Motivating 14-16 year olds – the role of work-related learning?

Some early findings from an evaluation of the Increased Flexibilities Programme
Marian Morris
31-10-03
Redressing educational disadvantage

LEARNING AND DEVELOPMENT OPPORTUNITIES

SUPPORT SYSTEMS

SOCIAL AND EDUCATIONAL INCLUSION
LEARNING AND DEVELOPMENT OPPORTUNITIES

- Longer-term outcomes?
- Post-16 destinations?
- Attitudes?
- Behaviour?
- Attainment?
- Aspirations?
The Black Box Approach

INPUTS

IMPACT ON STUDENT/ SCHOOL/ WORKPLACE

OUTCOMES
The Grey Box Approach

Work experience?
Extended work-related learning?
‘Vocational’ courses?
Non/extra-curricular activities?
Part-time work?

IMPACT ON STUDENT/SCHOOL/WORKPLACE

OUTCOMES
The Grey Box Approach

**OUTCOMES**

**Student:**
- Enhanced self-esteem and confidence?
- Clearer career goals?
- Greater motivation?

**Provider:**
- Different pedagogical style?
The Grey Box Approach

INPUTS

IMPACT ON STUDENT/SCHOOL/WORKPLACE

Reductions in truancy?
Improvements in behaviour?
Enhanced attainment?
Higher staying-on rates post-16?
A brief history…

- Education (National Curriculum) (Exceptions at Key Stage 4) Regulations (1998) under Section 363 of the 1996 Education Act

Allowed disapplication of up to 2 of 3 National Curriculum subjects (MFL, D&T and Science) to enable a student to follow an extended work-related learning programme.
S363 work-related learning programmes involved:

- A combination of:
  - Work experience placements (employer-based)
  - Vocational courses (college- or training provider-based) and/or
  - Key skills enhancement (at school)

- A focus on job-related components, general employability skills, underpinning knowledge and life skills

- Accreditation via NVQ or GNVQ, key skills awards and/or locally awarded certificates
A brief history…

- *Education (National Curriculum) (Exceptions at Key Stage 4) Regulations* (1998) under Section 363 of the 1996 Education Act

Extended the flexibility to allow students to emphasise skills or consolidate learning (note that science could not be dropped in these instances)
Impact on:

- **Schools**
  - Legitimation of practice
  - New or enhanced partnerships with external agencies
- **Curriculum**
  - Improved flexibility
  - More inclusive provision with greater external input
  - Less disruption in lessons
- **Pupils** (with a particular impact on low achieving students or those with low self-esteem)
  - Improved motivation, behaviour and attendance and reduced levels of exclusion
  - Increased preparedness for and confidence in post-16 progression
  - Positive attainment outcomes
  - Positive transition at 16
But:

Issues related to:

- **Concept** (disapplication, *per se*, was often viewed unfavourably)
- **Selection** (often seen as a remedial measure, not a positive alternative)
- **Placement opportunities** (both geographically and economically)
- **Logistics** (timetabling and transport issues)
- **Differential impact** (not effective with the most disengaged or those with acute or entrenched personal problems)
A brief history…continued

- Education (National Curriculum) (Exceptions at Key Stage 4) Regulations (1998) under Section 363 of the 1996 Education Act
- Education (National Curriculum) (Exceptions at Key Stage 4) (England) Regulations (2000)

Emphasised the view that skills shortage was both a social and an economic issue
A brief history…

- *Education (National Curriculum) (Exceptions at Key Stage 4) Regulations (1998)* under Section 363 of the 1996 Education Act
- *Education (National Curriculum) (Exceptions at Key Stage 4) (England) Regulations (2000)*

To increase curriculum flexibility, reduce the number of compulsory subjects to 4, remove the need for disapplication and introduce GCSEs in vocational areas.
Increased Flexibility for 14-16 Year Olds Programme (IFP)

- £120 million programme, funded by DfES
- Funding channelled through the 47 Local Learning and Skills Councils to 269 partnerships
- Partnerships involve:
  - a lead partner (269 of these) – generally an FE college but also includes some sixth form colleges, training providers, a university and an LEA.
  - schools (1663 secondary schools, 76 special schools and 18 Pupil Referral Units 76 in Cohort 1)
  - some additional training providers and employers
Aim of the IFP

To ‘create enhanced vocational and work-related learning opportunities for 14-16 year olds of all abilities who can benefit most’.
Data collection

PLASC and NPD

School

LP

LLSC

Pupil

School

Pupil

parents

employers

HEIs
Extent of take-up

Based on detailed data from 1208 schools (69% of the participating schools):

- involved at least 28,885 Year 10 students (a mean of 24 per school and 115 per partnership)
- estimate that approximately 42,000 young people involved in the programme overall
- most in mainstream schools but ~ 1% (288 of known participants) in special schools and some (61) in Pupil Referral Units
Profile of participating schools

Compared to schools nationally, schools participating in IFP were more likely to be a community school and to:

- be an 11-16 school
- have lower levels of attainment at KS3 and KS4
- have higher levels of young people in receipt of free school meals
Profiles of participating pupils

<table>
<thead>
<tr>
<th></th>
<th>IFP figures</th>
<th>National figures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>55% male, 45% female</td>
<td>51% male, 49% female</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>92% white, 4% Asian or Asian British and 2% black or black British</td>
<td>87% white, 6% Asian or Asian British and 4% black or black British</td>
</tr>
<tr>
<td><strong>EAL</strong></td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>FSM</strong></td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>SEN</strong></td>
<td>33%</td>
<td>19%</td>
</tr>
</tbody>
</table>
| **KS3 Level 5 or above** | English – 49%  
Mathematics - 50 %  
Science – 51% | English – 69.5%  
Mathematics - 70 %  
Science – 70% |
Aim of the IFP: revisited

To ‘create enhanced vocational and work-related learning opportunities for 14-16 year olds of all abilities who can benefit most’.

Note that profile of known participants appears skewed towards white, towards male, towards disadvantaged young people, towards lower and middle attainers and towards those with some level of SEN.
Qualifications being followed

% of students studying type of qualification

New GCSE: 60%
NVQ: 15%
GNVQ: 5%
Other vocational qualification: 10%
Non qualification: 2%
Qualification unknown: 1%
To White Box?

Funded (DfES/LSC) and supported (LSDA) programme for delivery of:

- Vocational GCSEs
- GNVQs
- NVQs
- Other vocational courses

IMPACT ON STUDENT/SCHOOL/WORKPLACE

OUTCOMES
OUTCOMES

Students:
- Attitudes
- Aspirations
- Behaviour
- Confidence
- Career Plans etc.

Providers:
- Identification and induction strategies
- Working with younger pupils etc.

INPUTS

…To White Box?

OUTCOMES
...To White Box?

INPUTS

IMPACT ON STUDENT/SCHOOL/WORKPLACE

Key Stage 4 outcomes
Transition data
Self-reported attendance (not on PLASC)
Self-reported behaviour
School perceptions of ‘soft outcomes’
Some unanswered question(s)

Does taking part in pre-16 vocational studies:
- re-engage or motivate young people to post-16 learning?
- prepare young people for post-16 study?

There is a need to obtain the voice of the young people:
- IFP evaluation will do so via questionnaires and face-to-face interviews
- The NFER micro-study under the Skills for All programme will do so via interviews with young people in a number of FE colleges.