

Work-related learning baseline study 2004

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Part one: executive summary

1 Background and methodology

- 1.1 From September 2004 there will be a new statutory requirement for work-related learning at key stage 4. Under this requirement: ‘all young people should experience some work-related learning at key stage 4.’
- 1.2 Work-related learning is defined as: ‘planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work.’
- 1.3 This study has been carried out to identify the current provision of work-related learning at key stage 4 so that we can measure the impact of the new statutory requirement.
- 1.4 The aim of this study was limited. It did not investigate all aspects of work-related learning, nor does it provide an exhaustive overview and analysis of all developments in work-related learning at key stage 4. The study collected data on:

- attitudes towards work-related learning
- the structure of work-related learning provision
- the quality of work-related learning provision.

Collecting data in these areas will allow us to measure the impact of the new statutory requirement.

- 1.5 *Attitudes towards work-related learning:* this component of the study examined the positive and negative attitudes of teachers and students towards work-related learning. It examined where these attitudes come from, the perceived status of different subjects and areas of study, and whether work-related learning is considered to be significant in helping a student to achieve their life goals.
- 1.6 *The structure of work-related learning provision:* this component of the study measured the current provision of work-related learning in schools, including management and coordination, qualifications and accreditation, and how closely current school provision matches the framework minimums (see appendix 1 on the CD-ROM).
- 1.7 *The quality of work-related learning provision:* this component of the study gathered information on the standard of current work-related learning provision in schools.

- 1.8 This is the final report on the principal components of the first phase of the baseline study. Research is continuing (with surveys of parents, of qualifications attainments and potentially of employers and higher education), which will provide an opportunity to address any weaknesses in the method or analysis. However, the key question is not whether this study tells us everything we need to know about work-related learning at key stage 4, but whether sufficient data in enough key areas has been collected to allow a future replication study (in two to five years' time) to detect the impact of the new legislation. Judgements of the adequacy of the study should focus on this issue.
- 1.9 The timing of the fieldwork will have had an impact on involvement and participation rates in work-related activities. A number of activities take place in the spring and summer terms and the figures we have do not include these. We know that 95 per cent of key stage 4 students do work experience (DfES 2001 and Ofsted 2004) but our figures showed that 80 per cent of year 11 and 45 per cent of key stage 4 students had been on a work placement. If the survey was repeated again at the end of the academic year the participation rates for work-related learning activities would undoubtedly have risen, as would the amount of training teachers receive on work-related learning.

Methodology: attitudes towards work-related learning

Students

- 1.10 QCA inserted questions into the 2004 MORI School Omnibus survey to find out about students' attitudes towards work-related learning. In total, 101 schools participated, and fully completed questionnaires were obtained from 2,412 11- to 16-year-olds. Eight hundred and thirty-eight of these were key stage 4 students. Fieldwork took place between 12 January 2004 and 12 March 2004.

Teachers

- 1.11 QCA commissioned MORI to conduct telephone interviews with 500 key stage 4 teachers from 250 maintained secondary schools. Schools in the sample were representative of LEA size and the regional spread across England. Minimum quotas were set on subject areas to ensure that a broad and representative spread of key stage 4 teachers was interviewed. Fieldwork took place between 27 February 2004 and 15 March 2004.
- 1.12 We included a work-related learning questionnaire with the annual Monitoring Curriculum and Assessment (MCA) questionnaire pack that went out to 1,300 secondary schools in England. The work-related learning questionnaires were completed by the school's work-related learning coordinator or, if the school did not have one, by the headteacher. We had a response from 342 non-selective state schools and 26 grammar schools.

Methodology: structure of work-related learning provision

- 1.13 Information on the current structure of work-related learning provision was gathered through the MCA work-related learning questionnaire (see 1.12).

Methodology: quality of work-related learning provision

- 1.14 We searched all Ofsted inspection reports from the 2002/3 academic year for work-related learning activities and related aspects. We were able to use data from the 322 inspection reports that mentioned work-related learning. If a key activity or aspect was mentioned it was scored as a 'yes'. If a specific quality or provision measure was given, for example satisfactory, very good or underdeveloped, we included the judgement in our graded analysis (see section 6, *Quality of work-related learning*).

Additional sources of information

- 1.15 In addition to the data from Ofsted and the MORI and MCA questionnaires, a number of additional sources have fed into this study. These included:
- QCA monitoring through LEA conferences and case study schools
 - seminars with 21 employers from a range of industries and company sizes
 - in-depth interviews with six employers regarding their companies' involvement with, and attitude towards, work-related learning
 - an analysis of student work-experience involvement in 43 state secondary schools from one Local Learning and Skills Council (LLSC) area
 - a survey of work-experience coordinators across three LLSC areas
 - a survey of the range and scale of the employment experience (outside teaching) of teachers in four schools across two LLSC areas, including a review of involvement with teacher placements
 - audits of schools' work-related learning provision.

2 Key baseline statistics (from the MCA questionnaire)

- 2.1 The following key statistics relate to the management and coordination of work-related learning:
- 66 per cent of schools had a work-related learning coordinator in place, and an additional 22 per cent will have one in place for the 2004/5 academic year
 - 51 per cent of schools have work-related learning in the school development plan, and an additional 41 per cent said it would be in it for the 2004/5 academic year
 - 27 per cent of schools have a school policy on work-related learning, and an additional 59 per cent said they would have one by the 2004/5 academic year
 - 23 per cent of schools have identified learning outcomes for all students with an additional 62 per cent saying they would have identified them for the 2004/5 academic year.
- 2.2 The following key statistics relate to the provision of work-related learning (based on the framework of suggested minimum experience for all young people as outlined in the QCA guidance document *Work-related learning for all at key stage 4* – see appendix 1 on the CD-ROM):

- 93 per cent of schools said that their 'students take part in activities to develop their skills for career management, including a guidance interview focusing on career progression'
- 91 per cent of schools said that their 'students have at least one discussion about the skills they develop through their work-related learning programme'
- 83 per cent of schools said that their 'students take part in events that involve local business people'
- 76 per cent of schools said that their 'students take part in at least two curriculum activities where they learn about the way business enterprises work, working roles and conditions, and rights and responsibilities in the workplace'
- 68 per cent of schools said that their 'students receive at least half a day of debriefing and follow-up of work experience and/or part time work'
- 67 per cent of schools said that their 'students take part in at least two activities used to develop and apply skills specifically for enterprise and employment'
- 60 per cent of schools said that their 'students are involved in at least one business challenge or problem-solving or enterprise activity'
- 43 per cent of schools said that their 'students are involved in at least two tasks to develop an awareness of the extent and diversity of local and national employment opportunities'.

These baseline statistics form a key reference point for any replication studies.

3 Key findings

- 3.1 The MORI and MCA questionnaires both highlighted the continuing link that teachers see between work-related learning and disaffected and underachieving students. Teachers and senior managers (but interestingly not students) consider work-related learning to be more relevant and important to students in the lower attainment quartiles.
- 3.2 By the first half of the winter term, 45 per cent of all key stage 4 students had been on a work placement for a week or more (for year 11 students only this figure rises to 80 per cent). It can be assumed that this percentage will rise by the end of the academic year to one that is closer to the DfES (2001) and Ofsted (2004) figure of key stage 4 student work-experience involvement of 95 per cent.

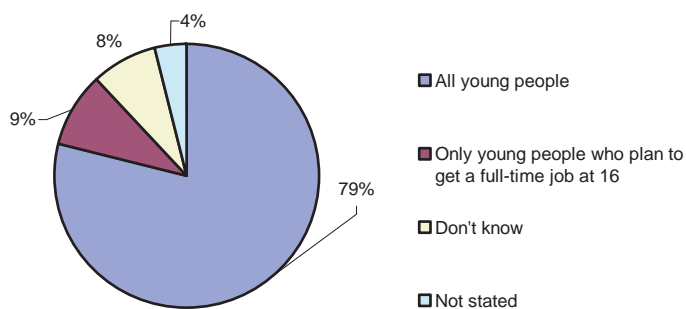
The timing of data collection is very important. Any replication study should:

- be carried out at the same time of year
- determine whether the schedule of work-related learning activities has shifted at the time of the replication study in such a way as to introduce bias.

- 3.3 The opportunities and experiences of work-related learning are on the whole governed by the options that a student chooses at the end of year 9. This baseline survey has highlighted the extent to which schools rely on business studies and applied business to deliver work-related learning aspects that are not and cannot be covered by personal, social and health education (PSHE), careers education guidance (CEG) or tutorials.
- 3.4 Teachers and senior managers see learning about business enterprises, taking part in enterprise and problem-solving ideas, and any activity designed to develop a student's skills for enterprise and employability as the least important elements of work-related learning. Only 14 per cent of key stage 4 students had taken part in enterprise activities, making it the least common activity. It is unclear exactly why this is but does highlight the importance of the ongoing enterprise education initiative.
- 3.5 In both the MCA questionnaire and the MORI survey, work experience was consistently highlighted as being the most important work-related learning activity and the one that was most closely associated with work-related learning for all students. When teachers were asked to list what work-related learning activities their students took part in, work experience came out top of the list with 98 per cent of all teachers saying that their students took part in it.
- 3.6 There is a clear disparity between what teachers consider to be work-related learning activities and the work-related learning that schools actually provide. For example, 98 per cent of all key stage 4 teachers said, when prompted, that their school offered careers education and guidance, but only 33 per cent of teachers listed it as one of the key stage 4 work-related learning activities offered by their school.
- 3.7 There are differences between male and female students in terms of reported level of participation in work-related learning activities. More girls say they have discussed their future job prospects (71 per cent of girls compared with 34 per cent of boys) and more boys say they have learnt how to look for a job (41 per cent compared with 29 per cent). Girls are also more likely to have a positive attitude towards learning about jobs and working life.
- 3.8 Students from schools in urban areas are more likely to have done certain work-related activities than students in rural schools. These activities include learning how to write a CV (54 per cent of urban students compared with 35 per cent of rural students) and learning interview techniques (48 per cent compared with 27 per cent).
- 3.9 This study has also highlighted the lack of available data about the quality of work-related learning in schools. Although schools or LEAs may have their own method of auditing current work-related learning, there is very limited national data on the quality of the work-related learning offered in schools and by publicly funded education business link organisations (EBLOs).

4 Attitudes towards work-related learning

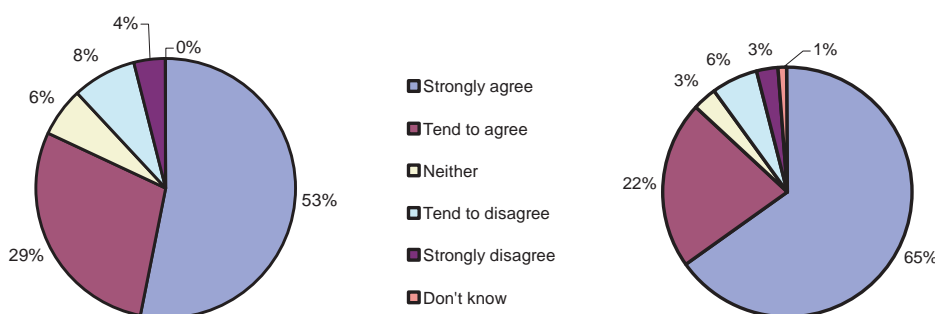
- 4.1 Teacher and student attitudes towards work-related learning are generally positive and proportionally very similar. The majority of students and teachers consider work-related learning to be relevant, and similar proportions of students and teachers believe that all students should learn about jobs and working life (79 per cent of key stage 4 students, 82 per cent of key stage 4 teachers who have no responsibility for work-related learning, and 87 per cent of key stage 4 teachers with responsibility for work-related learning).



Key stage 4 students

Who do you think should learn about jobs and working life while they are at school?

Student attitudes towards which students should do work-related learning Figure 1a source: MORI 2004



Key stage 4 teachers with no WRL responsibility

Key stage 4 teachers with WRL responsibility

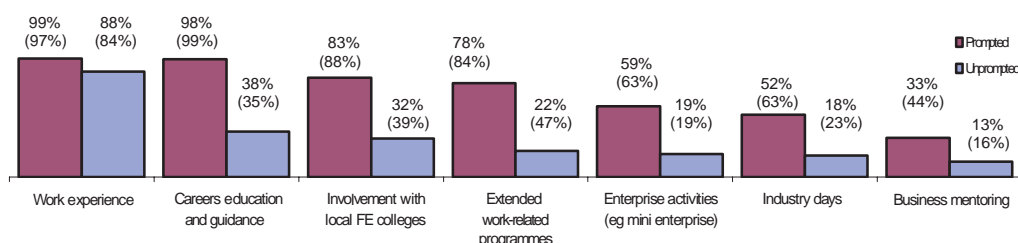
To what extent do you agree/disagree that WRL should be in the curriculum for all key stage 4 students?

Teacher attitudes towards which students should do work-related learning Figure 1b source: MORI 2004

Teachers and senior managers

- 4.2 Over 60 per cent of schools reported their teachers being either very positive or generally positive about work-related learning. 70 per cent of the teachers without responsibilities for work-related learning questioned were aware of the forthcoming statutory requirement for work-related learning (compared with 97 per cent of teachers with work-related learning responsibilities). All key stage 4 teachers with responsibility for work-related learning claim to be either very or fairly familiar with their school's current work-related learning provision at key stage 4 (compared with 85 per cent of the teachers with no responsibility for work-related learning).

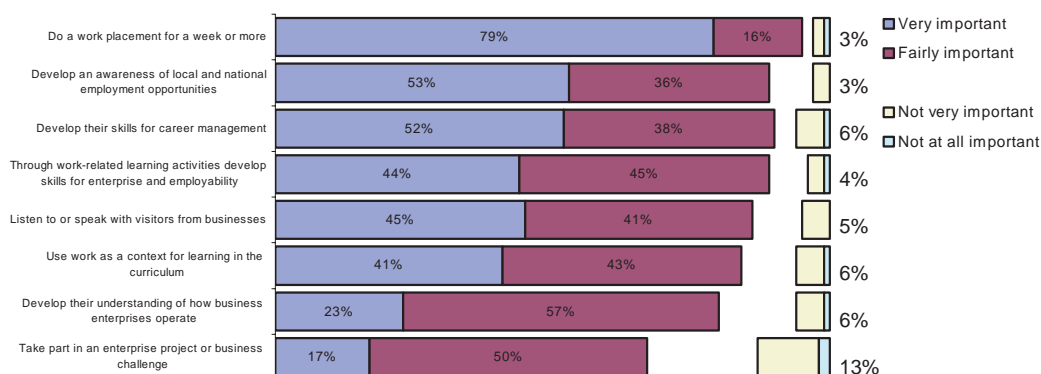
- 4.3 Despite the majority of teachers claiming to be familiar with their school's work-related learning provision, it seems that key stage 4 teachers may not necessarily consider activities to be work-related and are not immediately aware of all of the opportunities for work-related learning that their school offers.
- 4.4 Teachers were asked to list all work-related activities their school offered to key stage 4 students. They were then read a list of work-related activities and asked if their school offered them. As figure 2 illustrates, there is a substantial difference between the teachers' unprompted and prompted responses (apart from for work experience). There is the expected difference between the responses of teachers without work-related learning responsibilities (the percentages expressed outside the brackets) and those with responsibilities (the percentages expressed inside the brackets), who are slightly more aware of the work-related activities offered to their key stage 4 students. Surprisingly, the response rates follow very similar patterns although theoretically teachers with work-related learning responsibilities should have a greater knowledge of their school's work-related learning activities.



Teachers' knowledge of the work-related learning activities offered in their school

Figure 2 source: MORI 2004

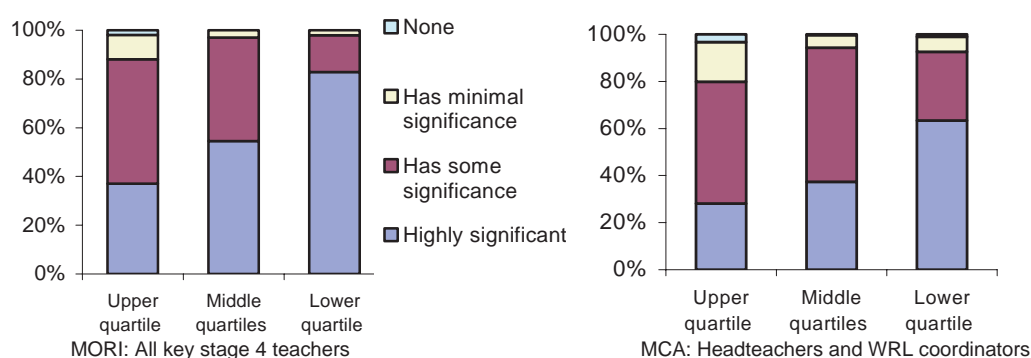
- 4.5 Figure 3 shows the different importance key stage 4 teachers gave various work-related learning activities. Work placements were seen as most important (95 per cent said they were very or fairly important, 79 per cent very important) and taking part in a mini enterprise or enterprise project or business challenge was seen as the least important (67 per cent said it was very or fairly important, with only 17 per cent saying it was very important). Developing a student's understanding of how business enterprises operate was also seen as being not as important as other work-related learning activities (only 23 per cent said it was very important).



Key stage 4 teachers' attitudes towards the importance of work-related learning activities for their students

Figure 3 source: MORI 2004

- 4.6 Teachers with work-related learning responsibilities were more likely than teachers without these responsibilities to consider work-related learning activities to be important. They were also more likely to believe that it was important for all key stage 4 students to take part in work-related learning activities.
- 4.7 More teachers with work-related learning responsibilities than teachers without these responsibilities said that work-related learning was highly relevant irrespective of a student's attainment quartile.
- 4.8 Over 90 per cent of work-related learning coordinators or headteachers thought that work-related programmes should be differentiated depending on the student. 67 per cent said that they should be differentiated on the basis of individual student need, 28 per cent said that they should be differentiated according to student ability and 20 per cent according to the student's chosen career path.
- 4.9 Eighty-six per cent of students, regardless of whether they want to be in employment or at university when they are 19, considered work-related learning to be very helpful (50 per cent) or quite helpful (36 per cent) in assisting them to achieve their life goals.
- 4.10 In contrast to this (as illustrated in figure 4) teachers saw work-related learning as being most beneficial to students in the lower attainment quartiles. It is interesting to note that headteachers and work-related learning coordinators thought that work-related learning was less significant for all attainment levels than teachers as a whole did.



Significance of work-related learning for each attainment quartile. Teacher and senior manager responses.

Figure 4 source: MORI and MCA 2004

Students

- 4.11 On the whole learning about jobs and working life is popular among all students at key stage 4 irrespective of gender, year group and household composition. 50 per cent of students said they enjoyed learning about jobs and working life all or most of the time and only 5 per cent said they did not enjoy it. But it is worth noting that three in ten students said that they did not take part in learning about jobs and work.

- 4.12 Students from households where at least one parent works are more positive about the relevance of work-related learning for all students than those from households where neither parent works (81 per cent and 70 per cent respectively).
- 4.13 Girls are more likely to believe that learning about jobs and working life should be available to all young people (87 per cent compared with 71 per cent of boys). This is despite the fact that more girls than boys say they want to be at university by the time they are 19 (56 per cent compared with 41 per cent). Girls' positive attitude towards jobs and working may be because they are generally more positive about learning than boys.
- 4.14 Students in urban areas are significantly more likely to say they enjoy work-related learning than those in rural areas (52 per cent and 41 per cent respectively).
- 4.15 When asked who had given them a positive impression of jobs and working life, 66 per cent of students listed their parents, 48 per cent of students listed their careers or Connexions adviser and 45 per cent listed their teachers. An upcoming survey will investigate parents' attitudes to work-related learning.

Employers

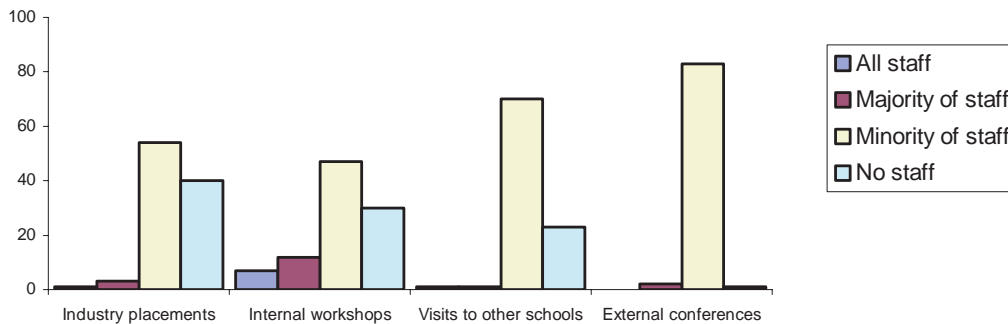
- 4.16 There were a number of common themes that came out of the interviews and seminars we held with employers. Although involvement in work-related learning activities varied across companies there was general support amongst employers for the statutory requirement and for work-related learning at key stage 4.
- 4.17 Employers expressed their desire to be involved, to have the opportunity to influence the understanding of their industry in schools and to assist in the delivery of the work-related learning framework but highlighted their uncertainty as to how they can become involved and the current lack of dialogue between schools and industry.

5 Structure and provision of work-related learning

Management and coordination

- 5.1 Sixty-six per cent of schools that responded to the MCA questionnaire had a work-related learning coordinator in place and an additional 22 per cent said they would have one in place for the 2004/5 academic year.
- 5.2 The majority of schools said they would have development plans (92 per cent) and a school policy (87 per cent) in place for the 2004/5 academic year. Currently 51 per cent and 27 per cent of schools have them in place.
- 5.3 Currently only 23 per cent of schools had identified learning outcomes for work-related learning for all their students but 62 per cent said that this would be in place for 2004/5.

- 5.4 In terms of staff training in preparation for the forthcoming statutory requirement, only half of the schools had had INSET time allocated into the 2003/4 academic year specifically for work-related learning. Where other types of training had been undertaken or had been planned for the academic year it was overwhelmingly for the minority of staff in the schools (see figure 5).



Type of training staff receive

Figure 5 source: MCA 2004

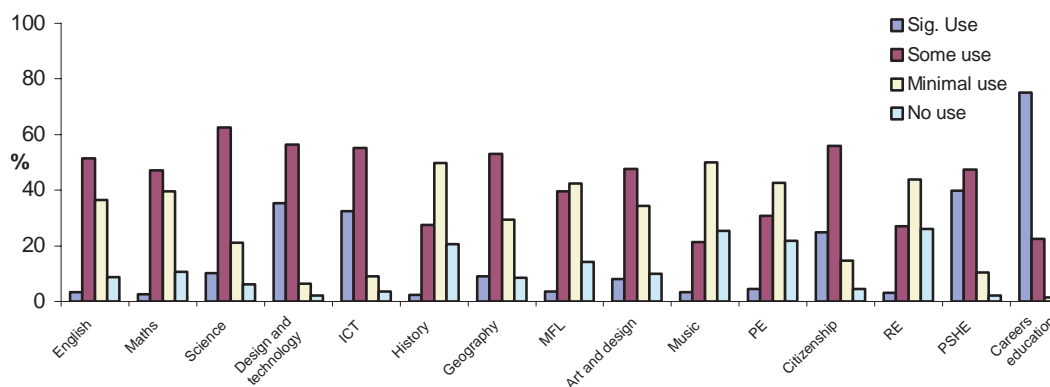
- 5.5 Surveys of approximately 300 teachers from six schools across England revealed that around 20 per cent of teachers had taken part in a business placement during their career, with the highest proportion of placements being in the engineering and manufacturing sector. Very few respondents had not experienced some form of work experience outside of education but this did not necessarily mean that these experiences were brought back and applied in the classroom. Teachers tended to refer to the value of contact with businesses in terms of careers advice benefits for their students and not for the use of work contexts as a teaching and learning tool.

Provision: qualifications

- 5.6 In our sample of schools (nationally representative of England) 80 per cent of schools that responded to the MCA questionnaire offered at least one of the new GCSEs in vocational subjects, with an additional 12 per cent planning to do so for the 2004/5 academic year. The most common GCSEs offered were leisure and tourism (offered by 63 per cent of the schools), health and social care (57 per cent), applied ICT (46 per cent) and applied business (45 per cent).
- 5.7 Thirty per cent of schools that responded offered at least one NVQ to their students. An additional 11 per cent said that they would be offering at least one for the 2004/5 academic year. The most common NVQs offered were hairdressing (offered by 50 per cent of the schools), catering (39 per cent), construction (24 per cent) and engineering (21 per cent).
- 5.8 Forty-seven per cent of schools offered other qualifications and an additional 17 per cent were going to offer them for the 2004/5 academic year. Of these qualifications the most popular were GNVQs followed by BTECs.

Provision: the use of work contexts and materials

5.9 Figure 6 shows the use of work contexts and materials in the different key stage 4 core subjects. The majority of schools reported some use in most subjects. The highest levels of significant use of work contexts and materials were seen in careers education (75 per cent), PSHE (40 per cent), design and technology (35 per cent) and ICT (33 per cent) with very low use reported in history, music and RE.



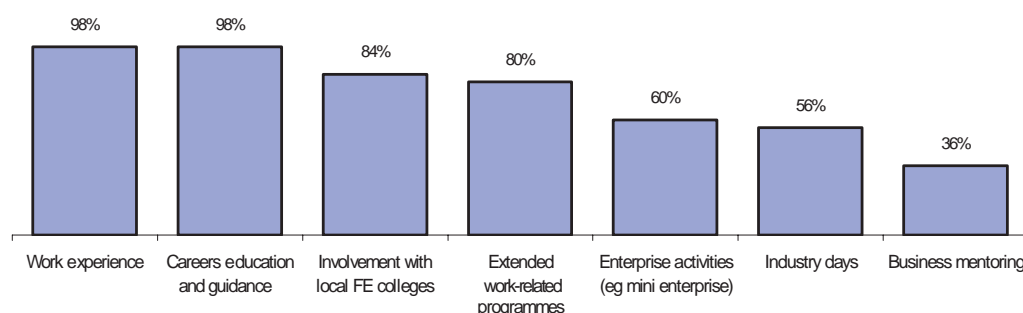
The use of work contexts and materials by subject reported by schools

Figure 6 source: MCA 2004

5.10 Sixty-nine per cent of the 500 key stage 4 teachers we asked said they used work contexts and materials in their lessons. According to teachers, the barriers to using work contexts and materials are caused by the nature of the subject (54 per cent), the constraints of the syllabus (29 per cent) and lack of time or other pressures (25 per cent).

Provision: work-related learning activities

5.11 Figure 7 shows the percentages of key stage 4 teachers who, when read a list of work-related learning activities, said that their school offered them to their key stage 4 students.

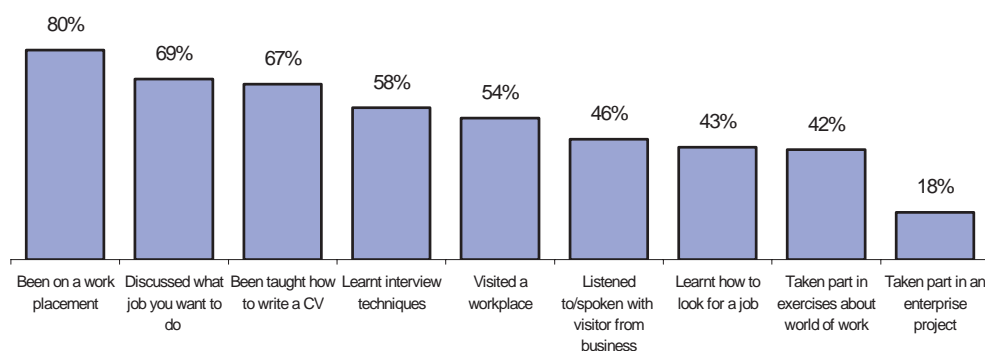


Percentage of key stage 4 teachers who said work-related learning activities were offered in their school

Figure 7 source: MORI 2004

5.12 Data from the MCA questionnaires also gave some additional information on work-related visits made by key stage 4 students. 45 per cent of the schools that responded said they had increased the amount of time spent on work-related visits off site, and 41 per cent of schools said they had increased the number of visits to the school to support work-related learning among key stage 4 students.

- 5.13 Twenty-three per cent of schools said that they used industry days as part of the timetable to deliver aspects of the key stage 4 curriculum. This is different from MORI's figure of 55 per cent, but MORI's figure represents the percentage of teachers (with up to two from each school) whereas MCA responses came from a school's senior management team (only one per school).
- 5.14 Aspects of the work-related learning framework were offered to students in over 50 per cent of the schools questioned. Only two of the activities (that students have at least one discussion about the skills they develop through their work-related learning programme and that students take part in activities to develop their skills for career management) were offered to students in over 90 per cent of the schools (see section 2, *Key baseline statistics*).
- 5.15 The majority of schools stated that the work-related learning they offered was open to all key stage 4 students. In schools where only some students took part in work-related learning activities, the most common way of selecting these students was by the options they had chosen.
- 5.16 Students' option choices affect the provision of work-related learning, and schools rely heavily on PSHE, careers education, business studies and tutorial lessons to provide work-related learning. The MCA and MORI research and our own secondary analysis showed that often students can only cover all aspects of the work-related learning framework if they have chosen business studies or applied business at key stage 4.
- 5.17 Figure 8 shows the work-related learning activities that year 11 students said they took part in during school time. The relatively low occurrence of mini enterprises and enterprise projects is consistent with teachers' attitudes towards enterprise activities and the relative importance schools give these in relation to other aspects of the work-related learning framework (see figure 3). This is a snapshot of the experiences of year 11 students in February and March, and these figures would increase as the academic year progressed.



Activities that year 11 students said they had taken part in during school time

Figure 8 source: MORI 2004

Work-related learning outcomes

- 5.18 Although most schools say that all of their students take part in the elements that make up the work-related learning framework, the questionnaire results show that at the majority of schools only some year 11 students can fulfil the learning outcomes of work-related learning.

<i>As a result of your school's work-related learning programme are your students able to...</i>	<i>All year 11</i>	<i>Some year 11</i>
Describe and demonstrate the main qualities and skills needed to enter and thrive in the workplace?	35%	56%
Demonstrate a basic knowledge and understanding of a range of economic concepts?	7%	79%
Explain the chief characteristics of employment, self-employment, unemployment and voluntary work?	21%	68%
Describe (through experience gained) the working practices of one type of business compared to another?	18%	64%
Demonstrate an understanding of the main changes happening in the world of work?	13%	73%

Figure 9 source: MCA 2004

Recording achievements and assessment of learning

- 5.19 Nearly 81 per cent of schools said that they used work experience certificates to accredit a student's work-related learning, 61 per cent used Progress File and 32 per cent used local certification, for example provided by an EBLO. When asked what other records of students' work-related learning a school kept, the most common responses from the 12 per cent of schools that responded were work experience diaries or log books, internal certification and ASDAN youth awards.
- 5.20 Fifteen per cent of the schools that responded to the MCA questionnaire said that the work-related learning of key stage 4 students led to a qualification.

Support for schools

- 5.21 Headteachers and work-related learning coordinators were asked which organisations their school received support from. Connexions provided the most support overall, with EBLOs providing the most support for organising work placements and teachers' PDPs, and LEAs providing most support on funding (see figure 10).
- 5.22 Fifty-nine per cent of schools do not think that the level of support they are getting from outside organisations for work-related learning is sufficient.

Type of support received	Organisation	% of schools
Examples of good practice	1. Connexions	74%
	2. LEAs	55%
	3. EBLOs	42%
Examples of curriculum resources	1. Connexions	64%
	2. LEAs	44%
	3. Other schools	37%
Assistance organising work placements	1. EBLOs	53%
	2. Connexions	50%
	3. LEAs	24%
Advice on funding	1. LEAs	70%
	2. LSC	44%
	3. Connexions	36%
PDPs for teachers	1. EBLOs	56%
	2. LEAs	42%
	3. Connexions	34%
Assistance with mentoring and monitoring	1. Connexions	75%
	2. EBLOs	30%
	3. LEAs	22%
Assistance with extended WRL programmes	1. Connexions	53%
	2. EBLOs	48%
	3. LEAs	28%

Organisations supporting school

Figure 10 source: MCA 2004

Equality of opportunity and work-related learning provision

- 5.23 Only 6 per cent of senior managers reported any kind of substantial differences in the gender ratio of the students taking part in work-related learning activities offered by their school. However, there do appear to be differences between the type of activities that girls and boys experience. More girls say they have discussed their future job prospects (71 per cent of girls compared with 63 per cent of boys) or listened to or spoken with a visitor from business (41 per cent of girls compared with 34 per cent of boys). On the other hand, more boys say they have learnt how to look for a job (41 per cent of boys compared with 29 per cent of girls), and visited a workplace such as a factory or a shop (38 per cent of boys compared with 31 per cent of girls).
- 5.24 Girls are more likely than boys to believe that learning about jobs and working life should be available to all young people (87 per cent compared with 71 per cent). This is despite the fact that more girls say they want to be at university by the time they are 19 (56 per cent compared with 41 per cent). Girls' positive attitude towards jobs and working may be because girls are generally more positive about learning than boys.
- 5.25 The work-related learning activities schools offer differs according to area. Significantly more students in urban schools say they have been taught formal work-related skills such as how to write a CV (54 per cent in urban schools compared with 35 per cent in rural schools), learnt interview techniques (48 per cent compared with 27 per cent), and learnt how to look for a job (38 per cent compared with 28 per cent).

- 5.26 The MCA questionnaire highlighted the differences in the level of preparation for work-related learning in grammar and non-selective schools. As figure 11 shows, a smaller percentage of grammar schools have a work-related learning coordinator in place than non-selective schools. 78 per cent of grammar schools said either that they already have, or would have, work-related learning in the school development plan by 2004/5, compared with 92 per cent of non-selective schools (51 per cent currently have one and 41 per cent said they would have by 2004/5).
- 5.27 A very small percentage of grammar schools offered or planned to offer the new GCSEs (see figure 11) and none of the grammar schools in our sample offered NVQs to their key stage 4 students (compared to the 41 per cent of non-selective schools who did or would by 2004/5).

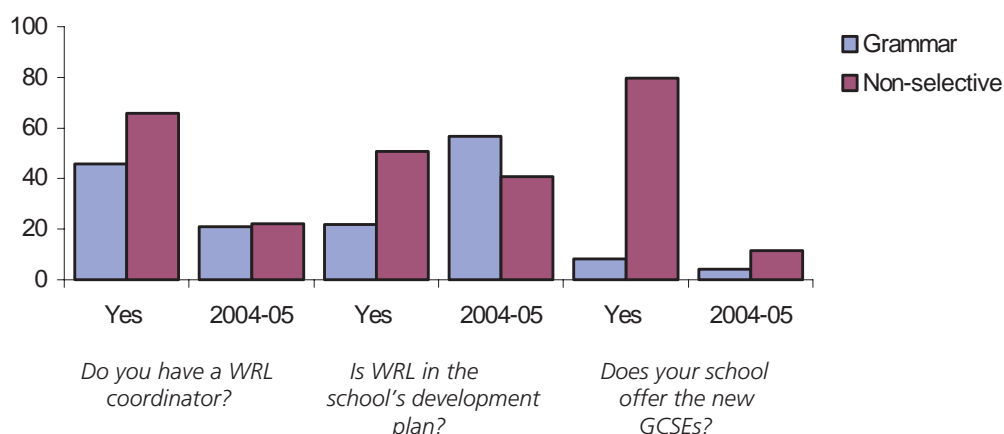
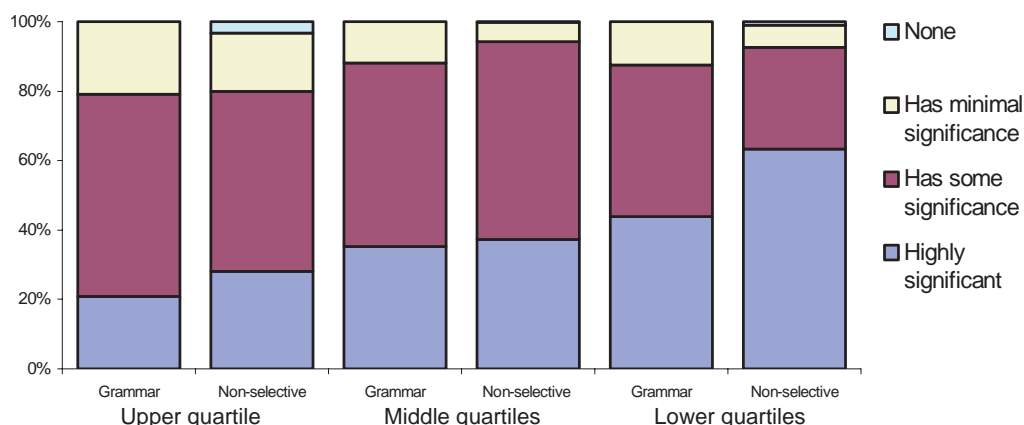


Figure 11 source: MCA 2004

- 5.28 When asked whether they planned to increase or decrease the prominence of work-related learning in the school curriculum, 58 per cent of grammar schools said they would be increasing prominence (compared with 86 per cent of non-selective schools) and 25 per cent said they would neither be increasing nor decreasing their school's provision.
- 5.29 Parents were either very positive or generally positive about work-related learning at 64 per cent of schools. Attitudes at grammar and non-selective schools were very similar.
- 5.30 Senior managers at grammar schools are more likely than those at non-selective schools to consider work-related learning to be less significant for students in all attainment quartiles (see figure 12).



Responses of senior managers after being asked how significant WRL was for helping different ability students achieve their life goals.

Figure 12 source: MCA 2004

6 Quality of work-related learning

- 6.1 There is very limited data on the quality of the current provision of work-related learning. Ofsted is the main source of valid data on quality of provision, and this data supports both quantitative and qualitative analysis. Organisations involved with work-related learning do not have a consistent way of collecting and reporting quality data and there is little evidence of quality assurance or quality control in place.
- 6.2 Because Ofsted had not carried out a specific work-related learning inspection during 2002/3, reporting of the quality and provision of work-related learning in schools varied with each inspector.
- 6.3 Three hundred and twenty-two Ofsted inspection reports mentioned work-related learning, but only six areas of work-related learning provision could be judged in terms of their quality (where the inspector had mentioned the aspect and given it a specific quality or provision rating, for example good, satisfactory, underdeveloped).

Work-related aspect	Of those mentioned in the report			
	% of reports mentioned in	% rate satisfactory or above	% rated unsatisfactory or below	% no quality specified
Work-related learning provision	20%	19%	3%	78%
Offer vocational courses	25%	6%	3%	91%
Careers education and guidance	86%	93%	4%	3%
Links with FE colleges	20%	57%	2%	41%
Local business links	30%	72%	14%	14%
Links with the community	16%	80%	2%	18%

Quality of work-related learning provision

Figure 13 Source: Ofsted 2004

Measures of quality

- 6.4 There are both direct and indirect measures of quality within this study. It is important that they are not confused.
- 6.5 Indirect measures are obtained by using the data to make inferences about the quality of provision. For example, rising participation in vocational qualifications could indicate that a qualification has become more popular because its provision has improved in quality. Rising attainment in qualifications could be directly linked with an increased quality of provision. In each case the inference needs to be verified (by closer qualitative study) or triangulated (by examining trends in other indirect and/or direct indicators).
- 6.6 Direct measures are obtained by observing the characteristics of the provision (the form of pedagogy, the learners' engagement, responses to the learning, and the organisation of the learning, for example pace, level, demand, teachers' techniques). Measuring the quality of work-related learning in a nationally representative sample of schools would need around 3,000 schools. This is beyond the scope of this project and any replication study. We therefore turned to the Ofsted database for any direct measurement data, turning the inspection statements into a quantitative measure (in line with the purpose of a baseline study) using the method outlined above.
- 6.7 Indirect measures of rising quality include:
- increasing participation in work-related learning and related qualifications (if the quality is getting better, more students will start taking the courses and qualifications, and students, parents and teachers will see them more as a viable qualification)

- increasing attainment in work-related learning and associated qualifications
 - improved attitudes towards work-related learning
 - enhanced position of work-related learning in subject preference tables (when students are asked what they enjoy doing at school, learning about jobs and working life will become more popular; currently 50 per cent of key stage 4 students say they enjoy it all or most of the time)
 - improved standing of work-related learning in respect of progression (more students who continue after key stage 4 will have done work-related learning and related qualifications)
 - a wider range of prior attainment in students participating in work-related learning. Students of all attainment levels will take part in work-related learning rather than it being associated solely with underachieving and lower-attaining students.
- 6.8 The inference regarding improved quality using these indirect measures can of course only be made once the data from this study is compared with the data collected from the proposed replication study in two to five years' time.

7 Next steps

Qualification analysis

- 7.1 Will the statutory requirement lead to an increase in the numbers of students with evidence of achievement in work-related learning including work-related qualifications?
- 7.2 QCA will analyse the 2003 PLASC (pupil level annual school census) data. This will enable us to identify the students taking work-related qualifications, and to link their attainment in these to their GCSE maths and English grades and their key stage 3 scores. By doing this we will be able to track student involvement in work-related qualifications: which students are doing work-related learning, what their attainment levels are, and whether these changes follow the introduction of the statutory requirement. We are particularly interested in looking at:
- attainment levels and patterns of participation in work-related qualifications
 - ethnicity and patterns of participation
 - gender and patterns of participation.
- 7.3 Analysis will take place during autumn and winter 2004/5

Parents' attitudes towards work-related learning

- 7.4 The importance of the influence that parents have on their children's attitudes towards jobs and working life was highlighted by the findings of the Omnibus questionnaire. 66 per cent of key stage 4 students believed that their parents gave a positive impression of the world of work compared with 48 per cent who said that careers or Connexions advisers did and 45 per cent who said that teachers did.

- 7.5 QCA will design a questionnaire to further investigate parental attitudes towards work-related learning. This will examine what parents think work-related learning is, which students they think should do work-related learning, whether they feel involved in their child's work-related learning programme and so on.
- 7.6 Fieldwork and analysis will take place during autumn and winter 2004/5.

Work-related learning practitioners' survey

- 7.7 We are carrying out a survey of our work-related learning practitioners' focus group. The survey will in essence be very similar to the MCA questionnaire but will allow us to gather more detailed information about the practitioners' schools. We will be able to ask for supporting documents such as work experience logs, certification and copies of the school policy on work-related learning.
- 7.8 We will be asking the work-related learning practitioners to think about the provision and quality of, and attitudes towards, work-related learning in their schools. We will be able to gather more information on areas that have been highlighted in the MORI and MCA data such as differences in attitudes towards work-related learning depending on the student's gender, and differences in provision in urban and rural schools. We will also explore teachers' negative attitudes towards enterprise learning and its importance in terms of the work-related learning framework.
- 7.9 Fieldwork and analysis will take place during autumn and winter 2004/5.

8 Our recommendations for further research

Replication study

- 8.1 This study has been carried out with the assumption that it will be replicated as far as is possible in two to five years' time. One of the recommendations of this study is that the replication study does go ahead.

Additional studies

- 8.2 We would also recommend that more longitudinal research is carried out on the impact that work-related learning has on individuals and their career path. There is a lack of this type of research and it would provide very useful data.

Employers' attitudes towards work-related learning

- 8.3 We recommend that a survey of employers' attitudes towards work-related learning be carried out by any one of the employer bodies. Does work-related learning give students the skills they need for the world of work, do businesses feel that they have been involved enough in developing work-related learning and associated qualifications, and what are businesses doing in terms of working with schools?

- 8.4 The limited work we have done and data we have compiled from employers has indicated that employers want to be involved with work-related learning and helping students learn about jobs and working life. Similarly schools would like to see more involvement from businesses. However, neither schools nor businesses know how to proceed with this.

Enterprise learning at key stage 4

- 8.5 Enterprise is a key aspect of the work-related learning framework. As our baseline study has shown, it is considered one of the least important areas of work-related learning and as a result very few students are doing enterprise activities (14 per cent of all key stage 4 students said they had taken part in an enterprise activity).
- 8.6 As a result of the Review of Enterprise and the Economy in Education (Davies 2001), from 2005 schools will receive funding for the equivalent of five days' enterprise learning for all key stage 4 students.
- 8.7 Ofsted will produce an evaluation of enterprise learning at key stage 4, and we will be able to provide information about the provision of, and attitudes towards, enterprise learning at key stage 4.

Part two: methodology

This section provides more information about how we carried out the various aspects of the baseline study, which data collection techniques were used, the sample sizes and make-up, and the rationale behind it.

9 The statutory requirement for work-related learning

- 9.1 The statutory requirement for work-related learning at key stage 4 is only applicable to state schools in England. Independent schools in England do not have to adhere to the requirement and neither do schools in the rest of the United Kingdom.
- 9.2 For the above reason, all the schools, teachers and students we have surveyed are from English state system. Any independent schools that returned work-related learning questionnaires were removed from the MCA sample and any students from schools in Wales were removed from the MORI sample of students.

10 Defining ability

- 10.1 Being able to clearly define ability groups was fundamental to this survey. Both MCA and MORI had to have a way of defining ability that could not be misinterpreted.
- 10.2 Work-related learning is usually associated with lower-ability and underachieving students. The additional responsibility and relevance of extended work experience and work placements is seen as a method of re-engaging and remotivating disaffected students.
- 10.3 Because the statutory requirement applies to all key stage 4 students, it was important to define the level of provision and the importance of work-related learning for students of all abilities.
- 10.4 We were not able to specify ability groups in terms of ‘top’, ‘middle’ and ‘bottom’ sets because this is not a nationally used system and schools do not necessarily stream their students for all (if any) subjects. For the above reasons, we split ability into attainment quartiles:
 - upper attainment level quartile
 - middle attainment level quartiles
 - lower attainment level quartile.

11 Timing of the study

- 11.1 It is important to be aware how the timing of this study may have affected the responses we got from both students and teachers. The data gives us a snapshot of the attitudes towards, and provision of, work-related learning at a specific time of year (early in the second term). It would therefore be important in any future replication studies to take this into consideration.
- 11.2 *MORI Omnibus*
Fieldwork for the study was conducted between 12 January and 12 March 2004. The data gives us a snapshot of students' experiences at that time of year; responses and certainly involvement would be different if the survey was carried out during the latter half of the school year.
- 11.3 *MCA senior manager questionnaire*
The MCA suite of questionnaires were sent to schools at the end of February 2004 and returned by the end of March.
- 11.4 *MORI key stage 4 teacher questionnaire*
Five hundred telephone interviews were conducted with key stage 4 teachers between 27 February and 15 March 2004.

12 Attitudes towards work-related learning

This aspect of the study examined student attitudes and teacher attitudes towards work-related learning.

- 12.1 This component of the study examined positive and negative attitudes towards work-related learning, for example the status of work-related learning compared with other subjects, and whether work-related learning is considered significant in helping students to achieve their goals. We asked teachers and students who they thought should do work-related learning; whether teachers' attitudes about work-related learning differed from students' attitudes; where students get their attitudes from; and whether they thought work-related learning was relevant to and enjoyable for all students?

Students' attitudes towards work-related learning

- 12.2 We inserted six questions about students' attitudes towards work-related learning into the 2004 MORI School Omnibus survey, an annual survey of students' attitudes. These questions were designed to encourage the students to think about what they learn at school, what they enjoy doing at school and how this relates to getting a job (see MORI Omnibus questionnaire, appendix 2 on the CD-ROM).
- 12.3 The sample comprised 257 middle and secondary state schools in England and Wales (for the QCA analysis Welsh schools were removed from the data). The sample included LEA, voluntary-aided, controlled and foundation schools, but excluded special schools and sixth-form colleges.

- 12.4 The students surveyed were 11- to 16-year-olds in curriculum years 7–11. Each school was randomly allocated one of these curriculum years, from which MORI interviewers selected one class at random to be interviewed. The interviews consisted of a whole class filling in self-completion questionnaires during one classroom period. A MORI interviewer was present to explain the survey to students, to reassure them about the confidentiality of the survey, to assist them in completing the questionnaire and to collect completed questionnaires. If four or more students were absent during the self-completion session, up to two follow-up visits were arranged.
- 12.5 Of the 257 schools approached, 87 declined to participate at the invitation stage (a letter sent to the headteacher) and a further 69 schools refused to participate during the fieldwork period. In total, 101 schools participated, giving a response rate of 39 per cent. Overall, fully completed questionnaires were obtained from 2,412 students (an average of 24 pupils per class) of which 838 were key stage 4 pupils. Data was weighted by gender, age and region. The weights were derived from data supplied by the Department for Education and Skills.
- 12.6 For a full set of data tables see appendix 3 on the CD-ROM.

Teachers' attitudes to work-related learning

- 12.7 We surveyed teachers' and senior managers' attitudes towards work-related learning through:
- the MORI telephone survey of teachers
 - the QCA Monitoring Curriculum and Assessment (MCA) work-related learning questionnaire.

MORI telephone survey

- 12.8 From 27 February to 15 March 2004 MORI conducted telephone interviews with 500 key stage 4 teachers from 250 maintained secondary schools. Schools in the sample were representative of the regional spread across England and of small, medium and large LEAs in England (see MORI teacher questionnaire, appendix 4 on the CD-ROM).
- 12.9 The questionnaire was designed to find out each teacher's personal opinion of work-related learning, their familiarity with their school's provision and how important or relevant they considered work-related learning to be for students of all abilities.
- 12.10 Minimum quotas were set on subject areas taught at key stage 4 to ensure that a broad and representative spread of key stage 4 teachers was interviewed. Prior to the fieldwork, a letter was sent by QCA and MORI to the headteachers of the schools in the sample asking for their agreement to participate in the survey, explaining its importance, and stressing that MORI would minimise the inconvenience caused to the school.

12.11 We specified that although work-related learning coordinators could be interviewed they should not be actively sought out. This was because their attitudes towards work-related learning in the key stage 4 curriculum might be significantly different from those of a key stage 4 teacher with no managerial responsibility for the work-related curriculum. This was why the letter sent to headteachers did not disclose that the survey was about work-related learning.

Subject	Number	Unweighted percentage
Mathematics	73	15
Science	69	14
English	68	14
Religious education	54	11
History	39	8
Geography	38	8
Personal, social and health education	35	7
Information and communication technology	29	6
Modern foreign languages	25	5
Art and design	25	5
Design and technology	24	5
Citizenship	17	3
Physical education	17	3
Careers education	12	2
Business studies	12	2
Drama	9	2
Humanities	3	1
Leisure/tourism	3	1
Media studies	3	1
Music	3	1
Food technology	2	*
Other	4	1
Years' teaching experience		
Less than 10 years	123	25
11–25 years	217	43
More than 25 years	160	32
Responsibility for work-related learning		
Yes	147	30
No	352	70

*less than 1%

Source: MORI 2004

12.12 To ensure that we had statistically robust data, we had a sample of 500 key stage 4 teachers. For a sample of 500, the sampling tolerance is ± 4 percentage points, so for example if 50 per cent of teachers said that work-related learning was 'very important' the range within which the true figure would lie if all teachers had responded would be ± 4 percentage points (so between 46% - 54%) (see table A below). The sample of 500 teachers also means that if a second wave of teachers were questioned in the future, any of the differences or similarities between the first wave of 500 teachers and the second wave would be statistically significant (see table B below).

Table A

	Approximate sampling tolerances applicable to percentages at or near these levels		
(Effective sample size)	10% or 90%	30% or 70%	50%
	+/-	+/-	+/-
Option A: 200 interviews	4	6	7
Option B: 500 interviews	3	4	4

Table B

	Approximate sampling tolerances when comparing two sets of data		
(Effective sample size)	10% or 90%	30% or 70%	50%
	+/-	+/	+/-
Option A: 200 and 200	5	8	9
Option B: 500 and 500	4	6	6

For a full set of data tables see appendix 3 on the CD-ROM.

For a copy of the MORI final report see appendix 5 on the CD-ROM.

Monitoring Curriculum and Assessment questionnaire

12.13 Monitoring Curriculum and Assessment (MCA) was formerly known as the School Sampling Project (SSP). Founded in 1995, SSP tracked student performance and schools' implementation of the curriculum for 3- to 19-year-olds. The result has been the collection of longitudinal data that has helped inform the work of QCA.

12.14 Questionnaires are distributed annually to just over 3,000 schools (of which 1,300 are secondary schools), focusing on various aspects of curriculum and assessment. Curriculum questionnaires are designed in consultation with specific phase and subject teams within QCA. The questionnaires are then distributed and collected by the Centre for Formative Assessment Studies (CFAS), who also collate the data and present it back to QCA.

12.15 We included a work-related learning questionnaire with the 2004 MCA questionnaire pack that went out to 1,300 secondary schools in England.

- 12.16 The work-related learning questionnaire included questions mainly about the current provision of work-related learning in schools but also incorporated a number of attitudinal questions. These questions were designed to help us understand how schools viewed work-related learning: their opinion about which students should do work-related learning, the importance and prominence of it in the curriculum, and the attitudes that teachers and parents had towards work-related learning being part of the school curriculum (see MCA work-related learning questionnaire section F, appendix 6 on the CD-ROM).
- 12.17 The attitudinal questions in the MCA questionnaire were designed to complement and mirror the questions the MORI omnibus asked students and the questions MORI asked key stage 4 teachers in the telephone interviews.
- 12.18 The work-related learning questionnaires were completed by the school's work-related learning coordinator or, if the school did not have one, by the headteacher. We had a response rate of 342 non-selective state schools, 51 independent schools and 26 grammar schools, but the latter two types of school were excluded from our analysis (except where specifically mentioned).

13 Structure and provision of work-related learning

- 13.1 This component of the study measured the current provision of work-related learning in schools.
- 13.2 We included a work-relating learning questionnaire with the 2004 MCA questionnaire pack. This was designed specifically for work-related learning coordinators (or, if the school did not have one, the headteacher) to provide data on the structure and type of work-related learning provision for key stage 4 students.
- 13.3 The questionnaire focused specifically on the following areas of work-related learning provision:
- ***management and coordination of work-related learning***: this section included areas such as whether the school has a policy on work-related learning and the training teachers have received in preparation for the statutory requirement. If nothing in place during the 2003/4 academic year, we asked whether it would be in place for the 2004/5 academic year
 - ***current school provision of work-related learning*** (based on the QCA guidance framework, appendix 1 on the CD-ROM): this included the use of work contexts and materials in different subjects and provision of work-related learning elements for all key stage 4 students
 - ***qualifications and accreditation*** (recognising student achievement): this section looked at the different qualifications schools offered, for example GCSEs in vocational subjects, GNVQs, NVQs and other vocational qualifications, as well as accreditation of work-related learning such as the use of work-experience certificates
 - ***the support that schools receive for work-related learning***.

14 Quality of work-related learning

- 14.1 The aim of this aspect of the study was to gather information about the current standard of work-related learning provision in schools.
- 14.2 We worked closely with Ofsted who carried out a search of work-related learning activities and related aspects in reports of all inspections that had taken place in the 2002/3 academic year.
- 14.3 Ofsted did not carry out a specific work-related learning inspection in the 2002/3 academic year. Any mention of work-related learning was therefore entirely dependent on the inspector.
- 14.4 Owing to the ad hoc nature of the recording of the quality and provision of work-related learning, only 322 schools had any mention of work-related learning quality and/or provision.
- 14.5 A school was counted only if the work-related learning aspect had been specified in the inspection report. If the aspect had been mentioned it was scored as a YES unless a specific quality or provision measure was given, for example satisfactory, very good, underdeveloped etc. For analysis purposes these were split into:
 - satisfactory or higher, including extensive, excellent, strong, very good, good, effective and satisfactory
 - unsatisfactory or below, including unsatisfactory, poor, weak, limited, minimal, underdeveloped and needing to be improved
 - no quality rating, where inspectors had either said there was provision or some provision but had not specified the quality of this provision.

Catalogue of baseline measurements

Section	Measurement	Para	Source
Key baseline	WRL coordinator in the school	2.1	MCA
	School policy on WRL	2.1	MCA
	WRL in school development plan	2.1	MCA
	Learning outcomes identified for all	2.1	MCA
	Do students take part in at least two activities used to develop and apply their skills specifically for enterprise and employability?	2.2	MCA
	Do students have at least one discussion about the skills they develop through their work-related programme?	2.2	MCA
	Do students receive at least half a day for debriefing and follow-up of work experience and/or part time work to extend their understanding of work?	2.2	MCA
	Do students take part in at least two curriculum activities where they learn about the way business enterprises work, working roles and conditions, and rights and responsibilities in the workplace?	2.2	MCA
	Are students involved in at least two investigation tasks that allow them to develop awareness of the extent and diversity of local and national employment opportunities?	2.2	MCA
	Do students take part in activities to develop their skills for career management, including a guidance interview focusing on career progression?	2.2	MCA
	Are students involved in at least one business challenge, problem-solving or enterprise activity that allows them to engage with ideas, challenges and applications from the business world?	2.2	MCA
	Do students take part in events involving local business people coming into the school?	2.2	MCA
Key findings	Percentage of key stage 4 students who have been on a work placement of a week or more	3.2	MORI pupil
	Percentage of key stage 4 students who have taken part in an enterprise activity	3.4	MORI pupil
	Importance of enterprise activities	3.4	MORI teacher
	Importance of work experience	3.5	MORI teacher
	WRL activities and schools provision (prompted/unprompted)	3.6 & 4.4	MORI teacher

	Differences between male/female levels of participation	3.7	MORI pupil
	Difference between urban/rural participation	3.8	MORI pupil
Attitudes towards WRL	Relevance of work-related learning	4.1	MORI pupil/ MORI teacher
	Who should learn about jobs and working life?	4.1	MORI pupil/ MORI teacher
	Teachers' attitudes to WRL	4.2	MCA
	Teacher awareness of statutory requirement	4.2	MORI teacher
	Familiarity with schools WRL provision	4.2	MORI teacher
	Teacher knowledge of WRL activities offered in their school (work experience, CEG, involvement with local FE colleges, extended work-related programmes, enterprise activities, industry days and business mentoring).	4.4	MORI teacher
	Importance of work-related learning activities (do work placement, develop awareness of local and national employment opportunities, develop skills for career management, develop skills for enterprise and employability, use work as context for learning in curriculum, develop understanding of how business enterprises operate, take part in enterprise project or business challenge.)	4.5	MORI teacher
	Differentiation of WRL programmes	4.8	MCA
	How relevant is WRL in helping students achieve their life goals?	4.9	MORI pupil
	How relevant is WRL in helping students achieve their life goals?	4.10	MORI teacher /MCA
	Enjoyment of learning about jobs and work	4.11	MORI pupil
	Attitude to relevance of WRL and number of working parents	4.12	MORI pupil
	Gender differences in attitude	4.13	MORI pupil
	Rural/urban differences in enjoyment of WRL	4.14	MORI pupil
	Who gives students a positive impression of jobs and working life?	4.15	MORI pupil
	Employers' attitudes to the statutory requirement for WRL	4.16	Secondary - employer seminars & interviews

Structure and provision of WRL	WRL coordinator in the school	5.1	MCA
	WRL development plans and WRL in school policy	5.2	MCA
	Learning outcomes identified for all	5.3	MCA
	Staff training in preparation for WRL	5.4	MCA
	Percentage of teachers who had taken part in business placement	5.5	Secondary - 2 surveys of 150 MORI teachers across England
	Number of schools offering GCSEs in vocational subjects and most popular subjects offered	5.6	MCA
	Number of schools offering NVQs and most popular subjects offered	5.7	MCA
	Number of schools offering other vocational qualifications and most popular type	5.8	MCA
	Use of work contexts and materials in key stage 4 core subjects (English, maths, science, design and technology, ICT, history, geography, MFL, art and design, music, PE, citizenship, RE, PSHE and careers education)	5.9	MCA
	% teachers using work contexts and materials and barriers to using it	5.10	MORI teachers
Structure and provision of WRL	Percentage of key stage 4 teachers who said WRL activities were offered in their school (work experience, CEG, involvement with local FE colleges, extended WR programmes, enterprise activities, industry days and business mentoring).	5.11	MORI teachers
	Work-related visits in KS4	5.12	MCA (KS3&4)
	Amount of time spent on business visitors to the schools	5.12	MCA (KS3&4)
	Use of industry days	5.13	MCA (KS4) & MORI teacher
	Schools covering aspects in the QCA WRL framework	5.14	MCA
	Are students selected to do aspects of the WRL, and if so how?	5.15	MCA
	What affects the WRL opportunities a student will have?	5.16	MCA, MORI teacher, secondary - QCA WRL audit trials

	WRL activities that year 11 students have taken part in (work experience, discussed what job they want to do, taught how to write a CV, learnt interview techniques, visited a workplace, listened to or spoken with visitor from business, learnt how to look for a job, taken part in exercises about the world of work, taken part in enterprise project).	5.17	MORI pupil
	Can students fulfil the WRL learning outcomes?	5.18	MCA
	Recording and accrediting student's WRL	5.19	MCA
	Does a student's WRL lead to a qualification?	5.20	MCA (KS3&4)
	Support for WRL from outside organisations	5.21	MCA
	Is the support schools receive sufficient?	5.22	MCA
	Differences in gender ratio of students doing WRL activities	5.23	MCA
	Difference in experience of WRL activity male/female	5.23	MORI pupil
	Difference in attitudes towards WRL of male/females	5.24	MORI pupil
	Difference in experience of WRL activity urban/rural	5.25	MORI pupil
	Level of preparation for WRL statutory requirement grammar/non-selective schools	5.26	MCA
	Grammar schools offering GCSEs in vocational subjects and NVQs	5.27	MCA
	Prominence of WRL in grammar school curriculum	5.28	MCA
	Parental attitudes grammar/non-selective	5.29	MCA
	Significance of WRL depending on ability grammar/non-selective	5.30	MCA
Quality of WRL	Quality of WRL provision, offer vocational courses, CEG, links with local businesses and links with the community	6.3	OFSTED



Curriculum and Standards

Audience	Those involved in supporting schools with the provision of work-related learning
Type	Information
Description	The report shows the level of provision of work-related learning at key stage 4 before the implementation of the statutory requirement in September 2004
Cross ref	<i>Work-related learning for all at key stage 4</i> (QCA/03/1168) QCA's <i>14-19 learning</i> website (www.qca.org.uk/14-19)

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