



Young People Omnibus 2009

Wave 15

**A research study on work-related learning
among 11-16 year olds on behalf of the
Qualifications and Curriculum Authority
(QCA)**

January – April 2009

Legal notice

© 2009 Ipsos MORI – all rights reserved.

The contents of this report constitute the sole and exclusive property of Ipsos MORI.

Ipsos MORI retains all right, title and interest, including without limitation copyright, in or to any Ipsos MORI trademarks, technologies, methodologies, products, analyses, software and know-how included or arising out of this report or used in connection with the preparation of this report. No license under any copyright is hereby granted or implied.

The contents of this report are of a commercially sensitive and confidential nature and intended solely for the review and consideration of the person or entity to which it is addressed. No other use is permitted and the addressee undertakes not to disclose all or part of this report to any third party (including but not limited, where applicable, pursuant to the Freedom of Information Act 2000) without the prior written consent of the Company Secretary of Ipsos MORI.

Contents

Introduction	2
Objectives	2
Methodology.....	2
Acknowledgements	3
Presentation and Interpretation of Data	4
Publication of Data	4
Summary	2
Key findings.....	3
Work-related learning in school.....	3
Helpfulness of work-related learning.....	5
Who should learn about jobs and working life?	7
Ambitions for the future	8
Appendices	11
Sample Profile.....	11
List of Local Education Authorities by Government Office Region	12
Statistical Reliability	13
Letter to Schools	16

Introduction

This report presents findings from the 2009 Young People Omnibus Survey of secondary school pupils, carried out by the Ipsos MORI Social Research Institute on behalf of the Qualifications and Curriculum Authority (QCA). The computer tabulations can be found in a separate volume along with further technical details of the study.

Objectives

The overall aim of this study was to gather information regarding how well schools are preparing young people for their future and their working life in particular. The survey set out to cover the following key issues:

- What kinds of work-relating learning pupils are receiving in school;
- How helpful they perceive different types of work-related learning to be;
- Who should be taught about jobs and working life at school; and
- What young people would most like to be doing at age 19

This research follows earlier studies conducted in 2007 and 2004. An important part of this research, therefore, is to highlight changes in pupils' attitudes towards, and experiences of, work-related learning since then.

Methodology

The sample of schools drawn to take part in the Young People Omnibus comprised 342 middle and secondary state schools in England. The sampling universe included LEA, voluntary aided/controlled and foundation schools, but excluded special schools and sixth form colleges. This sampling frame was stratified by Government Office Regions (GORs) and, within each stratum, schools were selected proportional to the size of the school register, thus producing a nationally representative sample of secondary and middle schools.

The age groups included in the survey were 11-16 year olds in curriculum years 7 to 11. Each school was randomly allocated one of these curriculum years, from which Ipsos MORI interviewers selected one class at random to be interviewed. Interviewing was carried out

through self-completion questionnaires with the whole class in one classroom period. An Ipsos MORI interviewer was present to explain the survey to pupils, to reassure them about the confidentiality of the survey, to assist them in completing the questionnaire, and to collect completed questionnaires. In classes where four or more children were absent during the self-completion session, up to two follow-up visits were arranged to interview absent pupils.

Fieldwork for the study was conducted between 9th January and 3rd April 2009. Of the 342 schools approached, 96 schools participated, giving a response rate of 28%. Overall, fully completed questionnaires were obtained from 2,253 pupils, an average of 23 pupils per class.¹

Data are weighted by gender, age and region. The weights were derived from data supplied by the Department for Children Schools and Families. The effect of weighting is shown in the sample profile in the Appendices and in the computer tables.

Acknowledgements

It is clear that schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our gratitude to the many schools that took part and we are indebted to all pupils and staff who made this survey possible.

Ipsos MORI would also like to thank Gary Forrest at QCA for his help and involvement in the project.

¹ In 2004, fieldwork took place between 12th January and 12th March, and 2,242 interviews were conducted. In 2007, fieldwork took place between 15th January and 20th March, and 2,332 interviews were conducted.

Presentation and Interpretation of Data

When interpreting the findings it is important to remember that the results are based on a sample of the maintained school population, and not the entire population. Consequently, results are subject to sampling tolerances, and not all differences between sub-groups are therefore statistically significant. A guide to statistical significance is included in this document.

The findings in this report are based only on the responses of pupils in England.

In tables where percentages do not add up to 100% this is due to multiple answers, to computer rounding, or to the exclusion of 'Don't know' or 'No response' categories. Throughout the tables an asterisk (*) denotes a value greater than zero, but less than 0.5%.

This year, an unusually high proportion of 'not stated' responses were recorded, and the decision was taken to exclude these responses, and base the data only on those who gave an answer to the questions asked. In order to make comparisons with other years possible, data from 2007 and 2004 has also been rebased to include only those who answered the questions. In some cases this will explain any minor percentage point differences to the figures in previous reports.

Publication of Data

As with all our studies, these results are subject to our Standard Terms and Conditions of Contract. Any publication of results requires the prior approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy and misrepresentation.

©Ipsos MORI/34461

Checked & Approved:

Adél Schofield

.....
Sarah Knibbs

.....
Ali Ziff



Summary

- Going on a work placement for a week or more is the most common type of work related learning undertaken, with over four in five (83%) year 11 pupils saying that this is something they have done, a slight decrease from 2007 when the proportion was 88%.
- Other types of work related learning frequently undertaken by pupils are discussions about what job they want to do when they are older (76%), being taught how to write a CV (61%) and visiting a work place such as a factory or shop (58%).
- However, there appears to be a gap between what pupils say they are being taught in schools, and what they say they would find helpful. Being taught how to write a CV for example, is the work-related activity that year 11 pupils think would be most useful in helping them with what they want to do in the future (94%) but it is one that only three in five (61%) say they have actually done.
- Among secondary school pupils as a whole though, work-related learning is seen as a useful activity; learning how to look for a job is the work related activity that is considered to be most helpful by young people (90%).
- Four in five young people feel that all pupils should be taught about jobs and working life at school (79%) while one in ten (10%) think this is only important for those who are planning on getting a full-time job at 16. Older pupils are more positive about work-related learning, and are more likely than average to believe that it is something everyone should do.
- Three in five young people (59%) say that they would like to be at university when they are 19 while under three in ten (30%) say they would like to have a job.

Key findings

Work-related learning in school

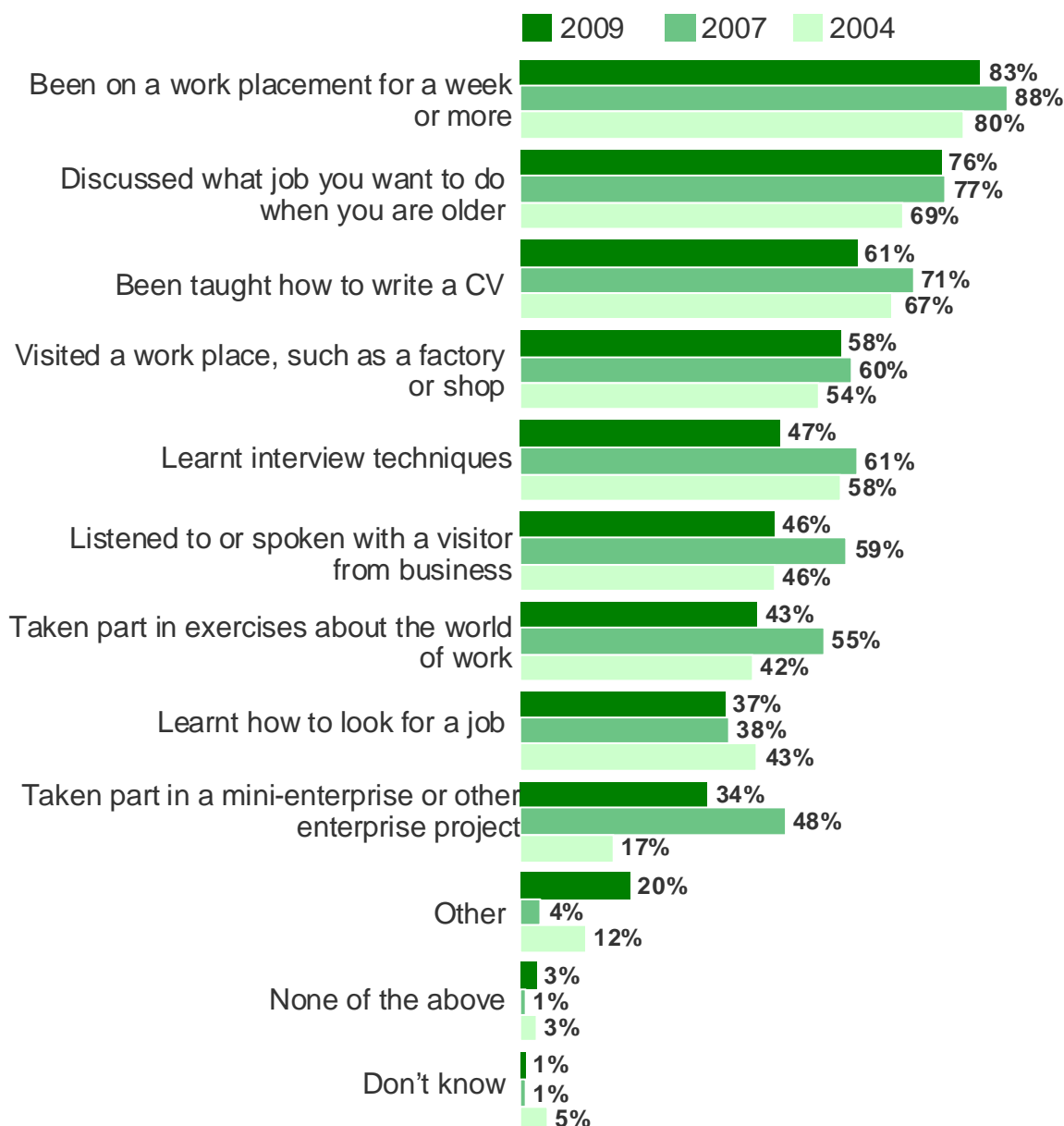
Over four in five (83%) pupils in year 11 say that they have been on a work placement for a week or more, which represents a slight decrease from 2007 when the proportion was 88%.

The proportion of year 11 pupils who have discussed what job they want to do when they are older (76%) remains in line with findings from 2007 (77%), as does the proportion who have visited a work place such as a shop or factory (58% compared with 59% in 2007) and learned how to look for a job in school (37% compared with 38% two years ago).

Since 2007, there has been a decline in the proportion of year 11s saying they have learnt how to write a CV (61% compared with 70% in 2007), listened to or spoken with a visitor from business (46% now, compared with 59% in 2007), taken part in a mini-enterprise project (34% compared with 48%) and learnt interview techniques (47% down from 61% in 2007).

Work-related learning in school time

Q Looking at the list below, have you ever done any of the following in school time?



Base: All year 11 pupils in England stating an answer (368). 2007 base (461), 2004 base (344). Fieldwork dates: 9th January- 3rd April 2009

Ipsos MORI



Although young people experience some work related learning in the early years of secondary school, older pupils, particularly those at Key Stage 4, are more likely to say they have experienced work related learning than younger pupils. For example 61% of year 11 pupils have been taught how to write a CV, compared with just 11% of year 9 pupils.

Similarly, while almost half (47%) of year 11 pupils have learnt interview techniques in school, only one in ten (10%) year 9 pupils have done the same.

Year 11 girls are more likely to say they have been on a work placement for a week or more than year 11 boys (89% compared with 78% respectively). They are also more likely to say they have been taught how to write a CV (67% compared with 56% of boys).

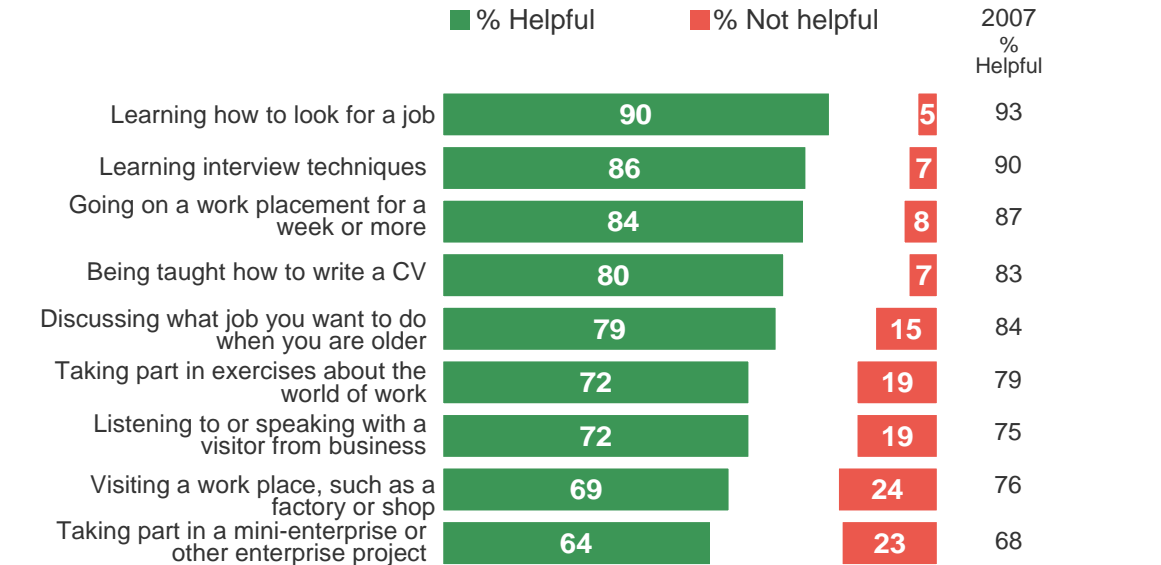
Helpfulness of work-related learning

Looking at the views of young people in years 7-11 as a whole, findings from the study this year are broadly similar to those in 2007 in terms of how helpful or unhelpful pupils say they would find a variety of work-related learning activities in helping them to do what they want in the future.

Learning how to look for a job is the activity that most young people would find helpful (90%), following by learning interview techniques (86%).

Preparing for the future

Q How helpful, if at all, will each of the following be in helping you do what you want to do in the future?



Base: All young people aged 11-16 in in England answering each question (range 1,779 – 1,885). 2007 base (all answering each question). Fieldwork dates: 9th January- 3rd April 2009
Ipsos MORI

Those who have actually done each work-related activity at school are more likely than average to rate them as helpful, suggesting that those who have not had the opportunity to do so may be underestimating how useful they would be.

For example, over nine in ten (93%) young people who have been taught how to write a CV at school say that it is helpful compared with four in five (80%) on average. Similarly, while 84% of young people think that going on a work placement for a week or more would be helpful to them, 91% of those who have actually been on a work placement are positive about how useful it is.

In addition to this, for almost all of the different work-related activities listed, there are certain sub-groups of young people who are more likely than average to say they would be useful - girls, older pupils in year 10 or 11, young people who live in a two-parent household and young people who have two working parents are all more positive about the helpfulness of work-related learning than average.

Helpfulness of work-related learning: year 11 pupils

For some work-related activities, there appears to be a gap between what year 11 pupils say they are being taught in schools and what they say they would find useful. Being taught how to write a CV is the work-related activity that year 11 pupils think would be most useful in helping them with what they want to do in the future (94%) but it is one that only three in five (61%) say they have actually done. Similarly, learning interview techniques is something that most year 11 pupils think would be helpful to them (91%) but less than half (47%) say that this is something they have done in school.

On the other hand, nine in ten (89%) year 11 pupils think going on a work placement for a week or more is a helpful experience, and 83% say that they have already done so.

The chart below shows how helpful young people in year 11 think each work-related activity would be, plotted against the proportion that report having done each activity in school time. Activities in the bottom right hand quadrant are those that young people have rated as the most helpful, but are also the least likely to say they have been taught at school. Activities in the bottom left hand quadrant are also not commonly taught in school according to pupils, but not rated quite as helpful by young people as those in the bottom right quadrant.

Activities done vs. What would be helpful

- Q Looking at the list below, have you ever done any of the following in school time?
- Q How helpful, if at all, will each of the following be in helping you do what you want to do in the future?



Base: 379 year 11 pupils giving an answer in England. Fieldwork dates: 9th January- 3rd April 2009
Ipsos MORI



Who should learn about jobs and working life?

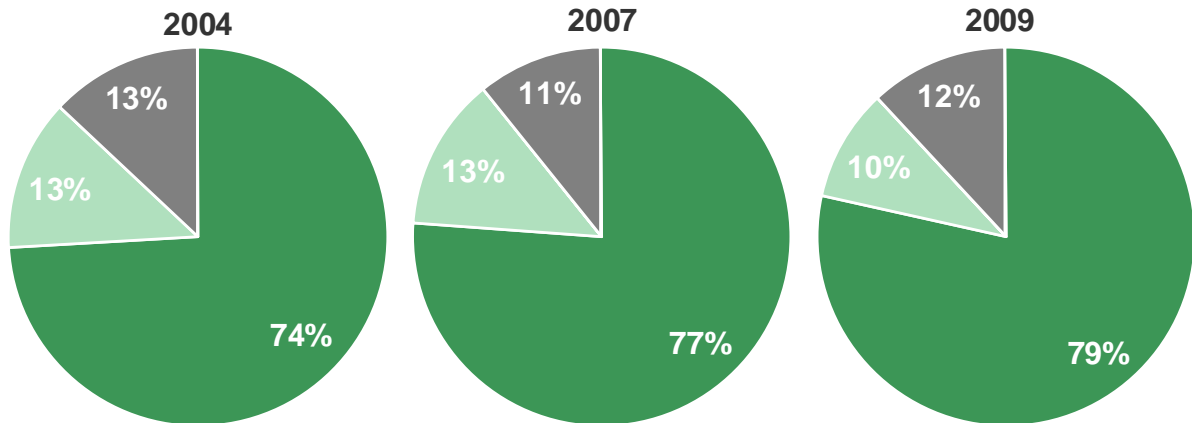
The majority of pupils feel that all young people should be taught about jobs and working life at school (79%), in line with findings from 2007 (77%).

One in ten (10%) young people think that only those who plan on getting a full time job at 16 should be taught about jobs and working life at school, a slight decrease of three per cent since 2007.

Learning about jobs and working life

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

- All young people
- Only young people who plan to get a full-time job at 16
- Don't know



Base: 1,983 Young People aged 11-16 in England. 2007 base (2,195), 2004 base (2,131).
Fieldwork dates: 9th January- 3rd April 2009

Ipsos MORI



Girls are more likely than boys to think that learning about jobs and working life is something that all pupils should do at school (82% vs. 75% respectively).

Views on this issue tend to vary by age; younger pupils in year 7 are more likely than average to say that only those who plan to get a full-time job at 16 should be taught about jobs and working life (14% compared with 10%) but older pupils in year 11 are more likely than average to say that it is something everyone should learn (91%). This trend mirrors findings from 2007, but if anything, young people are more positive about learning about jobs and working life now than they were two years ago; in 2007, 86% of those in year 11 felt that everyone should learn about jobs and working life, compared with 91% of those in this age group now.

Parental working status may impact on young people's opinions of work-related learning at school, with four in five (81%) of those who have two working parents saying that all young people should be taught about jobs and working life, compared with seven in ten (71%) of those whose parents do not work.

Ambitions for the future

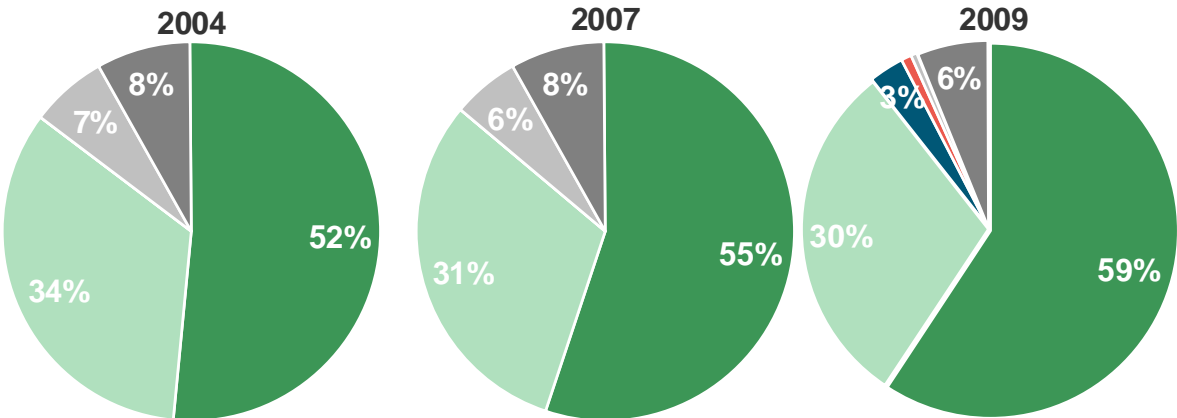
Three in five young people (59%) say that they would like to be at university when they are 19, an increase from 2007 (54%), while the proportion who say they would like to have a job has remained the same (30%).

For the first time this year, three per cent of young people spontaneously specified that at 19, they would like to be at university *and* have a job. This figure rises to seven per cent among young people who live in a home where no parent works. This could potentially be a symptom of the recession; a recent study by The Children’s Society found that almost half (46%) of young people say their families are worried about the recession, with some raising specific concerns about not being able to go to university if their parents could no longer work.²

Ambitions for the future

Q Which of the following best describes what you would like to be doing when you are 19?*

■ University
 ■ Job
 ■ University *and* job
 ■ College/training
 ■ Other
 ■ Don't know



Base: 2,026 Young People aged 11-16 in England. 2007 base (2,290), 2004 base (2,242). Fieldwork dates: 9th January- 3rd April 2009.
 *Figures of 1% or less are not labelled on the chart

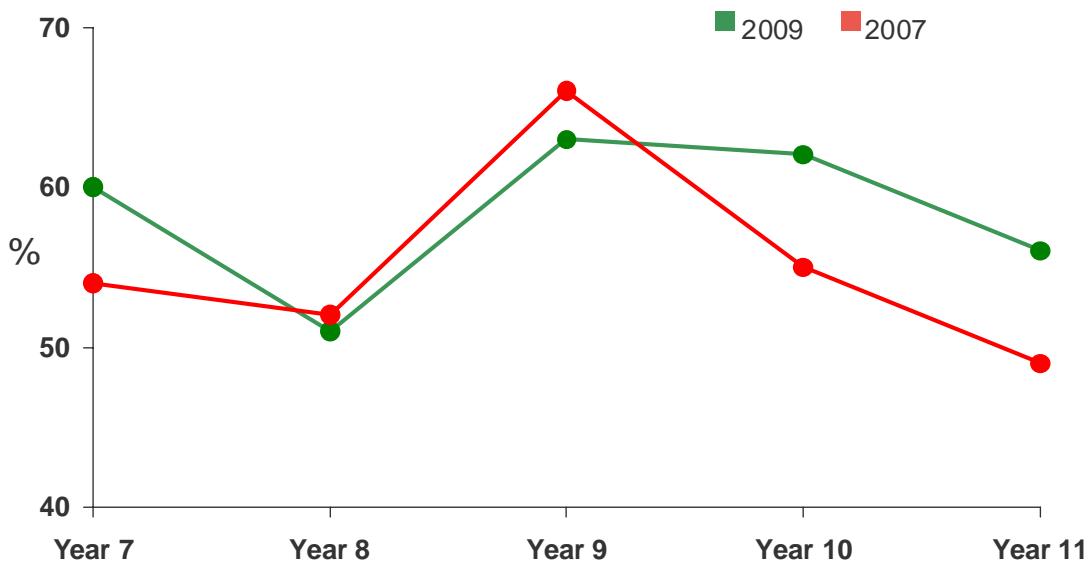
Ipsos MORI



Despite the fact that more young people now aspire to university than they did two years ago, when looking at university aspirations by year group, the ‘bulge’ among year 9 pupils which was evident in 2007 is now less pronounced. Instead, a slightly sharper decrease in interest between year 7 and year 8 can be noted. The lower figure among year 8 pupils is counteracted by a higher than average proportion in this year group who say they would like to have a job (37% compared with 30% on average).

² Fieldwork conducted Nov 2008 among 1,025 young people aged 11-25. Further details of The Children’s Society report can be found on their website: http://www.childrensociety.org.uk/whats_happening/media_office/latest_news/15161_pr.html

University aspirations – by year group



Base: 2,026 Young People aged 11-16 in England. 2007 base (2,290). Fieldwork dates: 9th January- 3rd April 2009.

Ipsos MORI



University education seems to appeal more to girls than boys (65% vs. 52%) a finding reflected by the fact that correspondingly, a career is more appealing to boys than girls (37% vs. 23% respectively).

Other groups of young people who are more likely than average to be attracted to a university education are those who live in London (82%) and those from minority ethnic groups (73%, compared with 59% on average).

Young people who live in a household where two parents work (60%) are more likely to want to go to university than those who live in a house where no parent works (51%)

Young people who attend school in a rural area are more likely than average to say they would like to have a job when they are 19 (38% compared with 30% respectively).

Appendices

Sample Profile

	Number	Unweighted %	Weighted %
Total	2253		
Gender of Pupils			
Male	1063	47	49
Female	1103	49	47
Age of Pupils			
11	242	11	18
12	528	23	19
13	479	21	18
14	382	17	18
15	413	18	18
16	158	7	7
Year of Pupils			
7	537	24	29
8	538	24	20
9	404	18	17
10	395	18	19
11	379	17	16
Ethnic Origin			
White	1767	78	77
BME	380	17	17
Household Composition			
Two parents in household	1592	71	70
Single parent in household	561	25	25
Sibling in household	1809	80	80
Work Status of Household			
Two parents work	1323	59	59
One parent works	667	30	30
No parent works	263	12	11
Region			
London	125	6	7
South East	349	54	21
South West	113	5	10
North East	141	6	5
North West	327	15	15
Eastern	260	12	11
East Midlands	236	10	9
West Midlands	350	16	11
Yorkshire & Humberside	352	16	11

Source: Ipsos MORI

List of Local Education Authorities by Government Office Region

Eastern: Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk, Thurrock.

East Midlands: Derby, Derbyshire, Leicester, Leicestershire, Lincolnshire, Northamptonshire, Nottingham, Nottinghamshire, Rutland.

London: Barking, Barnet, Bexley, Brent, Bromley, Camden, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith and Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington and Chelsea, Kingston on Thames, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond upon Thames, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster.

North East: Darlington, Durham, Gateshead, Hartlepool, Middlesbrough, Newcastle upon Tyne, North Tyneside, Northumberland, Redcar & Cleveland, South Tyneside, Stockton-on-Tees, Sunderland.

North West (incl. Merseyside): Blackburn, Blackpool, Bolton, Bury, Cheshire, Cumbria, Halton, Knowsley, Lancashire, Liverpool, Manchester, Oldham, Rochdale, St Helens, Salford, Sefton, Stockport, Tameside, Trafford, Warrington, Wigan, Wirral.

South East: Bracknell Forest, Brighton and Hove, Buckinghamshire, East Sussex, Hampshire, Isle of Wight, Kent, Medway, Milton Keynes, Newbury, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor and Maidenhead, Wokingham.

South West: Bath and North-East Somerset, Bournemouth, Bristol, Cornwall, Devon, Dorset, Gloucestershire, Isles of Scilly, , North Somerset, Plymouth, Poole, Somerset, South Gloucestershire, Swindon, Torbay, Wiltshire.

West Midlands: Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire.

Yorkshire and Humberside: Barnsley, Bradford, Calderdale, Doncaster, East Riding of Yorkshire, Kingston-upon-Hull, Kirklees, Leeds, North East Lincolnshire, North Lincolnshire, North Yorkshire, Rotherham, Sheffield, Wakefield, York.

Statistical Reliability

The respondents to the questionnaire are only samples of the total “population”, so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed (the “true” values). We can, however, predict the variation between the sample results and the “true” values from a knowledge of the size of the samples on which the results are based and the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95% - that is, the chances are 95 in 100 that the “true” value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the “95% confidence interval”.

Size of sample on which survey results is based	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	±	±	±
100 interviews	6	9	10
500 interviews	3	4	4
1,000 interviews	2	3	3
2,253 interviews (<i>Young People Omnibus in England</i>)	1	2	2

Source: Ipsos MORI

For example, with a sample of 2,253 where 30% give a particular answer, the chances are 19 in 20 that the “true” value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 2 percentage points from the sample result.

Strictly speaking the tolerances shown here apply only to random samples; in practice good quality quota sampling has been found to be as accurate.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be “real”, or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is “statistically significant”, we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we assume “95% confidence

interval", the differences between the two sample results must be greater than the values given in the table overleaf:

Size of sample compared	Differences required for significance at or near these percentage levels		
	10% or 90%	30% or 70%	50%
100 and 100	8	13	14
250 and 100	7	11	12
500 and 250	5	7	8
500 and 500	4	6	6
1,000 and 500	3	5	5
1,000 and 1,000	3	4	4
1,500 and 1,000	2	4	4

Source: Ipsos MORI

Letter to Schools

Ipsos MORI National Young People Omnibus 2009

PSHE Co-ordinator
ADDRESS
ADDRESS
ADDRESS,
ADDRESS,
ADDRESS,
POSTCODE

December 2008
ID: ID NUMBER

Dear Sir or Madam,

Ipsos MORI has been commissioned by a range of public and voluntary sector organisations to undertake a large-scale survey of pupils in compulsory secondary education (aged 11-16) throughout England and Wales. The survey aims to discover what pupils think about a range of social issues including crime, careers and entry into higher education.

We would like your school to take part in this important survey, which will take place **between January 2009 and March 2009**. We are very conscious of the heavy demands placed on pupils and teachers and aim to keep disruption to the school routine to an absolute minimum by **randomly selecting two classes to participate in the survey**. An Ipsos MORI interviewer will attend each class, explain the survey process and hand out a self-completion questionnaire. She/he will be on hand to answer any queries and will then collect the completed questionnaires at the end of the session. Each pupil will be given an Ipsos MORI pen to complete the survey and as a thank you for taking part.

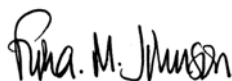
Participation in the survey is completely confidential: school and pupil names will not be revealed to any of the sponsors, or identified in any analysis. **As a thank you for taking part, participating schools will receive a resource pack to assist with the planning and teaching of modules relating to citizenship issues.** In addition, a summary of the findings will be available on the Ipsos MORI website after the survey has been completed: www.ipsos-mori.com/youngpeopleomnibus

An Ipsos MORI representative will contact you soon to explain the process in more detail. Before then, you can let us know whether the school is able to take part in the study by visiting the website below, and logging in using your personal ID number (see above).

<http://www.ipsos-mori.com/youngpeopleomnibus/schools>

We very much hope that your school will want to take part in this research – I should stress that Ipsos MORI will endeavour not to contact your school again in the current school year. If you have any queries or would like further information, please do not hesitate to contact Ali Ziff or Rachel Joseph at Ipsos MORI on 020 7347 3000.

Yours faithfully,



Fiona Johnson
Ipsos MORI Research Director
Head of Education Research