

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

Some early findings from an evaluation of the
Increased Flexibilities Programme

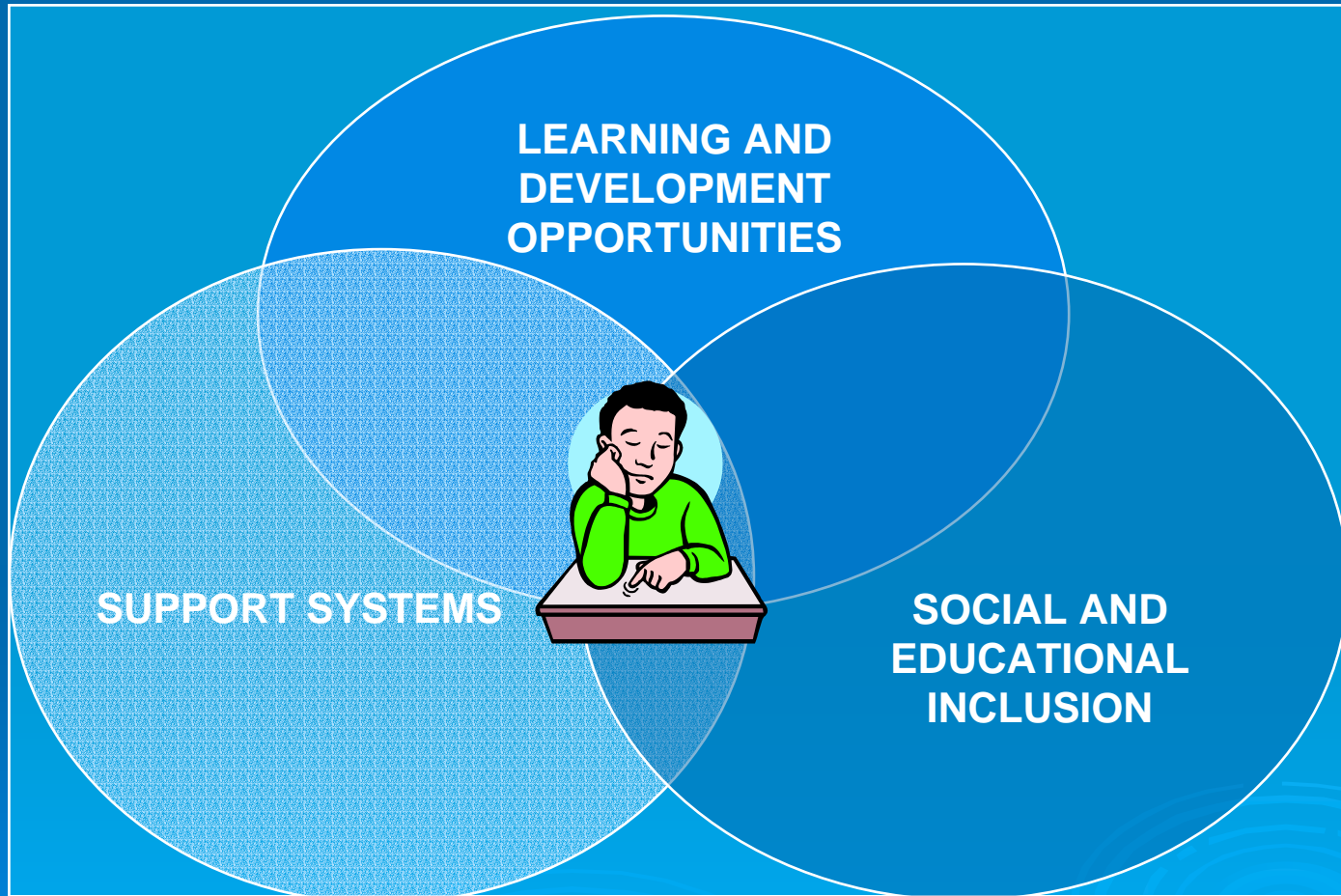
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31-10-03



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Redressing educational disadvantage



**LEARNING AND
DEVELOPMENT
OPPORTUNITIES**



Attitudes?

**Longer-term
outcomes?**

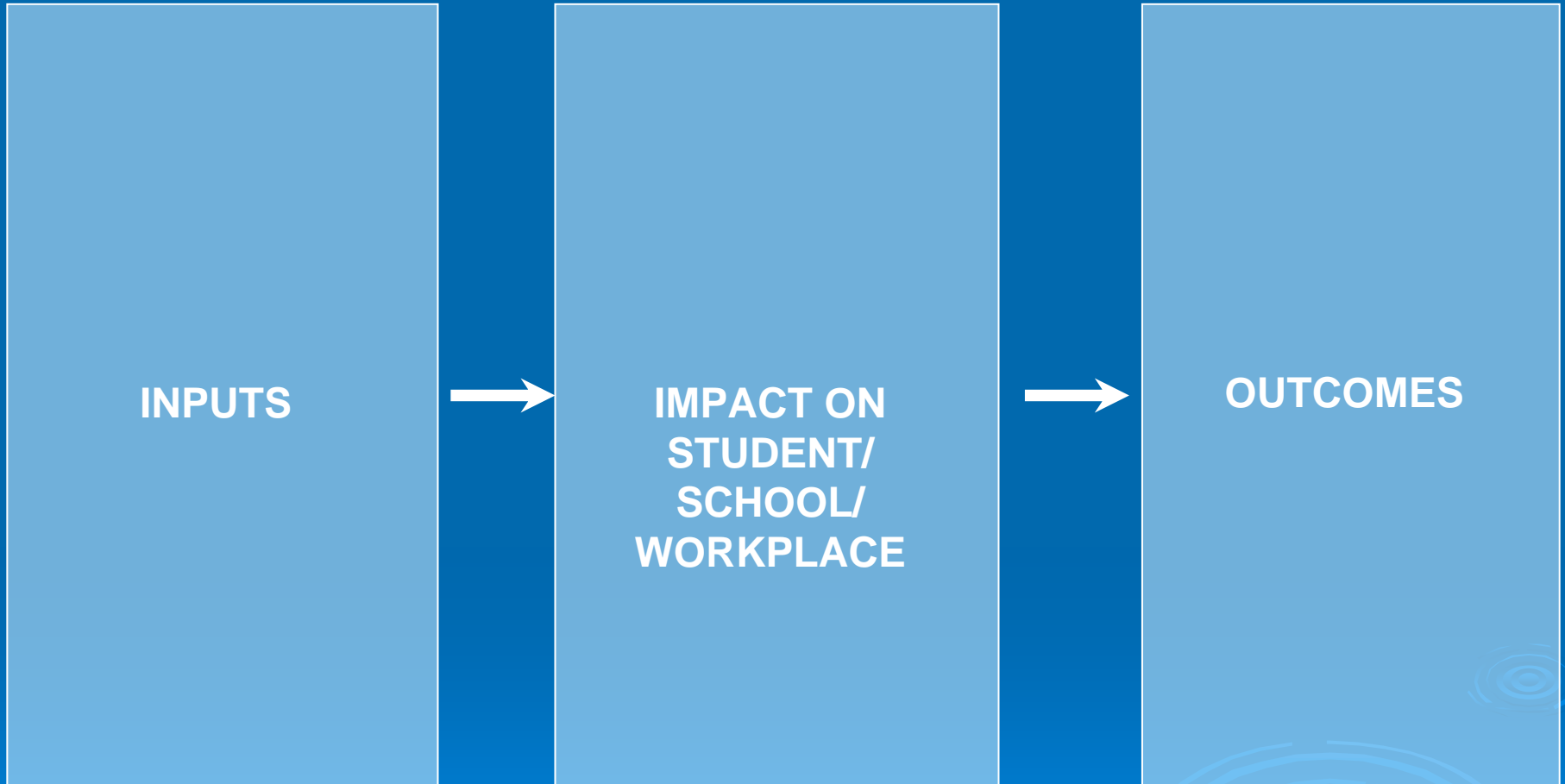
Behaviour?

**Post-16
destinations?**

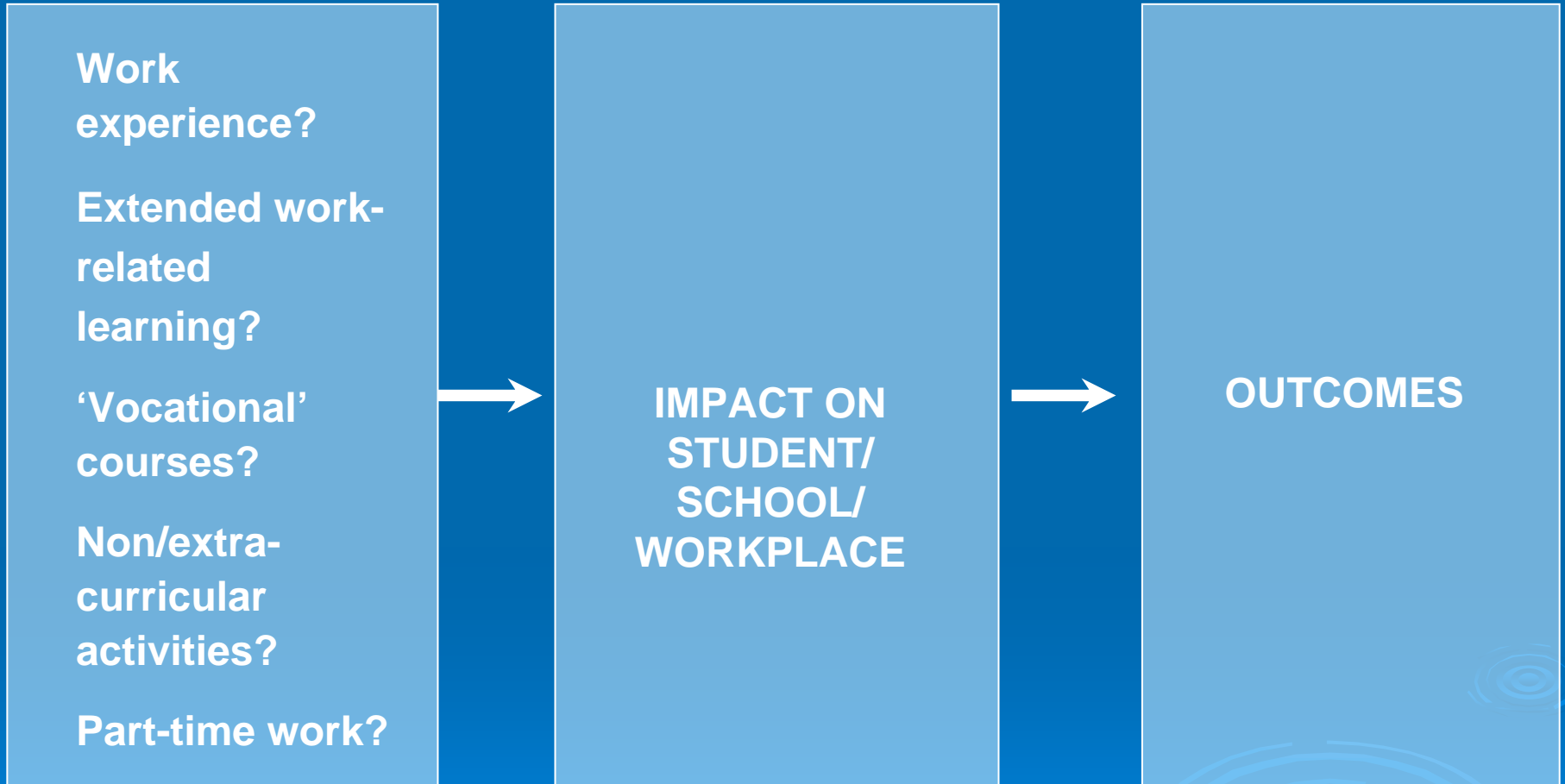
Attainment?

Aspirations?

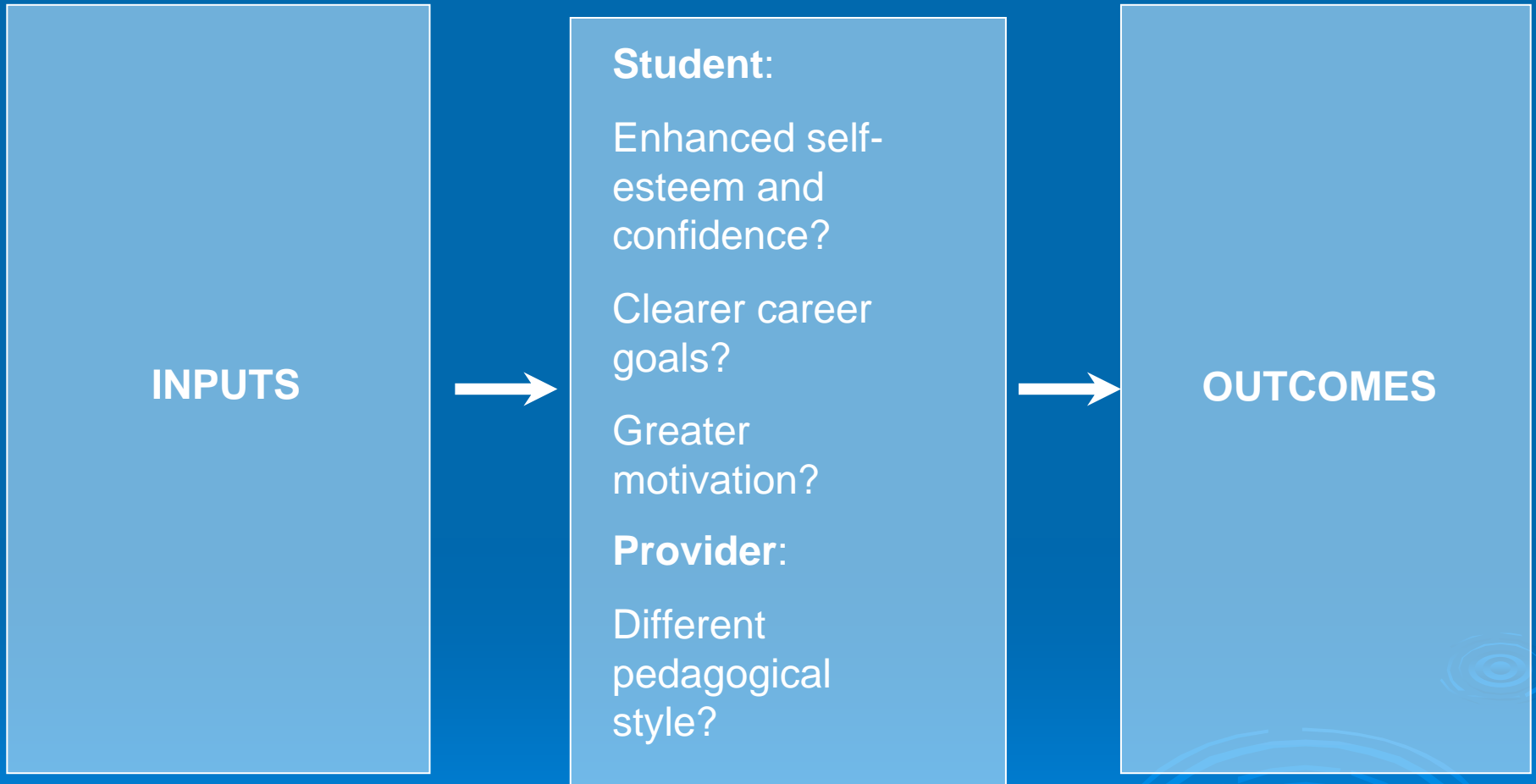
The Black Box Approach



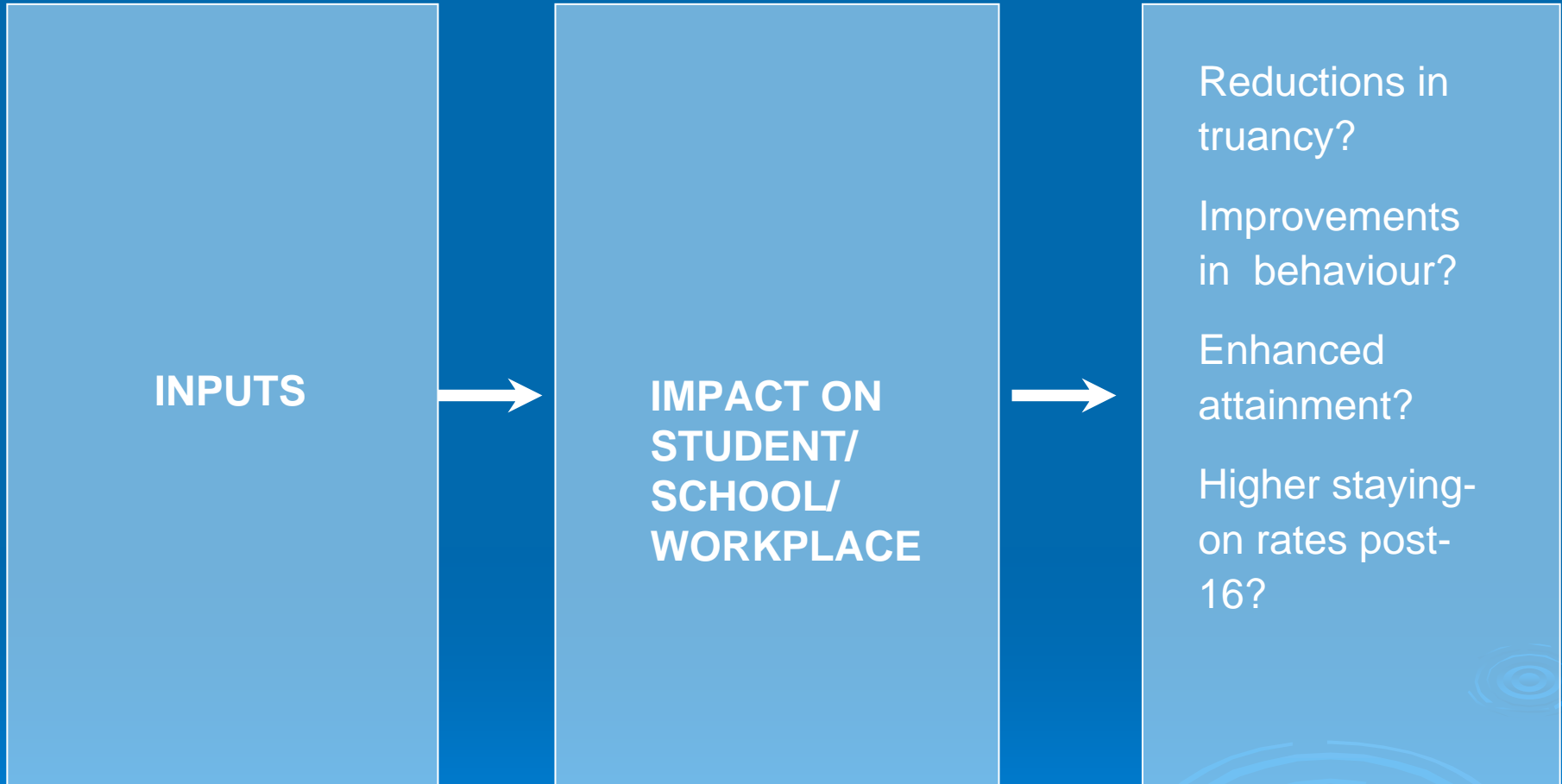
The Grey Box Approach



The Grey Box Approach



The Grey Box Approach



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
- *Education (National Curriculum) (Exceptions at Key Stage 4) (England) Regulations (2000)*

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)*
- *DfEE (2000) Skills for All: Proposals for a National Skills Agenda.*

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)*
- *DfEE (2000) Skills for All: Proposals for a National Skills Agenda.*
- *DfES (2002) 14-19: Extending Opportunities, Raising Standards. Consultation Document (Cm5342).*

To increase curriculum flexibility, reduce the number of compulsory subjects to 4, remove the need for disapplication and introduce GCSEs in vocational areas.

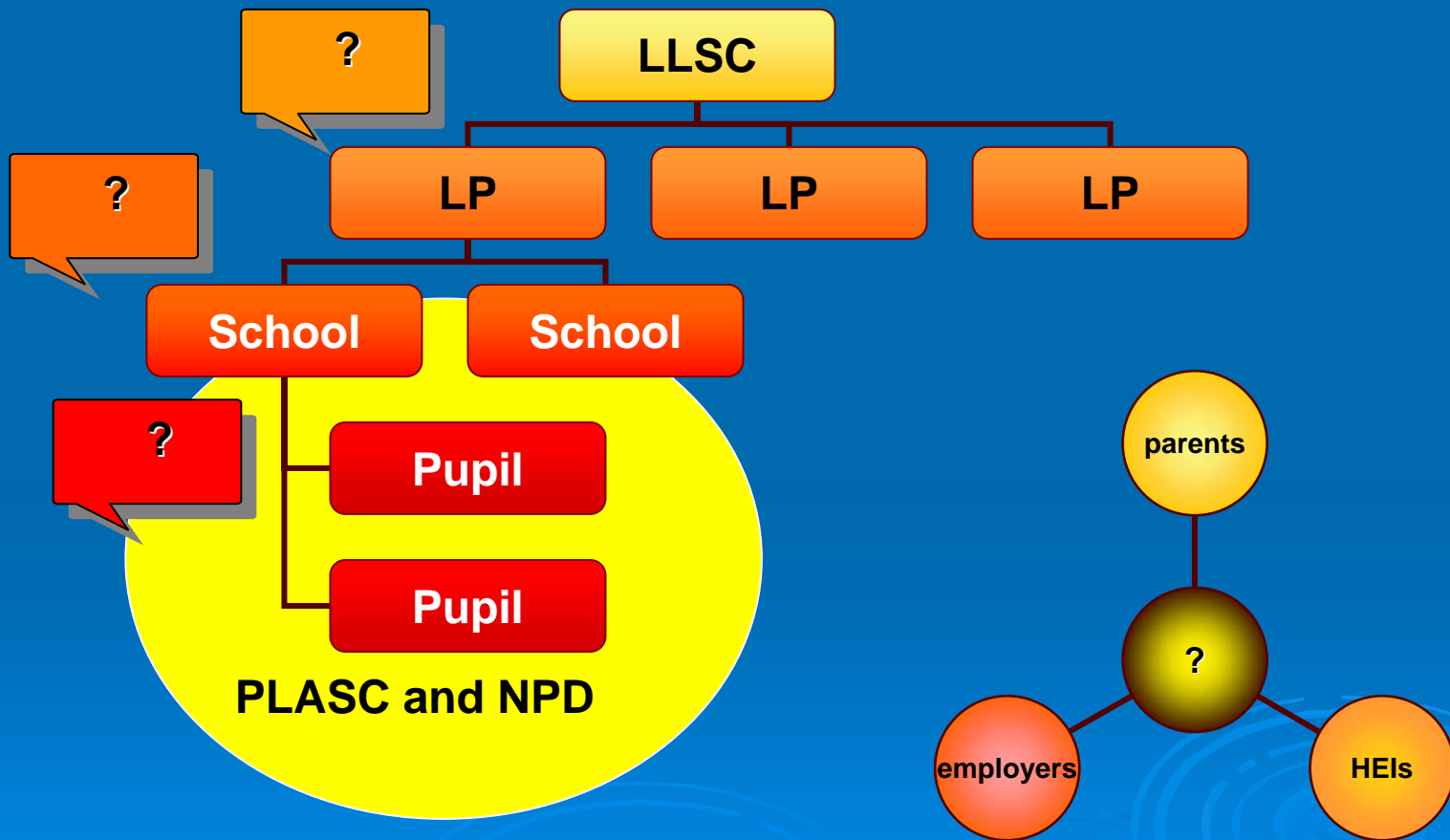
Increased Flexibility for 14-16 Year Olds Programme (IFP)

- £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



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

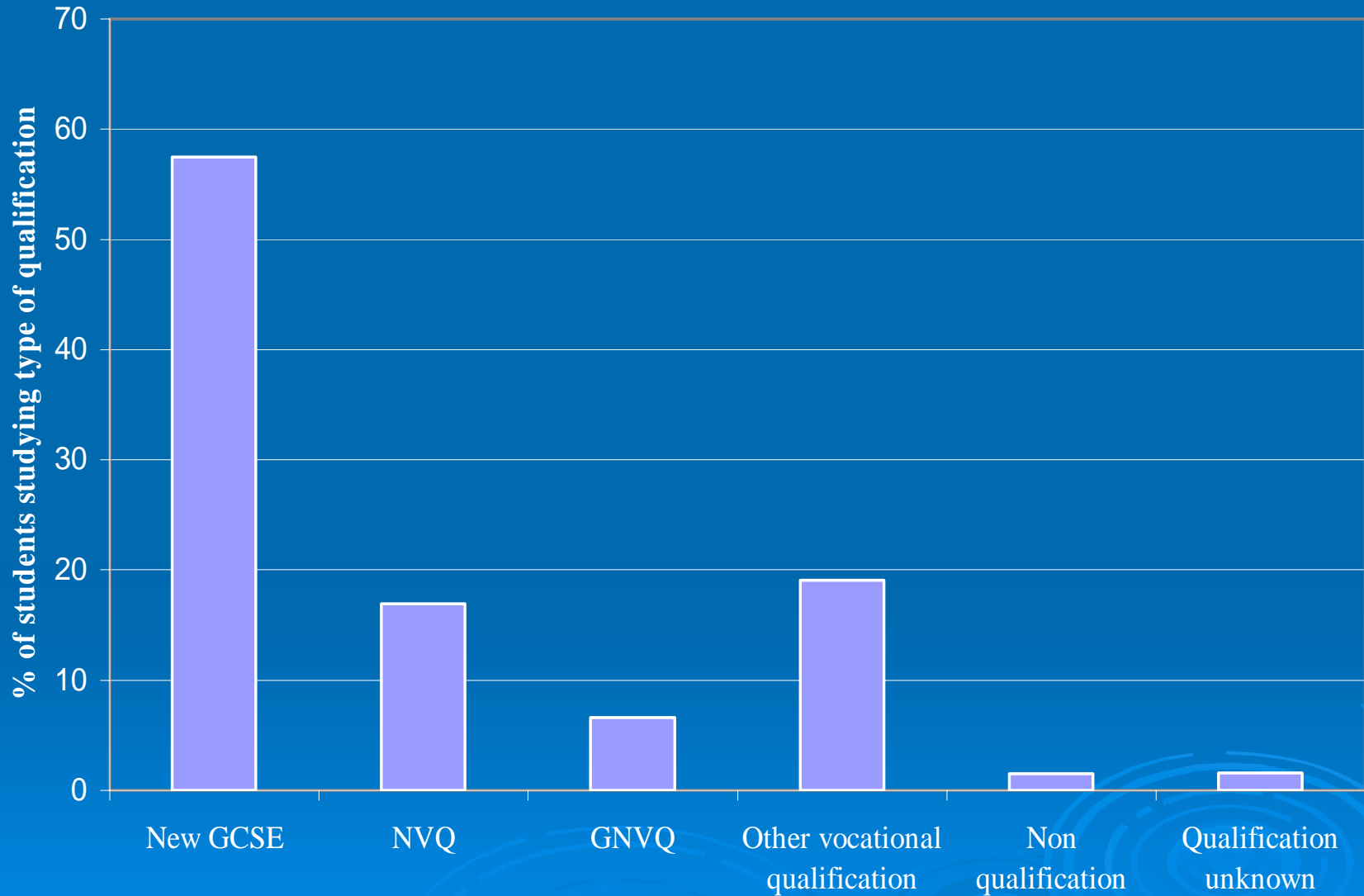
	IFP figures	National figures
Sex	55% male, 45% female	51% male, 49% female
Ethnicity	92% white, 4% Asian or Asian British and 2% black or black British	87% white, 6% Asian or Asian British and 4% black or black British
EAL	5%	8%
FSM	23%	17%
SEN	33%	19%
KS3 Level 5 or above	English – 49% Mathematics - 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



...To White Box?

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

- Vocational GCSEs
- GNVQs
- NVQs
- Other vocational courses

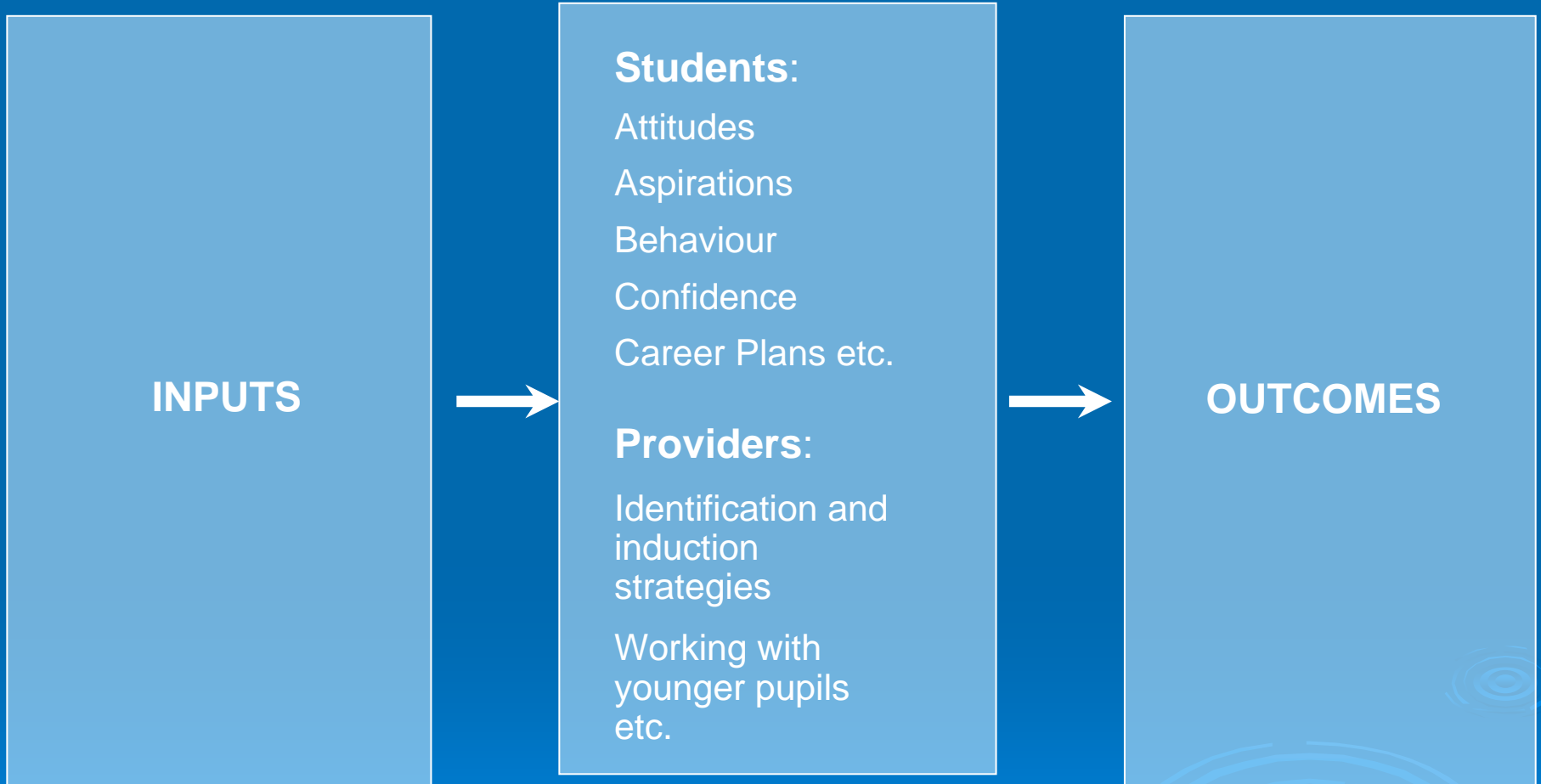


IMPACT ON
STUDENT/
SCHOOL/
WORKPLACE

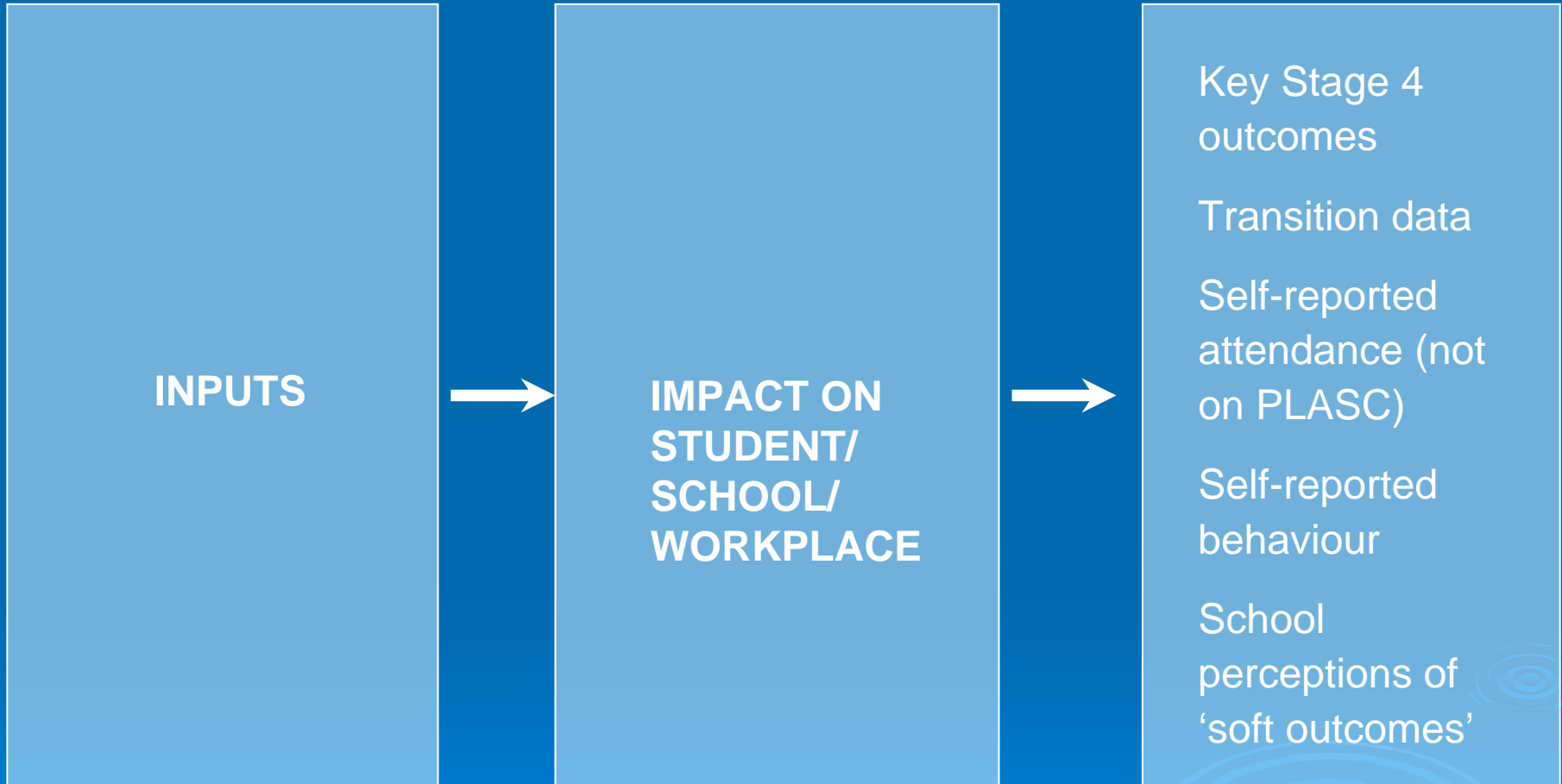


OUTCOMES

...To White Box?



...To White Box?



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.