

Partnerships that Work

Guidance for Schools and Colleges Providing
Work-Related Learning for 14-16 Year Olds



department for
education and skills
creating opportunity, releasing potential, achieving excellence

**learning
and skills
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agency**

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Guidance for Schools and Colleges Providing Work-Related Learning for 14-16 Year Olds

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Introduction

This booklet deals with work-related learning at Key Stage 4 in the context of the 14-19 curriculum. It is for use by all those with an interest in developing and maintaining school-college partnerships, particularly headteachers, curriculum managers, liaison co-ordinators in schools and principals, senior curriculum managers and schools' liaison co-ordinators in colleges. The booklet also has relevance to the work of contributors and potential partners such as learning mentors and learning support staff, careers and youth services, education business link organisations (EBLOs) and local education authorities (LEAs). It is likely to be of interest to sector skills councils (SSCs) and employers contributing to work-related learning (WRL).

The launch of the 14-19 Education and Skills White Paper in February 2005 set out the Government's intention to transform secondary and post-secondary education so that all young people achieve and continue in learning until at least the age of 18. A key element of the reforms is the Government's commitment to offer high quality vocational routes of learning and to ensure that every young person is secure in the basics they need for life and work.

High quality WRL can help pupils of all abilities to develop new skills, improve achievement and motivation through the relevance of the curriculum to working life, build interest and enthusiasm, assist careers' education and transition planning and strengthen pupils' understanding of their local economy and the place of skills and qualifications within it¹. Some needy and disengaged pupils may be re-motivated by WRL and develop a more positive attitude towards work and stronger ambitions to attain qualifications and skills. Whilst schools can deliver such learning themselves, partnerships with local further education colleges are an efficient and effective means of achieving these aims. (In this booklet, 'colleges' is taken to refer to further education providers including sixth form colleges and to work-based learning (WBL) providers, which are contributing specialist expertise to partnerships).

There are many advantages to be gained from partnership. For schools, colleges offer a wide range of vocational and other courses, teaching staff who are experienced and qualified and facilities frequently of industrial standard and, in centres of vocational excellence, state-of-the-art. For colleges, partnerships enable efficient use of available assets, marketing opportunities, possible increased income and professional development opportunities for working with younger groups of pupils. For pupils, a broader curriculum, relevant to ambition and aptitude may encourage motivation and attainment and, critically, commitment to learning post-16.

Evidence shows that effective partnerships depend on a number of critical success factors – principally, good planning, management, organisation, monitoring and evaluation. This booklet offers advice and guidance in these areas and is intended to help schools and colleges take maximum advantage of the opportunities available, draw on and support the development of good practice and improve existing provision. The booklet explains aspects of the legal background to many of the issues. It is not, however, an authoritative legal interpretation of the provisions of the relevant Acts of Parliament and regulations. For guidance readers are referred to 'Work Related Learning and the Law', DfES. (DfES/0475/2004).

The Department would like to acknowledge the work of Lynn Hull and John Mattick who contributed much of the substance of this report and whose help and expertise were invaluable in its production.

¹ See for example, 'Extending work-related learning at Key Stage 4', HMI276, www.Ofsted.gov.uk

1 The Background

Main objectives

The Government has several objectives for pupils following the curriculum at Key Stage 4.

Schools must follow the statutory requirements of the National Curriculum and pupils should have the opportunity to attain:

- a broad and balanced curriculum while they are in compulsory education and the opportunity to obtain nationally approved qualifications;
- flexibility and choice – pupils deserve a Key Stage 4 curriculum that is motivating, challenging and prepares them effectively for employment, further learning and adult life;
- coherence and progression – as pupils aged 14 begin to develop their own choice of subjects, they should be able to access strong learning programmes that enable and encourage them to progress, so that more pupils remain in education post 16;
- collaboration and partnership – the curriculum should encourage local collaboration, partnership and innovation to provide learning that reflects local needs and circumstances.

The Key Stage 4 curriculum

Since September 1996, maintained schools have been required to teach the National Curriculum programmes of study for Key Stage 4 in English; mathematics; science; design and technology (D&T); information technology; modern foreign languages (MFL) and physical education. Schools have a statutory obligation to provide clearly identified religious education, careers education and sex education. In addition, most schools offer a range of optional subjects at Key Stage 4 including vocational subjects. Schools must ensure that all pupils involved in school-college partnerships follow the statutory curriculum at Key Stage 4. From September 2000, the revised National Curriculum included a non-statutory framework for personal, social and health education. From September 2002 secondary schools are required to teach the programme of study for citizenship.

From September 2004 maintained schools are required to teach English; mathematics; science; ICT and citizenship; religious education; sex education; careers education and WRL as part of the Key Stage 4 curriculum.

In addition four entitlement areas must be provided if pupils wish to take courses in them (either directly or through collaboration with other providers nearby). These are MFL; D&T; arts and humanities.

Within this broad context, recent initiatives at Key Stage 4 have promoted and encouraged take-up of vocational education and WRL. These include:

- GCSEs in vocational subjects;
- the 'Increased Flexibility Programme for 14-16 year olds' (IFP);
- WRL, including an entitlement to five days enterprise education;
- recognition of vocational qualifications in the achievement and attainment tables;
- the 'Young Apprenticeship for 14-16 year olds' (YA) programme;
- a statutory requirement for careers education (throughout Key Stages 3 and 4);

- changes to the disapplication arrangements so that pupils may benefit from wider WRL;
- incorporation of key skills into National Curriculum subjects and, ultimately, across the curriculum at Key Stage 4.

The following are amongst the most significant measures:

GCSEs in vocational subjects

In September 2002 eight double award GCSE qualifications in vocational subjects were introduced. Designed to provide young people with the opportunity to explore vocational learning in a distinctive and innovative way, they aim to develop knowledge, understanding and skills of a vocational area and the 'world of work', including careers. The GCSEs are in applied art and design, applied business, applied ICT, applied science, health and social care, leisure and tourism, engineering and manufacturing. There are plans to extend the range and introduce 'hybrid' GCSEs, which will contain elements of specialised and general learning.

Increased flexibility programme for 14-16 year olds

The IFP was introduced in September 2002 and provides funding for courses delivered through collaboration between schools, colleges of further education and WBL training providers. In addition it supports the implementation of GCSEs in vocational subjects and other vocational qualifications. It enables colleges to form partnerships with schools and other organisations so that young people can study a vocational qualification at a college, WBL provider or through collaborative teaching arrangements and develop their vocational and work-related skills.

Work-related learning as a statutory requirement at Key Stage 4

From September 2004, WRL became a statutory requirement for all pupils at Key Stage 4. It is defined as 'planned activity that uses work as a context for learning'. This can involve learning 'through' work contexts, 'about' work and working practices, and 'for' work by developing personal attributes and employability skills. WRL describes a broad range of learning activities including awareness of the local and broader economy, applications to the work of the National Curriculum and other subjects and careers education. From September 2005 there is an entitlement to enterprise education that will provide all Key Stage 4 pupils with the equivalent of five days' enterprise experience.

Recognition of vocational qualifications in achievement and attainment tables

The achievement and attainment tables, published each year by the DfES, report performance in public examinations in maintained secondary schools. The range of qualifications now recognised in the tables are those accredited to the National Qualifications Framework and approved by the Secretary of State. Qualifications approved for use pre-16 include general, vocational, and occupational categories and can be found in Section 96. (www.dfes.gov.uk/section96/). The list includes all qualifications approved for use pre-16 at Entry Level, Level 1 and Level 2 (except graded examinations which will follow in 2005). AS levels taken earlier than usual are also counted.

Young Apprenticeship for 14-16 year olds programme

In 2004, the first cohort of young people enrolled on the Young Apprenticeship for 14-16 year olds Programme (YA). It is designed to provide a new opportunity for 14-16 year olds to learn practical skills and knowledge in a vocational context and pursue qualifications relevant to particular occupational sectors. The scheme involves a partnership between schools, employers, training providers and colleges. Pupils taking YA follow the statutory curriculum and in addition, gain an approved industry-specific Level 2 qualification in a particular sector (such as engineering or business administration). A number of useful publications that relate to this area of work are listed in the bibliography.

2 Making the First Move in Forming Partnership

Key strategic issues to be addressed

- what are the purposes of partnership?
- how will pupils benefit and how will work-related opportunities be differentiated to meet their needs?
- which college/school(s) should partner?
- how should other partners such as LEA, Careers Service, EBP and employers, be involved?
- are there existing local area 14-19 or similar consortia on which to build opportunities?
- how should initial contacts be made?
- which senior manager will have overall responsibility?
- how will collaborative activities be managed and resourced?
- what steps will ensure compliance with regulations, such as disapplication of the curriculum?
- how will the effectiveness and impact of the provision be monitored, evaluated and reported?

What is the starting point?

Establishing an effective partnership requires deft strategic management and reasoned vision including:

- positive decisions about partnership at senior level, with management and governor support;
- a clear vision of partnership structure with its expectations stated in the school improvement plan;
- management commitment to maintain support throughout the development, implementation and consolidation of the partnership and its activities;
- effective monitoring and evaluation incorporated into the school's quality improvement cycle.

Evidence shows that partnerships are most effective when basic principles, vision and strategy are understood at all levels of the schools and colleges involved. Staff then feel a degree of ownership and commitment to the partnership through their involvement at each stage of planning. For WRL to have, and be seen to have, parity with other learning activities, it must form an integral component of the school development and curriculum plans. Suitable time, other resources and monitoring should be dedicated to it.

Partnership for whom?

All pupils at Key Stage 4 are now entitled to undertake a variety of WRL such as work experience and enterprise education. Some schools may extend provision over and above the entitlement. In doing so they need to consider carefully which pupils will be involved and why, the range and form of provision needed and the resource and financial implications (see Section 3).

Some schools may be able to provide opportunities for extended WRL for all pupils although generally they offer additional provision only to those likely to benefit most. In these instances the school needs to decide on what basis the offer of extended WRL will be made. Extended WRL may focus on pupils who are under-achieving (as evidenced by current attainment in comparison with potential); are seeking specific vocational options (for instance, demonstrated through strongly expressed career ambition); or who are losing interest in learning or disengaging (indicated for example, by declining attendance and motivation). Key decisions at senior level are needed about the appropriate point at which pupils should become involved with the extended provision, for example, throughout Key Stage 4 or part only.

Disapplication of the curriculum

The Government has introduced successive changes to the National Curriculum so that schools may increase the flexibility of their curriculum at Key Stage 4. Among these changes have been alterations to the disapplication arrangements to create opportunities to provide more WRL in a pupil's curriculum by setting aside particular subjects that were previously compulsory. Since August 2004, it has no longer been necessary for schools to disapply MFL or D&T because they have been designated 'statutory entitlement areas' and are no longer compulsory, although schools must continue to provide an opportunity for pupils to study them. Schools can disapply science for WRL until August 2006. Beyond this date, science will again be compulsory and a new science programme will be introduced. It is expected to be smaller, relevant to all pupils and built into a flexible range of qualifications.

What is the vision for the partnership?

Creating a real choice

Timely decisions need to be made about the choices open to pupils well in advance of implementation to provide adequate time for planning and preparation. Ideally, pupils would choose from a wide range of work-related options. Local circumstances however, are likely to constrain choice and some options will be limited through competing demands on the resource and possibly cost per place, which may vary across specialist areas. Whatever the decision, the scope of provision must be feasible within the preparation and teaching time allocated. A phased development may be the best plan.

Curriculum expansion

The main possibilities are that:

- some schools may wish to work with a college in order to increasingly develop school-based WRL. This could require staff training alongside the development of appropriate resources, facilities and learning materials. This approach may be efficient but decisions need to balance training time and other costs of local provision with the cost-effectiveness of avoiding duplication;
- partnerships may offer an opportunity to broaden pupils' experiences. For example, providing college learning and social environments different from school and increasing the range of courses available, may strengthen pupils' enthusiasm for learning. Key implications of such arrangements include staff development for school and college staff, the availability and costs of specialist resources and organisation and planning;
- where broad provision is required in both vocational discipline and qualification level, a combination of school-based and college-based provision may be the most suitable.

Access to resources

In deciding which option to choose, schools should consider the direct advantages for pupils of providing access to college resources such as capital equipment, laboratory or workshop space, especially in capital-intensive areas such as:

- catering and engineering;
- state-of-the-art equipment;
- learning resources (access to vocationally specific information such as specialist journals, CDROMS, texts, videos, etc.) which would be uneconomic to buy;
- access to learning resources for pupils when studying independently at school;
- staff expertise and experience in relevant vocational subjects.

Schools may offer facilities that would be valued by the college, especially if it is a designated centre of excellence. Colleges might gain by accessing space and other resources during the evenings or school holidays. Resource sharing might provide useful benefits in kind and help partners to reduce direct costs. Whatever the vision, it will influence what is required from each partner.

How to choose partners

Although choice is most likely to be based on the college(s) that are geographically accessible, it is worth remembering that there are a number of different types of colleges and there may be alternatives that achieve partnership without the need for pupils to travel to a main college base.

The main types of post-16 colleges are:

- General Further Education Colleges - encompass academic and vocational provision across a wide age range. Provision usually has a strong practical basis and specialist provision that reflects the local context. Some courses require the day-to-day specialist technical support of a large institution, such as motor vehicle engineering or construction, and will therefore be located at a suitable site.
- Specialist Further Education Colleges - usually have a specific vocational focus such as agriculture or art and design. They will have strong links with the sectors they represent. They offer a broad spectrum of specialist learning and are likely to represent current industry standard practice.
- Sixth Form Colleges - tend to focus on academic programmes, especially A Levels. Many have extended their curriculum to include vocational and pre-vocational programmes. The range however, is less likely to include vocationally specific sectors such as motor vehicle engineering and construction. There will tend to be a strong bias towards 16-18 year old full-time learners.
- Tertiary Colleges - cover all the post-16 provision in a geographical area. As they have been developed as inclusive institutions their provision is usually broad, balanced, and suited to the needs of a wide range of learners.
- Work Based Learning Providers - specialise in skills for current industry and business practice. Most address a particular range such as administration or a branch of engineering. They are likely to offer some key skill and basic skills courses as well as training in their specialisms.

In addition, the centres of vocational excellence (CoVE) programme has designated specialist areas of vocational provision characterised by close links between colleges, business partners and other providers to improve skills for employment.

Considering the alternatives

When choosing a college partner it is essential for schools to find one that matches the nature and interests of their pupils, their learning needs and abilities and provides opportunities for progression to higher levels of study. Initial research will provide benefits in the long run. Key points to consider are:

- what should the college be able to offer?
- how far is it realistic for pupils to travel? What services are available (especially in rural areas)?
- what curriculum time is needed for a particular course/qualification and what are the cost implications?
- is it necessary to travel on a weekly basis to the college main site or is there a more local outreach centre? Might periodic visits to the specialist centre be sufficient? Could school/college holidays sometimes be used for tuition?
- can the college bring the provision to school and teach collaboratively?
- are there alternatives to pupils travelling, such as using ICT/virtual learning environment for some of the provision?

Where school contacts with colleges are few, it is useful to collect a range of information to inform discussion, such as:

- the range of provision to match pupils' known areas of interest;
- achievement rates aligned with a profile of the college pupil body;
- experience of working with pre-16 pupils;
- involvement with existing schools partnerships;
- effectiveness in engaging employers;
- resources, facilities and skills;
- reputation locally, regionally and nationally.

Relevant information may be found in prospectuses; college web pages; Ofsted and LLSC reports. The experiences of previous school pupils and staff and local press cuttings might also be available. A small working party can soon gather sufficient information to inform and help staff become involved and provide a basis for college provision and school needs to be compared and matched. Where alternatives exist, it is wise to start initial enquiries with all of them.

Making contacts

It is important to identify the right person in the college to contact and to confirm that a high level of senior management commitment exists at the college. Early contact is recommended with key college personnel, including the principal and/or other senior staff such as the deputy or assistant principal or the director of curriculum. Other key staff to identify and contact could include a schools' liaison officer or co-ordinator; pupil services manager; vocational pathways co-ordinator or youth programme development and project manager. Most of these responsibilities are likely to be present, but job titles, which will be needed exactly, will vary from one college to another.

Setting up the link

The main aims of initial contact are to gather information, explore options and opportunities, ensure senior management support and reach agreement in principle about the provision to be developed. Detailed planning will follow and should then involve co-ordinators and specialist staff rather than those at strategic senior level.

By taking this considered approach it should be possible to agree a process and timeline for development. A series of planning and development meetings is likely to be needed and involve relevant staff from both or all, participating institutions. Questions that can be used to prompt discussion and ensure coverage of necessary topics include:

- what prior experience does the college(s) have with 14-16 year-old pupils?
- what curriculum areas could be the focus of the provision?
- what outcomes could be planned (see Section 3), and how will they impact on current school achievement and progression opportunities?
- are the qualifications on offer approved for use at Key Stage 4 (refer to QCA/03/1167)?
- what are the costs of the provision (including any additional costs such as registration and certification fees)? How is it to be funded (are there sources of additional revenue, such as discretionary funds at LLSC or local development/renewal programmes)?
- how and by whom will key planning and implementation decisions be taken?
- who will be the senior managers with overall responsibility in the school and college?
- who will be the day-to-day contacts in the school and college?
- how will key legal duties, such as health and safety, be met?
- how formal will the link be? For instance, will there be a written contract/undertaking?
- how will agreements be recorded and who needs to be kept informed (eg. roles, responsibilities, actions, costs, payments etc.)?

- how will liaison take place? At what frequency and how will the time required be adequately recognised?
- how will communications operate when pupils are on college premises and how will they be supervised by school staff?
- how will the partnership monitor and evaluate the quality of provision including learning styles and approaches to teaching? What information will be required and who will do what?

Who should be involved at this stage?

Once a decision to take the partnership forward has been made, a range of staff from school(s) and the college, need to be involved in planning. This helps to develop relationships, ownership and provides opportunities for managers and operational teams to influence decisions and the curriculum offer. Experience shows the importance of designating a named co-ordinator in each institution.

- In schools examples include: deputy head; senior tutor; vocational adviser; careers tutor; head of year; senior teacher; careers' co-ordinator; WRL co-ordinator.
- In colleges examples include: director of curriculum; school liaison manager; pupil services manager; admissions co-ordinator; vocational pathways co-ordinator; youth programmes' manager; development and project manager.

Subject specialists from both schools and college and other partners, such as LEA, LLSC, EBP and Connexions should be involved in partnership development.

Inevitably, agreements will be developed and refined with experience as the relationship grows. It is essential from the outset to ensure senior management commitment linked to operational delivery. After the first exploratory meetings operational decisions need to be made and issues addressed to ensure achievement of effective partnership.

Summary checklist

During a meeting at college, key staff from schools should ensure they have:

- met the college co-ordinator;
- met teaching staff;
- toured the premises;
- seen the teaching spaces and resources (classrooms, workshops etc.);
- visited learning resource centre(s) (library, ICT);
- visited social (e.g. refectory, common rooms) and sporting facilities;
- met reception or pupil support staff;
- observed college approaches to teaching, learning and assessment.

3 Designing the Curriculum

Key operational issues to be addressed

- how will pupils' needs and interests be identified?
- how will WRL provision be integrated with pupils' other learning so that it is not a 'bolt-on'?
- how will pupils prepare to work in a college environment and to engage effectively with employers?
- which options and approved qualifications will be available?
- is cross-mapping with the National Curriculum to raise achievement in other areas, feasible?
- how might Key Skills be used as a vehicle for achievement and progression?
- who will have responsibility for ensuring pupils receive appropriate advice and guidance?
- will the focus be on individual pupils meeting their own targets through an individual learning plan, or will there be a group focus?
- will the programme be delivered by college staff or shared between school and college staff?
- is practical and theory work split or will an integrated approach be taken?
- is the lead-in time long enough for effective development to take place?
- will the activity be linked with work experience?

When designing work-related aspects of the curriculum, a balance needs to be struck between the need to meet the statutory curriculum at Key Stage 4, the needs of the pupils to broaden their horizons and succeed and the logistics of providing a feasible and effective curricular range. This may lead to amendments in the curriculum offer and management and co-ordination processes.

Having made decisions to form partnership between schools and college for WRL options and about the range of that provision, it is important to ensure that the curriculum matches the needs of the pupils. This section concentrates on practical considerations.

Aim for qualifications

The partnership's strategic vision, pupils' views and those of their parents/carers, should influence the curriculum offer in breadth, vocational area and level of qualification. Decisions are needed over which qualifications pupils should aim for, the role and place of experiences of work, enterprise and WRL and of skills-based, occupationally-specific training.

In general, all pupils should work to attain full, approved qualifications. This is essential to encourage their sense of achievement and secure unhindered transition to the next higher stage at age 16. Clearly, provision through which only parts of qualifications are completed may slow pupils' progression after age 16, discourage their commitment and so contribute to drop-out at age 17.

Choice of qualifications

Section 96 of the Learning and Skills Act 2000 deals with external qualifications for learners aged 18 years and under, that are approved by the Secretary of State for Education and Skills. Qualifications listed in Section 96 are all recognised for purposes of school performance tabulations and choice from the list provides an assurance for parents that the qualification is worthwhile and has value when accessing higher levels of learning after school.

Parents and schools will expect WRL courses and vocational qualifications to present an attainable challenge to the pupils. Partnerships therefore need to plan both the size and specialism of a vocational qualification to match curriculum time available and the ambitions, interests and aptitude of the pupils. Partnerships should ensure the level of the course offers a realistic progression from what has been attained at the end of Key Stage 3.

Schools have well-developed means of analysing pupils' past performance and using this to forecast what might be reasonably attained subsequently. Partnerships need to devise protocols for sharing information about prior attainment and match qualification targets to pupils' prior level.

Many pupils will have little immediately relevant experience for vocational courses and their grasp of specialist terminology may initially be naïve. However, they are likely to learn quickly when enthused and committed. In consequence, challenge is vital and expectations for the level of qualification need to be appropriately high but realistic at the same time.

School-college partnerships need to consider Section 96 to ensure that pupils undertake courses that lead to qualifications which:

- are approved for use at Key Stage 4
- do not contravene health and safety requirements for 14-16 year-olds
- are included in the schools and college's insurance cover.

The LEAs may be a particularly useful source of advice and guidance regarding these and other aspects such as parental consent, risk analysis and college insurance cover.

Types of work-related programmes

Effective partnerships provide WRL that is led by pupils' interests, motivation and needs. The main types can be summarised as:

- vocational qualifications
- vocational tasters
- individualised vocational precursor.

Each has validity depending on circumstances. They are not mutually exclusive and may contribute to positive outcomes for young people. They can be combined to form, where appropriate, a programme of study for an individual or group of pupils. Whilst each of these types of provision makes different demands on curriculum design, the key remains 'coherence' with mainstream provision and learner needs. The emphasis should with few exceptions, be on attainment of full qualifications.

Work-related learning across the curriculum

All subjects and aspects of the secondary curriculum are relevant to WRL and can make a valuable contribution to it. Evidence shows that imaginative and enthusiastic work, singly or in collaboration with partner areas and school subjects, may support pupils' learning about work and working life, help them prepare and gain some of the skills and competences through direct engagement with workplace activity² and inform their planning for the future. The skills and personal qualities needed to be enterprising, decisive and collaborative and to base decisions on evidence and argument, may arise from themes, projects, coursework assignments and placements with business.

² See case studies and examples in reference 2

Effective partnerships successfully promote applications of subjects and aspects of the school and National Curriculum. They help pupils see the relevance of learning to careers and working life in an increasingly knowledge-based economy and encourage young people to adopt principles of lifelong learning, recognising it as a positive strategy, and on occasion timely response to change. These partnerships avoid the common pitfalls that often result from 'brigading' together vocational and WRL into a discrete area that may quickly be perceived as separate from and inferior to 'mainstream' learning.

Key features of provision

Vocational qualifications

- whole qualifications that can be achieved over two years such as GCSEs in vocational subjects and Level 2;
- strengthen pupil's progression prospects;
- can be used as indicators of vocational learning without a commitment to a specific area;
- are useful in career guidance and are recognised at Key Stage 4.

Vocational tasters

- inform choice eg. before the start of Key Stage 4;
- successive and of short duration, typically three or four vocational aspects;
- do not lead to qualification outcomes;
- do not specifically develop skills to identifiable level;
- are made up of small building blocks of activity;
- seldom used effectively beyond choice-informing - may be accredited in key skill award.

Individualised vocational precursor

- applicable for those who wish to progress in the same vocational area post-16;
- prepare for enrolment on post-16 qualifications, usually at Levels 1 or 2, around the underpinning skills and knowledge for NVQs – small building blocks;
- preferable where a qualification is completed;
- lasts one or even two years with varying degrees of input time;
- can be of great value when used with disengaged young people and combined with advice, guidance and basic or key skills programme;
- achievements should be chosen to count towards performance tables.

Valuing other benefits

WRL often stimulates other learning as pupils and their teachers increasingly recognise the positive development of a range of transferable skills and competences. While these may not necessarily be externally assessed, they prepare a pupil for learning and working in an adult environment with its distinctive expectations. In this sense, they enable pupils to acquire skills for work³ as well as understanding of work and working practices.

For example, real problems set by local industry specialists as part of the WRL experience can encourage pupils to transfer skills learnt in one context to another and to see the inter-relationship of seemingly distinct skills. Teachers may also map the curriculum content of general and GCSEs in vocational subjects to NVQs so that areas of commonality reinforce one another and raise attainment.

³ Refer to: 'Work related learning for all at Key Stage 4', QCA

Learning in an adult and/or workplace environment may help pupils to develop skills and capabilities such as:

- improving information-seeking skills
- taking responsibility for their own work and learning and solving problems
- planning work in a given time frame and collaborating with others in its completion
- developing self-critical skills when reviewing work.

Where liaison is effective, these skills can be built upon and consolidated in school. Note that the development of certain key skills is a requirement for those pupils using the opportunities created by the disapplication regulations.

Once the curriculum for WRL has been decided, consideration is needed over how it will be accomplished. Two aspects need to be considered in tandem with each other:

- participation - time allocation and overall duration
- delivery - how the programme will be taught and learnt.

Modes of participation (See also Section 5)

There is no 'one-size fits all' model. A balance needs to be struck between achievement of the course objectives and the pattern and frequency of time away from school that is reasonable for the pupils given their other curriculum commitments and any support they will need. Pupils' learning will be promoted by:

- synchronising parts of the timetable at school(s) with sessions of WRL at college or elsewhere;
- homework timetables which ensure that participation on WRL programmes does not disadvantage their general progress, for example through work overload, awkward coincidences of coursework deadlines or conflicting timetable commitments;
- access to resource-based learning facilities in the college or through technological resources such as video conferencing or e-mail links when at school or from home;
- flexibility of the school day to match college hours when on a work-related programme.

Arrangements work efficiently when they are jointly timetabled across the partnership and aligned with pupils' learning needs, for example:

- one day per week (which could be a school day or college day according to agreement);
- a half-day per week fixed to facilitate access to activities in the college;
- blocks of time, from two to four hours per week, with longer periods split over more than one session;
- twilight period after school hours.

One experienced college workshop manager was able to give an evaluation of four different modes of practical education (using approved qualifications for Key Stage 4):

- 1 pupil sampling where pupils fit into existing groups for say two hours per week for six+ weeks;
- 2 discrete group (single term) where pupils are in a discrete group for a thirteen-week period;
- 3 discrete group (two years) where pupils are in a discrete group over a two year period;
- 4 in-fill where pupils fit into existing groups over a one or two year period.

His observations were that:

- 1 pupils on a sampling mode develop insufficient skills to carry out any meaningful projects;
- 2 those on the discrete group mode develop some skills and are able to achieve one or two elementary units from NVQ Level 1, providing a sense of achievement for the pupils;
- 3 pupils on a two-year course are able to follow a more formalised, graduated course developing both technical expertise and practical skills leading to achievement of a number of units from NVQ Level 1 and, in the majority of cases, the full qualification;
- 4 those on in-fill provision of this nature are able to follow a more formalised, graduated course gaining particular skills and confidence from working with other more mature college pupils. this impacts on approaches to learning with pupils often progressing more quickly.

Aligning provision

In most colleges the length of day and individual teaching sessions is longer than in schools. There is also usually a misalignment between school and college term times with schools starting sooner and ending later in the term than colleges. Partners need to consider and plan how to manage these differences. It may be decided to make adjustments so that pupils can benefit from a longer day and have relevant work at school during the beginning and ends of school terms and away from the college provision. It is also easy to make assumptions about communications arrangements. These need to be responsive and in an agreed routine so that any decisions and changes (eg. because of an arranged visit or speaker availability) are notified and contingency plans set in place.

Key questions

- what is the length of the school and college day and start and end times ?
- does the college calendar match the school's term and holiday dates?
- what provision will be made for pupils in the earlier and later periods of the school term?
- what is the length of teaching periods?
- how will longer teaching periods be structured to maintain motivation and interest of 14-16 year old pupils?
- how will special events such as visits, residential and work experiences be incorporated?
- what arrangements will be made for INSET and staff development days – i.e. when pupils would not be expected to be in school but would normally be at college?
- what implications are there for course completion of school exam periods and college end of module and end of unit testing?
- how will variations be handled? For example:
 - will pupils be expected to attend during half-terms where not taken by college?
 - how will missed schoolwork be coped with?
 - how will part-weeks be handled eg. school starting on a Tuesday after a break, college working only on full weeks?

Modes of delivery

Successful partnerships create an integrated programme for the pupils in which WRL and learning at college makes sense with work in school. Coherence is encouraged by:

- curriculum mapping to identify common areas such as careers' education, key skills, use of ICT;
- shared teaching by school and college staff, peer review and professional discussion over learning styles;
- thematic and project-based activities that span several subject areas and add vocational accent to each;
- links with work experience and PSHE, citizenship and enterprise events.

Pupils flourish and develop commitment where schools value vocational learning by encouraging:

- school and college teachers to share professional practice by peer observation in the classroom and course team meetings;
- joint planning so the programmes are not interrupted by events of which the college staff are unaware such as unannounced field trips, examinations, work experience;
- new-found skills and knowledge are recognised and built upon outside the work-related environment;
- targets for WRL; monitoring progress toward them; recognising and celebrating achievement, such as bringing them into the ambit of the year head or personal tutor and partnership 'graduation' events.

Imaginative planning can bring gains for pupils and their teachers, as in this example:

One college working with a school has set up two groups in a particular vocational area. One group is taught in the school by school staff and one group is taught in the college by college staff. Occasionally the groups work together in college. Halfway through the year, the groups swap so that they all get the college experience. This requires careful planning and liaison between school and college staff.

Mapping and matching with Key Stage 4 curriculum and work experience

The key aim of mapping and matching is to make sure pupils experience a relevant, related and coherent approach to their learning. Through staff and curriculum development activities, time should be spent on mapping links, particularly between college and Key Stage 4 school curriculum studies. Much work in this area has focused on mapping the occurrence of key skills in different learning contexts. Areas that are common to all pupils can be conveniently mapped to WRL and college specialisms, such as citizenship; PSHE; ICT uses and applications; enterprise events; mathematics; English and science courses.

Similarly, mapping and integrating work experience with WRL activities is also an essential contributor to coherence. There are a number of options:

- matching work experience with the vocational specialism followed at college (eg. a pupil working in college in hairdressing doing work experience in a hair salon);
- matching the skills acquired during work experience with those required across the individual learner's college and school programme, such as understanding career pathways in a company;
- mapping key skills and collecting evidence of their use during work experience.

Work experience should be planned in conjunction with the college. Even if pupils are undertaking work experience in areas unrelated to their college studies, the timing needs to be confirmed with the college. Pupils' progress can be hindered when members of college teaching groups are abruptly and unexpectedly absent due to work experience.

Work experience can be undertaken from the beginning of Year 10 and must be approved by the LEA or their agents (such as the governing body where permitted). In the case of non-LEA schools the governors must approve placements⁴.

Sharing information and preparing to work away from school

Pupils make better progress in WRL and vocational courses where schools and colleges share prior-attainment information through an agreed protocol that ensures necessary information is available and confidentiality is preserved. Briefing and staff training about the implications of prior attainment for future progress and hence professional expectations, contributes to a positive climate and ethos where challenges are realistic, progress brisk and future attainment realistic.

Some pupils have additional learning needs. The provision of learning support assistance, enabling access to specialist provision and resources, additional language needs and other support, should be part of the partnership's planning, provision and information sharing protocol

Pupils make better progress in work-related and vocational programmes where they are 'active agents' in their learning. Before commencing a partnership specialised programme they should have the opportunity to develop some of the skills and confidence to interact with new teachers, trainers, and, perhaps, fellow pupils from other schools. These skills are particularly germane to their work on placement with an employer such as during work experience or YA, connected to the attainment of a vocational qualification.

Key questions

- has the partnership devised and agreed an information-sharing protocol?
- are arrangements made to ensure additional support is available for those pupils who need it?
- have teaching staff discussed prior attainment, rates of pupils' likely progress, learning styles and expectations for attainment in the proposed courses?
- have arrangements been agreed for induction to the specialist course, to college facilities and resources?
- have pupils prepared to begin learning a vocational specialism effectively?
- are pupils preparing in advance, by developing their awareness of the vocational specialist area and some of the key ideas and the terminology/vocabulary they will encounter?
- are pupils effective as learners? Can they frame questions, make notes, record and assemble and arrange information for portfolios/coursework?
- are pupils confident and practical in their interactions with other pupils and adults at college and other provision for the specialist programme?

⁴ Refer to: DfES booklet 'Work Experience: A guide for secondary schools'

4 Organisational Considerations

Key organisational issues to be addressed

- will the ethos of partner college(s) and schools cohere?
- have roles and responsibilities been agreed?
- have schools and college(s) discharged their duty towards pupils' health and safety?
- is there adequate and suitable insurance in place?
- how will pupils actually move around between institutions and what impact will this have on their other activities?
- how will social conduct, pupil behaviour, attendance and progress be monitored?

Differences of ethos and setting protocols

Developing WRL provision in a school-college partnership will influence what the schools do and how work is arranged and managed. The same is true for the college concerned and, indeed, potentially for other partners too.

Schools and colleges have different ethos and protocols that need to be addressed clearly and carefully from the outset to avoid misunderstandings and awkwardness that might upset relationships and hinder pupils' development and progress. The following checklist indicates areas that benefit from open discussion to lessen the chance of problems arising. This can be used at planning meetings and in staff development activities.

Operational review

Have partners identified differences and potential problems with:

- timetable planning and structure?
- flexibility for educational visits, guest speakers, work with employers and other specialists?
- travel time to and from college and means of altering its frequency, eg. from weekly to monthly?
- allocation and roles of teaching and support staff for accompanying pupils and supporting their learning?
- test and assessment timetable and published list of deadlines?
- homework planning and setting and access to learning resources at school and home?
- discipline and conduct when at college or travelling between sites (expectations of school and college staff in relation to maturity level and expectations of learner behaviour)?
- how staff are addressed by pupils (eg. in college it is often by their first name)?
- clothing (eg. the cost, access to, and wearing of safety and protective clothing)?
- reporting attendance and progress?

Roles and responsibilities

The importance of senior management strategic commitment has been emphasised. In practical terms this commitment is likely to be demonstrated by:

- provision of staff time for co-ordination, staff and curriculum development;
- clear lines of communication with senior management, including direct line management;

- partnership-wide systems, procedures and information sharing (eg. when a group or individual pupil is out of a session such as a visit, all relevant people know in advance);
- agreed financial arrangements. Details will vary, but all partners should be clear about and accept the costs (direct and indirect) they are to carry;
- agreed responsibility for meeting legal and other requirements (such as insurance).

School governors monitoring partnership developments from the perspective of their school, may provide informative and useful support, for example if they are employers, parents, employees or teachers at other schools or colleges. Partnership co-ordination needs named contacts in each school and college who have responsibility to act with their own line management and, as necessary, to senior management. In schools, this contact is often a deputy head or senior teacher. Roles and responsibilities in each school and college need to be clearly identified.

The selection of school and college staff to be involved in day-to-day teaching and learning is particularly important. Those who value and have an interest in, or experience of, WRL for 14-16 year-olds or vocational provision, are a likely first choice. Others may wish to embark on WRL as part of their professional and career development. Schools' careers education and work experience co-ordinators are almost always willing and committed to WRL development. It is important that other staff – particularly learning support staff and academic mentors and similar specialists - are involved from an early stage and, like all staff, are regularly briefed on developments.

Working with employers

Effective partnership with employers greatly strengthens WRL. Benefits are to be seen in pupils' motivation and learning, the general and vocational dimensions of the curriculum and through professional development and updating of teaching and associate staff.

Pupils gain by developing skills for employability and enterprise and improving their understanding of how business operates and the roles, responsibilities and rights of people at work, as well as an awareness of local and national employment opportunities. They may engage with ideas and challenges from the business world and learn how to relate their own abilities and school subjects to working life⁵. Pupils value this learning highly and it is a position shared strongly by most parents and guardians⁶.

Collaboration with employers in the school curriculum takes many forms. Company challenges or projects undertaken by pupils and reviewed on completion jointly by school and employer may contribute realism and vocational authenticity to school and college courses. Specialists such as scientist, designer or artist 'in residence' offer expertise from which pupils may extend their range and finesse of skills and deepen their understanding. Work placements on a regular or episodic basis connected systematically to vocational or other school curriculum courses, can contribute directly to attainment and progress. Careers' education is positively affected by strong working relationships between partnerships and employers⁷. Values and skills of citizenship are encouraged by an awareness of the role of active individuals in the local economy. In alternative education, individual pupils may perceive, through experiencing working life, the relevance of their curriculum and apply themselves more determinedly to school and college studies.

Professionals at many levels gain by working in partnership with employers and local businesses. Committee structures and forums that bring business and education together, may contribute much to policy and implementation at a strategic or area level. Specialist schools and CoVE colleges or WBL providers may share expertise and collaborate to stay abreast of developments in the specialisms or sectors concerned. Individual teachers, tutors and lecturers may introduce learning materials developed during professional placements into their teaching programmes, or plan a range of curriculum initiatives.

Successful partnerships are responsive and recognise that sharing professional 'assets' through collaboration may bring benefits to employers as well as to schools, colleges and their pupils. Employers are volunteers in WRL. They offer time and expertise, often unstintingly, as evidenced by the provision

⁵ Refer to 'Work-related learning for all at Key Stage 4', QCA 2003

⁶ See 'Increased Flexibility Programme: Improving work experience', HMI 2220, at www.ofsted.gov.uk

⁷ Refer to 'Careers Education and Guidance in England: A National Framework 11-19', DfES/0163/2003

annually for some 95 per cent of all pupils – more than a half million places each year – of work experience⁸.

Employers and people at work may welcome insight into the attitudes, aspirations and current attainment and skills of school pupils. Sharing understanding about and enthusiasm for the work can assist pupils in developing their own career plans. For junior managers, skills of supervision and the exercise of responsibilities to 'guest on site (pupil)' may contribute to evolving their own professional skills. Apprentices may value the opportunity to share their expertise with others not far removed from their own age group. In large companies, education and social policy may gain from pupil commentary. For some sectors, the opportunity to provide insights to and balanced information for pupils, may encourage improvement in the perceptions of young people, dispel any misconceptions they might have, and ensure a balanced view of the potential for careers in jobs or particular industry sectors and the qualifications skills and training needed to be successful in them.

Employers may gain by: a better prepared workforce; recruitment and staff development at the corporate level; public relations; an opportunity to influence the form and content of education; influence in the local community and an enjoyable and creative exchange with young people that offers employees as well as pupils a chance to exercise their imaginations⁹. The value of these potential assets to employers may weigh differently according to the sector concerned. For example in engineering and related fields, the skills of potential future employees, the opportunity to build relationships and good publicity in the locality alongside professional development of staff, may be emphasised¹⁰.

Developing and maintaining successful WRL partnership with employers

Key questions

- are communications timely and focused and learning objectives clear, defined and measurable?
- is there adequate briefing for supervisors, employers and teachers that emphasises connection with the curriculum?
- are pupils prepared as active learners, aware of the business and sector and able to take responsibility and seek and record evidence relevant to their courses/curriculum?
- are all stakeholders engaged in monitoring, feedback and reporting to the partnerships?
- are employers and their organisations consulted and engaged in planning, monitoring and reporting WRL?
- are 'mutual benefits' visible?
- are schools, colleges and WBL providers alert to and building on WRL to strengthen the vocational authenticity of courses, careers education, key skills and social learning?
- are intermediary organisations in close and regular communication with schools, employers and specialist agencies such as Connexions? Do they contribute to identification and dissemination of best practice?

Employers provide major contributions to WRL. Partnerships therefore need to ensure that WRL with young people makes as few extra demands on the time of employers as is feasible. Pupils themselves need to be prepared in advance and possess the necessary study and interpersonal skills to gain profitably from experience and contact with adults at work.

Communication with employers needs to be succinct, clear, unambiguous and timely. Intermediary organisations such as education business link organisations, have an important role to play in maintaining relationships and clarity of purpose and sustaining communications alongside their work, in quality assuring placements for health and safety and related regulations¹¹.

⁸ See reference 2, above

⁹ Refer to 'Work related learning at Key Stage 4: working with employers', QCA 2005

¹⁰ See 'Getting the most from industrial visits', SEMTA

¹¹ Refer to 'Work-Related Learning and the Law', DfES/0475/2004

Pupils need to prepare beforehand. Increasingly they need to be active learners who assume some responsibility for their learning, are responsive to guidance and enquiring in outlook. Effective learners exercise study skills that enable them to collect evidence; store and handle information; record examples; develop understanding; acquire or improve their skills and develop the attitudes, values and purposes of working life.

Communication objectives

Placements with businesses are effective when employers and partners have together defined and agreed the purposes of the activity, ensured clear learning objectives and described the preparation needed to pupils beforehand¹². In these effective partnerships, co-ordinators:

- plan jointly with employers a variety of learning activities for pupils across functional areas or departments of the business;
- provide work at an appropriate level and, where the duration of the placement allows, progression for pupils in these tasks;
- discuss the need for pupils to understand how the business is structured and operates, the responsibilities shared through team work and the capability to be responsible and enterprising;
- offer opportunities for key skills development;
- provide briefings about general or vocational courses being studied to which evidence from the placement will contribute;
- emphasise careers' education, qualifications and experience in workplace roles and careers;
- verify existing or make new risk assessments;
- ensure parents are informed and briefed about the purposes of the placement and the learning that is intended.

While sensitive to circumstances, effective co-ordinators discuss and plan with employers to bring about:

- work shadowing from which pupils may understand something of the roles and responsibilities of managers, professionals and technical specialists (whose day-to-day work can usually only be observed);
- arrangements that are inclusive so that all pupils benefit from the WRL;
- opportunities for social learning and pupils' skills in communicating and working in teams with adults;
- employers' awareness of any vulnerable pupils in order to develop skills and build self-esteem and confidence.

Briefing and connections with the curriculum

Because WRL is a planned activity that uses work as a context for learning 'through' work, 'about' work and working practices and 'for' work, by developing personal attributes and employability skills¹³, effective partnerships promote strong links between work with businesses and employers and the courses pupils are taking at school and college.

Co-ordination in these partnerships:

- expects pupils to make connections between their work at the employer placement and their coursework for GCSE subjects or other qualifications;
- ensures that the learning in extended work placements, for example in YA, contributes to evidence for the attainment of the qualification;
- focuses on assignments or projects that are part of the pupil's vocational course at school or college, for example within GCSE in a vocational subject;

¹² See for example, 'Work experience: employer pack', from www.eblo.org.uk

¹³ Refer to 'Vocational and work-related learning at Key Stage 4', DfES/0514/2002

- challenges assumptions that in the past have too often have resulted in boys and girls making conventional choices;
- expects pupils to learn independently;
- offers some opportunities for work within teams or groups;
- provides briefing for academic coaches, mentors or learning support assistants on the work placement.

Pupil preparation

The structure and content of preparation depends on the learning objectives of the partnership with employers. Some elements are virtually always indispensable; others vary in scale or importance according to the courses pupils are following and the duration and structure of the placement. In all instances, clarity of purpose and communication between partners are essential. Evidence suggests that pupils value working in business and industry and report that 'one of the best things about their work placement was learning or experiencing new things'.¹⁴

Effective partnerships plan and prepare to ensure pupils:

- undertake placements and work duties that match current attainment and interests;
- understand their responsibility to investigate and understand the host business, how it works and how it is structured and organised;
- understand the role and importance in work of key skills and how knowledge and concepts are applied at work. Some forms of work with employers will be restricted, through safety or other considerations, so pupils need to be effective observers, recording and, when convenient, questioning and exploring through discussion, observing/shadowing;
- are alert to and learn about careers, the variation and distinctive pattern of qualifications, training and experience that may be encountered at a workplace;
- plan and practise skills of recording what they learn and the skills they see or exercise;
- develop social learning through working with others and taking some responsibility;
- exercise key skills, prepare to learn work skills and be effective when part of a team;
- collect evidence for any general record, log or assignment and do so efficiently within the time constraints of episodes or short-term WRL placements;
- understand the links between experiences of work and vocational subjects, including assignments formulated to explore the application of school and college learning in workplace activity, including part-time jobs;
- remind pupils about practicalities, such as following instructions carefully; carrying out tasks responsibly; appearing enthusiastic and positive; observing dress codes; being punctual and courteous to others; that health and safety issues¹⁵ will have been addressed, but are reminded of these at school/college generally and in detail; provide opportunity to draft a CV/personal statement if the placement offers a job description; exercise interview skills.

¹⁴ See reference 2 above

¹⁵ See reference 5 above

Monitoring and feedback

Successful partnerships monitor their activity, involve all stakeholders in the process and provide clear feedback. Monitoring outcomes are used by each partner to build a cycle of continuous improvement as well as contribute to quality assurance of practice. See Section 6.

In these partnerships:

Pupils

- reflect on conduct, relationships and social competencies of the workplace, eg. with work colleagues or customers;
- offer commentary on tasks, accomplishments and experiences for schools, colleges and intermediary organisations, sharing summaries and thanks with employers;
- discuss with employers what they have gained in knowledge, understanding skills and competences;
- evaluate their records, notes and other evidence of learning from WRL;
- evaluate specific learning gains in any vocational course of work with employers;
- use information, advice and guidance, particularly at transition points, drawing on their WRL to inform their reasoning and views;
- are empowered to make decisions about their future and supported by advice and information systems.

Employers and their organisations

- receive briefing and respond, allocating mentoring and supervision;
- contribute to evaluations of WRL for the partnership and vocational learning;
- are alert to opportunities for junior managerial staff to gain evidence for their own further training from supervision tasks;
- support liaison and communications over placements and share expertise with individuals on placement or as guests at school.

Schools and colleges

- ensure pupils relate learning in careers' lessons to work placements;
- provide opportunity for debriefing and include in this pupils' and employers' evaluations, contribute to progress file or similar records;
- review key aspects of working life such as issues of teamwork, taking responsibility, being enterprising, confidentiality and health and safety;
- provide clear and accessible guides to all opportunities for progression post-16;
- evaluate the learning gains for vocational course portfolios/coursework;
- review the development of core and broader key skills;
- ensure there is reporting to parents on WRL¹⁶.

Intermediary organisations

- ensure pupils are well informed over careers and the qualifications and training needed to flourish in them;
- maintain communications and focus of learning goals in discussion with employers, schools and college;
- build up and maintain good relationships with employers;
- maintain and share information over statutory health and safety and related checks that are needed.

¹⁶ WRL is a requirement of the Key Stage 4 curriculum from September 2004; reporting to parents, while desirable, is not specifically required

Health and safety

There is a clear duty on local partnership organisers to ensure that college placements are suitable. LEAs and colleges have a common law duty towards the young people, and schools a 'duty of care' to their pupils. In addition, education employers - the LEA in the case of community and voluntary controlled schools and the governing body in foundation and voluntary aided schools - also have a duty under Section 3 of the Health and Safety at Work Act 1974, to carry out their undertaking in such a way as to ensure, so far as is reasonably practicable, that they do not expose their pupils to risks to their health and safety. The local office of the Health and Safety Executive or the local authority environmental health department should be consulted about whether an activity is permitted for pupils of a particular age (also see bibliography).

In addition, the college will have standards of safety to which pupils, regardless of age, must adhere. Examples include:

- compulsory wearing of safety clothing such as boots and hard hats in construction areas;
- appropriate use of knives and other cutting equipment in the kitchen;
- compulsory use of eye and ear protection in engineering and construction workshops;
- safe practices in the use of chemicals in hairdressing;
- rules about effective warm-up and appropriate clothing in sport-related programmes.

This should be taken into account during planning the curriculum, particularly where sizeable costs are entailed. Individual schools and colleges must ensure that pupils have access to the right protective clothing and equipment¹⁷. Support may be available from several sources such as local employers in the sector who might create a shared pool of equipment which can be re-used or seek grant aid from discretionary local, national or European bodies through application for funding.

Providing opportunities for disabled pupils

The Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001, requires education institutions to take reasonable steps to ensure that a disabled pupil is not placed at a substantial disadvantage in comparison to someone who is not disabled. This means that schools and colleges must ensure that disabled pupils have the same opportunities as others to benefit from WRL.

For young people with disabilities or learning difficulties, work-related activities can offer them an opportunity to learn and develop many skills valuable for future employment and adult life generally. Work experience and enterprise schemes for example, may among their objectives focus on social and personal skills, and offer opportunities to develop employability.

Finding employers and organisations willing to accept or support disabled young people in direct experience of work sometimes proves difficult and valid alternatives should be considered. In relevant circumstances, sheltered workplaces, work shadowing and specialised placements through references available from specialised bureaux and agencies in the locality, should be considered.

Suitable and adequate insurance

Schools must check that suitable and adequate insurance cover is in place for the pupils studying off-site. They may wish to consider taking out separate insurance to give higher levels of cover to the pupils involved. It is advisable to discuss any concerns with the LEA legal adviser, and the college concerned, to ensure that the main risks to young people will be covered. The principal ones are:

- injury to the pupils themselves
- injury to others on the premises

¹⁷ Refer to DfES publications, 'Health and Safety of Pupils on Educational Visits' and 'Be safe: An introductory guide to health and safety'

- injury to others not on the premises
- damage to, or loss of, college property
- damage to, or loss of, other property.

Instances giving rise to insurance claims occur infrequently though the risks are higher when pupils are:

- travelling from one site to another, whether independently or in transport provided by school, college or a local company;
- out on visits organised by the college, including industrial visits;
- dealing with any customers, for example in a hairdressing salon;
- participating in extra-curricular activities at the college. (Some school-college agreements include granting 14-16 year-olds associate pupil status of the college and hence access to a range of college services and facilities).

The supervising staff should ensure they are in ready contact with pupils. A pager is sometimes used where pupils are working across a wide campus¹⁸.

Transport arrangements

Transport needs vary widely according to the locality and the proximity between schools and college. The costs entailed, and time lost during travel can undermine partnership work and thorough analysis and consideration of possibilities is needed. For instance, taking pupils to the college main site is not always the only option. The potential of ICT, video-conferencing, e-mail and outreach centres may provide equally valid alternatives or contributions to WRL programmes.

Some partnerships timetable specialised workshops at college on three or four consecutive days, with periods of learning both before and afterwards, at school, collaboratively taught by school and college teachers. Others structure locality-wide WRL programmes, where several employers offer seminars, access to their specialists, workshop and studio visits and observations at an agreed period each year. Occasionally, a short residential experience provides a manageable yet intensive learning experience focused on a specialist part of the course that is unavailable locally. For partnerships serving dispersed rural communities, these, and similar alternatives to regular weekly travel, can be cost-effective and authentic contributions to learning.

It is vital to remain clear about the learning and attainment aims of working in partnership and ensure decisions are made on those priorities rather than excessively on financial grounds. Some partnerships have failed to develop effectively because they have been founded on goodwill – which eventually dries up. In others, transport costs become a major obstacle that undermines the work and failure to think laterally and find alternatives can cause partnerships to lapse or founder.

Approaches to meeting transport needs have included:

- using unfilled places on college bus routes where times coincide;
- sponsorship from other partners towards costs of transport, such as local employer, EBP;
- pupils contributing token amounts towards the costs;
- negotiating with local transport companies for reduced charges, hire or off-peak rates;
- pupils making own way to college direct from home and at own cost or with use of standard transport passes (usually applicable only in urban areas).

¹⁸ Refer to DfES publications, 'Health and Safety of Pupils on Educational Visits' and 'Work Experience: A guide for secondary schools'

Reporting attendance

Although pupils following work-related programmes are at times likely to be away from school on other premises the legal requirement to check their attendance and keep records remains.

Efficient partnerships set up clear procedures for reporting absences and ensure that the college procedures comply with the legal requirements for pupils under the age of 16. Generally it is most practical for the normal method used by schools for reporting absence to be adopted across the partnership. Partnerships should be aware that pupils who are engaged in supervised educational activities, including work experience, should be registered 'present' at school by the recently introduced category of 'approved educational activity'.

It is clearly vital that each school takes responsibility for informing the college key contact immediately an absence from school is known. Similarly, all absences from a college course should be notified to the relevant school(s) immediately. Clear procedures and contact names are important so that:

- college teaching staff are informed of any reported absence
- pupils feel secure and opportunities for 'taking advantage' are minimised
- legal responsibilities are met
- schools can locate any pupil who has not arrived at college or WRL placement.

Vetting arrangements

The Education (Teachers) (Amendment) Regulations 1998 made changes to the law with the aim of preventing people who are barred by the Secretary of State from being directly employed by an LEA, school or further education college from getting round the ban by either:

- working as a volunteer
- working in a business that is contracted to provide services to schools, further education institutions, or pupils attending them.

The amendment means that List 99 checks should be carried out on volunteers and staff employed by contractors who will have regular contact with children and young people attending the school or college, either on or off the premises. Voluntary Aided and LEA maintained schools can ask LEAs to check a copy of List 99, which they hold.

Independent schools and further education institutions can ask the DfES to carry out the List 99 check. The DfES is also willing to consider making direct arrangements with those contracted by schools.

The law has been further strengthened by S36 of the Criminal Justice and Court Services Act 2000 which bans 'disqualified persons' from working in 'regulated positions'. The Act defines 'disqualified persons' as individuals who have a disqualification order against them as a consequence of committing an offence against a child. 'Regulated positions' are 'positions whose normal duties involve either caring for, training, supervising, or being in sole charge of children' or 'involve unsupervised contact with children under arrangements made by a responsible person'. There is also a new offence of Abuse of Trust in the Sexual Offences (Amendment) Act 2000. The Act states that it is illegal for a child of 16 or 17 to have a relationship with someone who holds a position of trust over them.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil wherever possible.

Progress and development reports

To monitor pupils' progress and development it is important to agree approaches to, and forms of, reporting. The aim here must be to minimise duplication and bureaucracy while providing integrated and relevant information. This information needs to:

- establish individual learning needs and goals and ensure staff are aware of them;
- identify individual learner progress;
- assist individual pupils in their next decisions regarding learning and careers options (including progression routes);
- inform curriculum design and development;
- inform school and college quality assurance monitoring and development planning, providing evidence of impact, progress towards targets etc.

The partnership institutions should agree the form of individual progress reports and the schedule of reporting that fits with information cycles (eg. for pupils making progression choices, parents/carers evenings, school and college development planning).

To provide worthwhile reports to parents and tutors at individual schools who have responsibility for monitoring pupils' progress and learning goals, specialist providers will need:

- baseline data. This is usually attainment in National Curriculum tests taken during Year 9 and on which forecasts of attainment at 16 might be made, together with teacher assessments in related subjects such as from PE for a sport-related course;
- measures of progress made in the time available and whether this is reasonable, or what might be done to improve progress;
- grades or assessments of skills/competences in the specialist programme, that can inform comments for schools and parents.

Work-related learning and the law

The legal implications of work-related activities need to be clearly understood by schools and school-business link practitioners. Nationally available publications¹⁹ address the legal issues surrounding:

- school-college partnerships or school-training provider partnerships;
- work experience and extended work experience;
- enterprise and employability experience;
- workplace visits;
- work shadowing and 'take your son/daughter to work days';
- residential experience;
- business mentoring and e-mentoring programmes;
- professional development placements.

There are certain features that make these work-related activities distinctive. This is because they are either taught by people from the world of work and/or supported by employers at a place of work.

These ingredients mean that schools need to be aware of the particular legal responsibilities arising from work-related activities. Schools have a general duty of care which clearly extends to all the work-related activities listed above. However, there is also a range of legislation that is relevant to WRL programmes. The other feature of WRL which has legal implications is that it is an activity involving partnerships. This adds complications, as it means that in the event of a problem, responsibility for the activity is often divided, and there is scope for a lack of clarity about who is legally responsible.

¹⁹ See DFES publication, 'Work-Related Learning and the Law: Guidance for schools and school-business link practitioners'

5 Explaining Developments to Staff, Pupils and Parents

Key marketing and communications issues

- how might staff become interested and involved in the partnership?
- how up to date is their understanding and perception of vocational education and WRL?
- what are the perceptions of recent developments in school and college education provision?
- what experience have staff had of work in industry and business sectors and are there updating/training needs?
- how are professional affiliations across the partnership to be developed to build a working relationship?
- what will parents/carers want to know about the partnership development and what might their concerns be?
- what information will parents, employers, pupils and teachers require to make informed decisions about participation in partnership?
- what is the right time to inform parents/carers and other stakeholders?
- how should communications with them be maintained and their views sought and used to inform partnership planning?

Staff

It is critical that staff in the schools and college understand and are committed to partnership provision. In many instances, the impetus for developing partnership has come from individual members of staff. Nonetheless, senior management commitment and planned support are essential for early enthusiasm and development to flourish in the institutions concerned.

Experience shows that greater coherence, motivation and success for pupils is likely when staff in schools, college and any other partners, are clear about the rationale for provision, feel well prepared to manage its demands and actively engage with developments. The potential benefits of curricular links between the WRL and the whole curriculum add to the need for teachers from different institutions to talk to each other. All partners need to be aware that this may involve:

- increasing awareness (eg. what WRL is and is not; the academic and intellectual requirements for it and the value of work-related experiences and their benefit to general school work);
- searching for common ground (related for example to the range of teaching and learning strategies used; the shared sense of professionalism; the intense interest in the learner);
- exploring the differences and similarities in culture/ethos and range of activities between schools and colleges and seeking ways of sharing and working together.

This is essential before constructive development work can take place. Experience shows that it is beneficial to discuss these areas openly as an investment of effort accrues several benefits. A small-scale joint development activity can provide the ideal vehicle for this to happen.

Key lesson

Change may meet with resistance. Work with enthusiastic staff and then encourage others to come on board through careful development, effective communications and the frequent celebration of small successes.

Staff and curriculum development

Regular, joint and well-planned staff and curriculum development activities can help to enthuse school and college staff and develop a sense of ownership. Such activities might focus on:

- information exchange;
- developing and agreeing principles and practice;
- curriculum mapping (including Key Skills);
- curriculum design, planning and development;
- developing joint schemes of work to a common format;
- understanding differing assessment regimes.

These can be covered as necessary over a period of time. Investment in INSET is not always essential and may include a number of different approaches. However, staff must feel adequately prepared to implement developments. Among the areas that might be used for staff development are:

- introduction to the school-college context, the ethos and culture of the specific school-college partnership, its resources and facilities;
- understanding the range of teaching, learning and assessment strategies commonly used in schools and colleges;
- developing a shared and agreed general view of WRL;
- knowledge of the range of qualifications available to the Key Stage 4 learner (see Section 3, Designing the Curriculum) and the college curriculum offer;
- developing contacts and relationships with college colleagues;
- understanding legal requirements and criteria where WRL involves disapplication regulations;
- curriculum mapping of Key Stage 4 and college provision;
- health and safety requirements including risk assessment.

Pupils and parents/carers

Pupils and their parents/carers are key stakeholders in this venture. There are two levels at which this activity will need to operate:

- introducing the initiative
- making the choice.

Introducing the initiative

Parents/carers and pupils should receive timely, plainly written information structured by a carefully thought-out marketing exercise in which purpose, benefits and evidence play key roles. Thorough planning and constant monitoring are essential to such an initiative.

At a timely opportunity and well in advance to provide pupils and their parents/carers with good time for reflection and detailed enquiry or discussion, the purpose and benefits of the partnership should be explained. They will expect to hear that:

- the pupil will have a wider curriculum choice;
- the school is convinced of the benefits of WRL as a vital part of learning in a modern world;
- choices will be made with help and guidance from experienced staff;
- it is an opportunity available to the whole cohort (or explain the basis for any selection);
- the experience will count towards their overall achievement, enrich the overall learning experience and contribute to employability;
- programmes are designed to help pupils make choices for themselves at 16 and will contribute to enrolment requirements for post-16 learning;

- the knowledge and skills which will be developed will have application across the curriculum;
- the initiative has been planned and carefully developed with the partner college and schools, particularly with a mind to security and that safeguards have been built in with regard to:
 - attendance and progress reporting mechanisms;
 - standards of teaching and learning;
 - transport arrangements to and from the college;
 - health and safety both in terms of legal qualifications and access to the right sort of clothing and protective equipment;
 - contingency plans if the learner decides the choice is not right.

The pupils themselves will want to hear that:

- they have a wider curriculum to choose from leading to valid and worthwhile qualifications;
- the options are open to all, subject to prior attainment and course level;
- they will be supported when developing skills of self-management in learning;
- what they achieve will contribute to their overall profile of achievement;
- their teachers will be aware of their college programme and what they are doing on it;
- they will contribute to monitoring and evaluation, i.e. the 'pupil voice' will be sought.

Timing and information

The presentation of the information should be positive and state unambiguously the benefits and opportunities for pupils and the commitment of the school, lest any past prejudices or misconceptions about WRL linger.

Parents/carers and pupils will want to see evidence of any claims. It is therefore essential that the timing of communication with parents/carers (ideally at a meeting when they can ask questions) comes at a point in the school year when there is appropriate planning. Evidence shows that:

- documented details about the work-related choices are needed;
- information about work-related qualifications should be provided;
- a description of how the timetable will work is needed;
- the factors that have been borne in mind when planning will avoid clashes such as the non-alignment of the college and school year and holiday dates should be explained;
- the process of how making the choice will work for the learner needs to be described;
- the level of flexibility pupils have if they wish to change their mind should be detailed;
- how progression to higher levels of qualification can be attained and the enrolment value of the qualification in this process, should be explained.

If it is claimed that the initiative is integral to the whole learning programme then it must be presented as such. The introduction of the initiative should allow sufficient time for parents/carers and pupils to think about the possibilities and make rational decisions. Hurried introductions do not generally make for good decisions.

Effective communication

Involvement of the college during this process is essential. College staff should contribute to presentation and explanation of the initiative, especially about the qualifications and learning resources available, the teaching, learning and assessment strategies and the quality monitoring processes. There should be adequate opportunity offered to parents/carers and pupils alike to visit the college and facilities. This is an opportunity which should be available throughout, not just at the start of the initiative.

Regular communication with parents/carers is key. A page in the school newsletter can keep them informed of what is happening in general as the partnership work unfolds. This has the added advantage of keeping senior management commitment visible, adding credibility to the development and helping to raise its profile.

Making the choice

As the work of a partnership becomes established there is always the danger that effective communication with parents/ carers may lapse. It is sometimes forgotten that whilst the process is familiar to the institutional partners, it is new each year to those whose children are making vital choices in Year 9. Most schools provide handbooks of information and guidance and programmes developed by the partnership should be included. These are a well-established and important contribution to decision making. They offer a convenient means for disseminating information to pupils and their parents/carers about year-on-year take-up and successes across the partnership.

Regardless of the types of work-related programme being offered, information should be made available during Year 9, even if particular work-related programmes are not available until Year 11. Good quality advice and guidance is essential and the Connexions service should contribute and be engaged in the discussions. It is important to ensure that pupils and their parents/carers understand that making a work-related choice in Key Stage 4 is not tantamount to expressing a commitment to a career choice. If the school operates an 'option market', college staff and teachers from other schools contributing specialisms to the partnerships, should take their place in providing advice and guidance to young people about the work-related options and the college experience. Pupils need help to make choices which:

- give an effective combination of subjects;
- build on their strengths and aptitude in subject knowledge and skills;
- are appropriate and logistically feasible;
- are relevant to current interests and likely to maximise motivation and success;
- fit with their preferred learning style, lifestyle (part-time jobs, sports or music interests and extra-curricular activities) and current career ambitions.

The process of choosing and deciding should include opportunities to visit the college and undergo a short taster programme which dovetails with the work-related offer and helps the learner make effective decisions. This experience has great value in informing pupils about 'what it's like' and is perhaps even more vital for work-related aspects of the curriculum than it is for traditional subjects, as few pupils will have a clear understanding of what WRL is about from their school curriculum up to that stage.

6 Monitoring and Evaluation

Successful partnerships develop in large part from alert, forward looking and responsive leadership and management, responsive to the needs of all pupils and the opinions of stakeholders. Evidence is used to inform development and leadership groups are clear about their role and draw on systematic monitoring and evaluation to inform strategy and guide planning. Leadership and management establish a cycle of continuous review and improvement in which decisions for the future are informed by evidence of the progress made towards agreed targets and objectives.

Effective partnership management is generally supported and informed by operational co-ordinating teams closely involved in the day-to-day work. These groups are well placed to ensure that monitoring and evaluation gathers only the minimum of evidence that is essential, proportionate to need and makes the least possible demands on individual institutions, teachers, trainers and pupils. Essential, but minimum, data informs accessible, secure and timely accounts to senior managers and stakeholders. Strong co-ordination is also attentive to the additional needs or disadvantages of particular pupils and responsive toward issues that might hinder their inclusion.

Efficiency in monitoring is improved where the evidence is structured to be coherent with and readily assimilated into, the broader management information systems of individual schools and college. Its usefulness is increased where it is accessible in forms suited to the periodic needs or requirements of external agencies such as the LLSCs, Local Education Authorities, Ofsted and Connexions services.

Monitoring and evaluation is needed to inform stakeholders: pupils and their parents; employers; teachers and tutors and education business links organisations, so that each may consider and respond. Stakeholders are likely to expect regular information, summary as well as summative evaluations of progress made by pupils and commentary on what needs to be done to improve.

Key questions about monitoring and evaluation

- are the broad goals of the partnership reflected clearly in measurable, time-bound objectives?
- how will progress towards these objectives be measured? Is 'ownership' of this activity agreed?
- have partners developed an agreed protocol for sharing existing baseline information about pupils and are the levels of access to information and confidentiality agreed?
- are teachers, trainers and supervisors thoroughly briefed to make effective and appropriate use of baseline information in the course of their work with pupils?
- are suitable arrangements in place to gather perceptions and opinions of stake holders, particularly pupils, employers and parents/guardians?
- is the partnership's planning cycle synchronised with the consultative, assessment and reporting cycles of the schools and college/training provider?
- is monitoring and evaluation coherent with likely needs of external agencies?
- are there specific issues that justify commissioning external evaluation?

The process of monitoring and evaluation is essential to inform decision making, planning and reporting. Flourishing partnerships focus their monitoring on a minimum range of key areas. They often incorporate some or most of the following:

Pupils and the progress they make, including retention on learning programmes after age 16

- baseline attainment – typically in National Curriculum tests in Year 9 - and projections for achievement at 16;
- transition arrangements for working at college, partner school, WBL provider or business;
- review and analysis of progress made; relating to individual learning plans (where needed) for vocationally specific courses, or support plans for additional individual needs;
- intervention through support in instances of underachievement or flagging progress;
- canvassing pupil opinions and reporting them to stakeholders on matters such as their enjoyment of learning, intentions for post-16, and development as enterprising young adults;
- value added analyses across the 14-16 part of the 14-19 phase;
- retention on learning programmes after age 16 and reference to specialist agencies such as Connexions.

The curriculum offered and timetable

- breadth within individual schools and, through partnership, access to a diverse and more relevant curriculum for individuals and groups according to aptitude and current ambition;
- levels of courses and qualifications available and assurance of progression subsequently within post-16 or during 14-16;
- synchronisation of parts of the timetables of participating schools to avoid conflicts of commitment when pupils access courses at college or partner schools;
- timely and comprehensive information advice and guidance for all pupils across the partnership.

Teaching and learning

Provision of information on prior attainment for partnership teaching staff and, where necessary, briefing or training on its use in planning learning goals and challenging targets

- knowledge of pupils' learning styles and their relevance to courses and programmes;
- access locally to professional interest/support groups for WRL and vocational learning;
- opportunities for teachers to brief, update and gain relevant experience such as industry placements;
- preparation and planning for teaching courses that are shared across two or more providers;
- developing pupils' active learning skills within the curriculum so they are equipped to benefit from the demands of a broader range of courses and experiences of work;
- training for LSA, technical, additional learning needs and other specialist staff contributing to learning within the partnership;
- arrangements for quality assurance of teaching and learning, such as peer observation.

Work with employers

- liaison with employers about partnership activity and their engagement in strategic planning and contributions to periodic review of the partnership's work;
- briefing for employers about learning objectives for pupils, such as the YA programme or extended work experience, or as expert guest at school or college contributing to a course, such as enterprise challenge or project;
- compliance with work experience regulations;
- arrangements for employers to contribute to monitoring of pupil progress.

Resources and their availability

- range, availability and access to learning resources at college;
- learning resources available at schools for pupils use during independent study;
- access to e-learning resources for pupils to access remotely from school, home or City Learning Centre.

Most of the evidence needed for monitoring and evaluation will be available from the day-to-day work of teaching, assessment for learning and guidance. It will necessitate few, if any, additional tasks. Particular areas however, are likely to justify a specific enquiry that might be commissioned from outside agents. The commentary and views of pupils, teachers and employers on the curriculum provision and reactions to it, for instance, through a questionnaire, e-mailed enquiry or focus group interview, may occasionally prompt partnerships to initiate specific monitoring. Such evaluation will be infrequent and have outcomes that need to be relayed to interested groups in summary and accessible form.

For the efforts in monitoring and evaluation to be justified, they need to return value to the partnership's stakeholders and might be defined as 'benefits'. These might include:

Pupil benefits

- attaining a wider range of qualifications;
- gaining skills and knowledge which have application in the world of work;
- improving performance and engagement on a day-to-day basis;
- stronger motivation and interest in learning through wider choice and opportunities better matched to ambition and aptitude;
- more confident decision-making for career, future learning and progression path.

Benefits to institutions

- improved performance at Key Stage 4;
- raising overall performance and pupil retention in learning and social development;
- diversifying the curriculum offered through a wider range of qualifications;
- improved progression and participation post-16;
- better staff expertise and experience in working with a broader range of pupils or across a wider variety of vocational qualifications.

Employer benefits

- improved awareness of the interests and motivation of local young people;
- contributing to pupils' development and learning;
- providing support through expertise to strengthen the local community;
- improving the supervisory skills of middle and junior managers.

A structured approach to monitoring and evaluation enables partnerships to manage data and evidence on the principle of 'gather once, use often'. This minimises the time and effort required and in turn, reduces the calls on teachers' professional time or pupils' learning study time. Suitable monitoring structures allow the evidence to be simply assimilated into the larger and more detailed management information systems held by individual colleges and schools.

Suitably structured evidence from partnership activity may also contribute directly to individual schools' and colleges' self-evaluation in ways consistent with the work of external agencies such as the LLSC or Ofsted²⁰, where some of the aspects relevant to monitoring and evaluation within the framework include:

- the quality and effectiveness of self-evaluation, including the extent to which parents and other stakeholders are involved in the process, and ways in which it is not effective and could be improved;
- work with external agencies to support learners, especially those with learning difficulties and disabilities and looked after children;
- how well resources are managed;
- equality of opportunity (inclusion).

Evidence from partnership monitoring and evaluation may also contribute to the self-evaluations and management information of colleges. For example, the Common Framework and the Handbook for Inspecting Colleges, May 2002²¹ includes a number of references relevant to monitoring across a partnership:

- success in achieving challenging targets, including qualifications and learning goals, and results over time;
- learners' progress relative to their prior attainment and potential;
- the development of personal and learning skills;
- the adequacy, suitability and use of specialist equipment, learning resources and accommodation;
- the uses of assessment in planning learning and monitoring learners' progress;
- assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further;
- those with a legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress;
- courses or programmes match learners' aspirations and potential, building on prior attainment and experience;
- learners have the opportunity to follow an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications;
- programmes of work take account of community and employer needs;
- the quality and accessibility of information, advice and guidance to learners in relation to the courses and programmes, and their career progression;
- the diagnosis of, and provision for, individual learning needs;
- how effectively, through quality assurance and self-assessment, performance is monitored and evaluated, and steps taken to secure improvement.

The senior leadership of partnerships is likely to identify from time-to-time, specific issues or areas for development for which external evaluations are appropriate. Commissioned from other partnerships in the region, universities, research organisations or consultancies, these can be highly worthwhile and cost-effective ways of casting light on particular issues. Collaboration with LLSC and LEA partners, employers or sector skills councils strengthens the basis for such work which should be informed by published guidance²².

²⁰ 'School inspection framework 2005', (www.ofsted.gov.uk)

²¹ 'Handbook for the inspection of colleges', May 2002, and see also 'The Common Inspection Framework', February 2001, both at www.ofsted.gov.uk

²² See for example, DfES publication, 'How to Evaluate Educational Initiatives'

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LEA Curriculum Advisers Network and the DfES, revised 2003

Young people at work – a guide for employers

HSE 2000

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www.leacan.org.uk

Learning & Skills Council

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Email: info@lsc.gov.uk

Learning and Skills Development Agency

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Further Resources

The 14-19 Gateway is a one-stop shop set up by the DfES for those engaged in transforming the 14-19 phase of learning. Visit it at www.dfes.gov.uk/14-19

The LSDA delivers a programme to support vocational learning, including vocational GCSEs and other work-related learning. Visit it at www.vocationallearning.org.uk

QCA has developed a special site for 14-19. It provides information for pupils, teachers and parents as well as explanations of how the 14-19 curriculum and qualifications are developing. Visit it at www.qca.org.uk/14-19

Copies of this document may be obtained from:

Vocational Learning Support Programme: 14-16
Learning and Skills Development Agency
Regent Arcade House
19-25 Argyll Street
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