivation and reduced levels of poor behaviour.
- Improved attendance rates and punctuality.
- Higher stay on rates at post-16.
- Some pupils achieving well for the first time.
- Higher completion rates at Key Stage 4.
- Development of key personal attributes & employability skills.
- Positive impact on the quality of teaching.
- High quality outcomes and good examination results achieved.
Key Lessons Learnt

- Vocational guidance needs to be enhanced, especially in Year 9.
- Structural links with other GCSE programmes are difficult to develop.
- Industrial placements and training over and above work experience are crucial.
- The need to genuinely adopt real industrial or commercial practice and standards.
- The need to maintain a broad curriculum at Key Stage 4 and progression routes to post-16.
Progression Routes to Post-16

**Key Stage 3**
Common Experience
A full range of introductory activities

**Vocational**
GCSE courses which satisfy assessment requirements but place emphasis on the skills and knowledge of an occupational field. Some courses may lead to additional qualifications such as NVQ1.

**General**
GCSE courses which satisfy assessment requirements and which appeal to students for whom a range of general programmes are appropriate.

**Key Stage 4**
Full GCSE programmes for all pupils, regardless of the pathway followed

**Work** ➔ **Further Education** ➔ **Higher Education**
Key Lessons Learnt

- Double option blocks militate against the "academically able" taking up practical courses.

- Much of the success at Barking and Dagenham results from its long term and very cautious approach.

- The advantages of having the relevant industry on the school’s doorstep.

- Recruiting, training and retaining suitably qualified and experienced staff is crucial.
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<tbody>
<tr>
<td>School A</td>
<td>69%</td>
<td>98%</td>
<td>+ 0.51</td>
</tr>
<tr>
<td>School B</td>
<td>42%</td>
<td>98%</td>
<td>+ 0.21</td>
</tr>
<tr>
<td>School C</td>
<td>30%</td>
<td>88%</td>
<td>+ 0.34</td>
</tr>
<tr>
<td>School D</td>
<td>70%</td>
<td>100%</td>
<td>+ 1.23</td>
</tr>
<tr>
<td>School E</td>
<td>100%</td>
<td>100%</td>
<td>+ 1.34</td>
</tr>
<tr>
<td>School F</td>
<td>0%</td>
<td>86%</td>
<td>- 1.2</td>
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Ensuring only those pupils likely to benefit are encouraged to participate.

Where courses are highly specialised there is a need for a wide variety of them to meet the needs and capture the interests of a diverse pupil population.

The need to avoid structures which lead to separate pupil populations.

Securing sufficient funding to set up and then maintain the programmes – they can be expensive.
Costs and Funding Sources

- £5,000 - £50,000 start up costs per course/school.
- Up to £1,000 annual maintenance costs.
- Significant hidden costs to develop the courses.
- Main funding sources: SRB, the LEA, the DFES and schools.
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London Borough of Barking & Dagenham

The London Borough of Barking & Dagenham

www.barking-dagenham.gov.uk
Coursework (60%)

Engineering capability task (set by OCR):

- Design & make a hand operated embossing tool.
- Design & make an injection moulding die to produce small plastic artefacts or components.
- Design & make a hole punch for sheet aluminium.
- Design & make a pneumatically operated clamp.

Terminal examination (40%)

Knowledge and understanding of engineering: design, product analysis, materials and manufacturing.
Coursework (60%)

- Investigational study related to work experience or simulated work experience:
  - Folio based on investigation and research activity selected from industrial catering practices.
  - Design, make, evaluate task leading to practical outcome.

Terminal examination (40%)

Tiered paper, 1 hour 15mins.