

UNIVERSITY OF SOUTHAMPTON

**The Technical and Vocational Education Initiative:
a case study of student guidance and decision making**

by

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Master of Philosophy

Faculty of Education

March 1992



UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF EDUCATION

EDUCATION

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THE TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE:
A CASE STUDY OF STUDENT GUIDANCE AND DECISION MAKING

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This research has attempted to examine the impact of the Technical and Vocational Education Initiative in South-East Hampshire, upon student decision making in Year 11. It uses evidence from students and teachers in the Havant area about the influences that led to future career decisions, and specifically about the impact of the TVEI activities that those students had experienced. For example, whether work experience had helped students to make more informed decisions of a vocational nature.

The approach adopted was that of the TVEI Manager as researcher, so that evidence gained from my student/teacher sample, was set in the context of my observations and management of the project. Therefore, during the period 1984 - 1991, I have commented upon TVEI influences from first hand experience as they have extended and developed for all students. My findings have then been compared with TVEI research from other sources.

The research raises important issues about the future of TVEI activities at a time of rapid educational change. The Education Reform Act, and the recent Post-16 legislation have caused all schools and colleges to review their curriculum. Many of the TVEI influences that have helped students to make more informed decisions could now be under threat. A proper long term evaluation of such learning outcomes will be required, if they are to be consolidated.

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ACKNOWLEDGEMENTS

My thanks to the many colleagues who have helped me with this research, and in particular to the following individuals for their patient support.

Mrs L Haines
Mr I Bryant
Mrs J Potter
Mrs J Bawler

CHAPTER 1

TVEI IN THE CONTEXT OF DEVELOPMENTS IN VOCATIONAL EDUCATION

The history of this country prior to the the changes that were brought about by the Technical Vocational Education Initiative is important because it sets the context for the philosophy and implementation of the schemes that were set up. During the last century all of the major advances in education provision have followed changes in the nation's industrial and commercial needs. Wallace has charted this phenomenon as follows:

" the foundation of the first state schools coincided with the end of a period of great prosperity, the beginning of the challenge by Germany and the USA to our industrial supremacy, and the realisation that industrialisation required a literate work force.

- the Balfour Act followed humiliation in the Boer Wars, the belief that this was linked to technical decline, and a need to compete more successfully with Germany.
- Butler's Act was related to the need for post-war industrial regeneration, led to the opening of higher levels of secondary education to non-fee payers and introduced grants for university under-graduates.
- the comprehensive re-organisation of secondary education occurred at a time of labour shortages.
- large-scale provision for vocational education (whether in schools and colleges or, through YTS, for those who have left school) is a response to the collapse of our traditional manufacturing industries and our failure to compete with more technologically and commercially advanced nations." ¹

He then states that Britain in the 1980's was "currently in the throes of industrial upheaval" ² and that this economic situation was responsible for the curriculum reform that ensued. It lead to the provision of the Youth Training Scheme (YTS) for those that had left school at the age of 16, with, in 1984-85, a budget of £875 million. Wallace has identified a number of responses to this industrial upheaval in addition to YTS; these include the Certificate of Pre-Vocational Education (CPVE), promotion of micro-computer applications and training, the Micro-electronics in Education Programme (MEP), and

Department of Trade and Industry (DTI) schemes to subsidise the acquisition by schools and colleges of micro-computers and allied equipment. The Government White Paper "Training for Jobs" ³ was also a significant document in that it increased government control of courses in non-advanced further education.

The role that the major government departments have developed has also been crucial to the promotion of the philosophical arguments during this century. Since the 1944 Education Act, the Ministry of Education, and later the department of Education and Science had increased its public role by the creation of representative bodies such as the Schools Council for the Curriculum and Examinations. The underlying tensions between central government and our different educational establishments were never far below the surface. State intervention in science and technology also became more evident following the creation, by the Labour government, of the Ministry of Technology in 1964. It was however the emergence of the Manpower Services Commission (MSC) in 1973, which was accountable to the Department of Employment, that signalled an even more direct intervention into the areas of education and training.

In the autumn of 1976 the launch of the "Great Debate" by the then Prime Minister James Callaghan, has often been taken as the watershed of such embryonic developments. The Great Debate speech at Ruskin College, Oxford stressed the need to relate education more usefully to technology and industry. Much to the alarm of the Schools Council, local authorities and teachers' associations, the speech marked the start of a more active involvement in education by DES officials. When Mrs. Thatcher came to power in 1979 the Conservative party maintained this policy and philosophy which had become prevalent in the previous years.

In 1981 the Schools Council was abolished, and Sir Keith Joseph as the Minister for Education was able to continue the broad presence of central government in our schools and colleges. The education system was driven firmly towards industry, commerce and technology in order to improve economic productivity and the flagging state of certain key industries eg engineering. One educational school of thought expressed the view that English education had tended to encourage "liberal" values at the expense of "vocational" objectives. Similarly, the cause of this divide could be witnessed in the way that tensions between technical and secondary education had developed during this century. The Tripartite System, and the influence of the independent sector, it could be argued, tended to

marginalise the vocational subjects. Even where present, some subjects like science, contained syllabi which were outdated and unhelpful in vocational terms.

Gleeson⁴ has set TVEI in the tradition of the Bryce Report⁵ of 1895, the Spens Report⁶ of 1938 and the Crowther Report⁷ of 1959, as successive attempts to reconcile technical with secondary education. The coming of the Comprehensive System in the 1960's could be seen as the last nail in the coffin of the technical school movement. It was clear by the 1970's that large numbers of pupils had failed to derive any tangible benefits or qualifications from their time at school. The Newsom Report⁸ of 1963 commented upon the wastage of unrealised talent, and the comprehensive school dream of all pupils realising their own potential regardless of their background, gender, aptitude or ability gradually began to fragment. Even the raising of the school leaving age to 16 failed to greatly reduce the wastage of pupil potential, and therefore the desire to cultivate a more relevant approach for pupils remained attractive both in philosophical and practical terms.

The hub of the debate could be shown in the dichotomy between the traditional Conservative theme of academic excellence and standards as espoused by the grammar schools, and the newer platform of a technical education required for the purposes of national efficiency and economic productivity. The philosophical demand for material prosperity and a desire not to lose the economic race to our foreign competitors, became the clarion call. Under Kenneth Baker, appointed as the new Minister in charge of information technology in 1981 for the Department of Industry, Britain needed to respond to the pace of technological change. Pupils were to be introduced to "high-tech" skills, and the provision of micro-electronic equipment in educational establishments became the new target.

In order to maintain this new momentum the Conservative Government launched the TVEI in November 1982, and closely followed it with the YTS in 1983. Significantly, the TVEI was to be the "brainchild" of the Department of Employment, through the MSC: the Department of Education and Science after many years of struggle was effectively bypassed, and a new era had arrived.

TVEI: An Introduction to the scheme

The Technical and Vocational Initiative was set up as a Pilot scheme, which operated within the education system: this scheme was to be open to young people of both sexes right across the ability range. The scheme recruited students as volunteers, who would start their course at the age of 14. In order to qualify for funding each scheme had to meet set

criteria that were laid down by the Manpower Services Commission (MSC). This meant the provision of a full time programme which was a progressive four year course that combined a general education with a technical and vocational programme. The criteria required that such courses should be broad based and lead to nationally recognised qualifications. The criteria also gave some specific requirements such as the need to include planned work experience. Each Project and the Initiative as a whole had to be carefully monitored and evaluated.

Organisational Framework

The MSC launched the scheme, in collaboration with DES, DE and the Welsh Office, in response to an invitation from the Government in November 1982, and set itself the objective of working through local education authorities. The National Criteria set by the MSC were flexible in that they allowed for local circumstances, and indeed the curriculum itself whilst needing to lead to nationally recognised qualifications, was also a matter for local determination. A National Steering Group was set up by the MSC with membership drawn from local authority associations, education and industry. The remit of this group was to

- "- establish national guidelines and oversee the new initiative
- to advise on the selection of projects
- to monitor progress and advise on arrangements for evaluation
- to report progress to the MSC and to the Secretaries of State for Education, Employment, Wales and Scotland." ⁹

Each LEA had to manage the arrangements for the submission for their authority: in Hampshire the result of this process was the Hampshire TVEI Pilot Project located in the SE Hants area. The Pilot had to, in all cases involve more than one institution, be centrally managed, and have a full time Project Co-ordinator. In addition a Local Support Group was set up which included the TVEI Regional adviser, and representatives from both sides of industry: in Hampshire this group became known as the TVEI Management Committee.

The role of the TVEI Regional Adviser was an important one in that this person was the day to day link with the Project Co-ordinator. Their visits to institutions and Projects were closely defined in their purpose:

"The visits will:

- (i) provide an opportunity for teachers/heads and LEA officers/advisers to raise any problems they see about the scheme, and put forward ideas about their scheme or the initiative generally:
- (ii) assist the TVEI Unit in monitoring the use of MSC resources:
- (iii) provide a basis for periodic progress reports from the Regional Advisers to the TVEI Unit
- (iv) provide immediate advice and support if needed, and where appropriate to discuss whether a more substantial input of advice and support may be helpful
- (v) stimulate new ideas and encourage developments consistent with the aims of the Initiative and the project eg in the curriculum, resource deployment and related areas." ¹⁰

In addition guidelines on the procedure for formal visits and reviews were identified. The situation in Hampshire has been that the same Regional Adviser has been in post since 1984: this continuity has been extremely valuable both for the initial Pilot and more recently for the TVEI Extension phase. In Appendix 1 the researcher has provided an interview transcript containing this Advisers comments, which will be referred to later in the research.

The structure that was thus established by the MSC did not affect the traditional role of the HMI in schools. In fact the Inspectorate were consulted at all stages of the Initiative, were represented on the Steering Group and have continued to visit institutions and projects independently from MSC monitoring. In Hampshire there have been several significant inspections which relate to TVEI areas of activity. ¹¹

Early Government planning

The principles and criteria by which TVEI was to be introduced were laid down for LEA's to act upon by the MSC. In a letter to all Directors of Education in January 1983 Lord Young wrote

"There are a number of additional points I would like to make. First, our general objective is to widen and enrich the curriculum in a way that will help young people to prepare for the world of work, and to develop skills and interests, including creative abilities, that will help them to lead a fuller life and to be able to contribute more to the life of the community. Secondly we are in the business of helping students to learn to learn. In a time

of rapid technological change, the extent to which particular occupational skills are required will change. What is important about this initiative is that youngsters should receive an education which will enable them to adapt to the changing occupational environment." ¹²

This statement encapsulates well the type of thinking that would be welcomed by those teachers and administrators that were keen to steer the curriculum in a more vocationally orientated direction. It marked a further attempt by the Government to bring a more economic edge to the educational outcomes for our pupils. It heralded the latest attempt by central government to influence the aims of education: the traditional education for enjoyment only lobby, versus the education for a type of job faction being the stereotypical groups in the debate about vocationalism. This debate was, and still is, symptomatic of the tension that existed between the two schools of thought. TVEI in those terms represented either a threat or an opportunity according to your viewpoint in this debate. It is a theme that will be returned to regularly during the course of this research.

In another letter to Directors of Education in September 1983 Lord Young stated:

"Briefly, the Commission is looking for innovative, cohesive and cost effective proposals from interested LEA's. It will be prepared to support as many such proposals as possible within the total funds available (20 million in a full year)" ¹³

This sum represented a not inconsiderable carrot to LEA's and most Conservative controlled areas were not slow in coming forward with proposals as requested! In a letter of January 1984 ¹⁴ Lord Young was able to report that 14 Pilot Projects were already under way, and that a further 46 proposals were being considered for implementation in September 1984. This time scale which in educational terms was rapid in the extreme, meant that the Hampshire Pilot Project was accepted as one of these further proposals.

TVEI Aims

Appendix 2 from the TVEI Operator's Manual lists the TVEI national aims in full. In summary they set out a desire to "explore and test ways of organising and managing the education of 14-18 year old young people across the ability range so that" ¹⁵

- more pupils achieved a relevant and increased number of qualifications and skills
- more pupils were better equipped for their working life
- real world problems were addressed
- enterprise and other aspects of personal development were emphasised
- a bridge between education and work was created
- and industry would have greater confidence in the curriculum offered to young people.

These aims were supported by the national criteria that specified that the content of Project programmes should

- be available to young people of both sexes
- be progressive over a 4 year period
- have clear and specified objectives
- be balanced between the general and the technical and vocational elements
- be broadly related to local and national employment opportunities
- contain work experience
- link with subsequent training/educational opportunities
- provide a proper assessment for parents, and good careers and educational counselling for students.

Other important criteria that were laid down by the Government for each Project were in the areas of qualifications, pupil numbers, resources and local support arrangements.

Evaluation

Over and above the monitoring and evaluation that might be carried out by the Hampshire LEA, there was a system super imposed by the MSC. The key person was the Regional Adviser: he would receive written progress reports from the Project and regular review meetings were arranged. In Appendix 1 the impact of these early review activities upon the evaluation techniques of schools is discussed in the context of an institutional Development Plan. The Progress and Planning Reports for the Hampshire Pilot were regular updates on the work of the TVEI Project across its 5 year duration, and as such will be used as evidence of initial changes as they impact upon the research theme.

The Hampshire Pilot Project and curriculum

The TVEI Pilot Project in SE Hampshire was selected from a number of submissions made by groups of institutions in Hampshire: it originally planned to involve four additional schools with sixth forms, but in the end the successful submission ¹⁶ was based on 8 institutions.

The Hampshire TVEI Pilot Project began in September 1984 in South East Hampshire and featured two Colleges and six Schools. These were:

Havant 6th Form College
South Downs College of Further Education
Broom Field School (now Park Community School)
Cowplain School
Crookhorn School
Hayling School
Oak Park School (now closed*)
Warblington School

* TVEI students went on to Staunton Park School.

Each school began in September 1984 with a cohort of 42 TVEI students: a combined total of 250 4th Year students from the 6 Pilot schools.

The successful TVEI Submission became the framework for the implementation of aims and objectives in these 8 institutions. It described the geographical area of Havant and Waterlooville and the range of Hi-Tech industries which were situated in the Portsmouth Travel To Work area. This included such large micro electronics and information technology companies as IBM, Plessey, Marconi and Thorn EMI: it was this strong presence of the electronics industry which helped the SE Hants submission to be accepted as the county Pilot Project. In the background section of the submission details were provided of the existing provision for technical and vocational education in the schools and colleges, and student numbers for 1982/3 courses were tabulated. There was a strong emphasis upon the increased provision of work experience in the County: in 1982/3, out of a total year intake of 2402 students, only 527 in the 14-16 age range had done work experience through the Trident placement service. Local industry in the submission expressed its support for an increase in such provision and for other types of industrial experience. From an early stage the Careers Service was involved with these developments, especially in the promotion of such enterprises through the Interlink structure. This structure included the use of a standard reference profile by area schools that had been developed through the Employment Education Project.

In many ways the Interlink form (Appendix 3) was the forerunner of many of the profiling developments in the SE Hants area.

The aims and criteria for the Hampshire Pilot Project were clearly set out in 3 sections, and used descriptors for each item under each section (ie Aim, Objective, Realisation). These aims and the accompanying criteria closely mirrored the national documents. The aims in full are shown as follows;

"1. **Aim:** To attract more young people to seek the qualifications/skills which will be of direct value to them at work.

Objective: To increase student awareness of the rewards and demands of employment, with particular regard to the stages at which choices of educational courses are made.

Realisation: Enhanced counselling. Technical/Vocational Common Core Programme.

2. **Aim:** To enable more young people to achieve these qualifications and skills.

Objective: To enhance the quality and the quantity of the technical and vocational elements of the curriculum.

Realisation: New and enhanced courses. Co-ordinated curriculum development. In service training of staff.

3. **Aim:** To ensure that young people are better equipped to enter the world of employment which will await them.

Objective: To improve students' self confidence and understanding.

Realisation: Appropriate curriculum. Regular guidance and counselling.

4. **Aim:** That young people acquire a more direct appreciation of the practical application of the qualifications for which they are working.

Objective: To develop a curriculum which has practical relevance.

Realisation: Technical/vocational common core programme, particularly Industrial studies and the visits programme.

5. **Aim:** That young people become accustomed to using their skills and knowledge to solve the real world problems they will meet at work.

Objective: To enhance the practical and problem solving elements of the curriculum.

Realisation: Enhanced work experience. Practical skills sampling.

6. **Aims:** To place more emphasis on developing initiative, motivation and enterprise as well as problem solving skills and other aspects of personal development.
Objective: To provide programmes that depend on the active input of pupils.
Realisation: Business and Communication Studies, starting and running a business project, residential project. Self assessment.

7. **Aim:** To construct at an early stage the bridge between education and work.
Objective: To provide direct contact with a number of local employers from age 14.
Realisation: Visits programme and work experience. Business and Communication Studies. Starting and running a business project.

8. **Aim:** To achieve close collaboration with industry, commerce, public service, so that the curriculum has industry's confidence.
Objective: To direct the attention of existing liaison groups to the curriculum and to provide a structure for detailed consultation.
Realisation: Building on existing links. Shaping the emphasis on particular technical and vocational elements through consultation. Management structure. ¹⁷

The objectives and realisation for these aims were represented through the curriculum changes that were made in each institution, and through the enhanced industrial and careers guidance opportunities that would be gradually implemented. One of the initial TVEI aims and objectives, both nationally and locally, was the introduction of relevant "Technology" to students within their curriculum. In addition strategies for improved vocational guidance were implemented which it was hoped would influence students in their choices at 16. There were five 14-16 courses introduced, specifically for TVEI: these were:

- Modular Technology
- Craft Technology (choice of either)
- Electronics
- Business Studies and
- Information Studies (BIS: double option)
- Computer Studies
- British Industrial Society

The outline curriculum for the 4 year period was as follows:

CORE	OPTIONS	TVEI COMMON CORE
English	from Science	Industrial Studies
Mathematics	Modern Languages	Life and Social Skills
PE	Humanities	Work Experience
RE	Creative Arts	Guidance and counselling
		Computing (if not a TVEI Option)

TVEI OPTIONS

Technology/Craft technology
and/or Electronics
and/or Computing

- or -

Business and Information Studies

The pre-16 General Education subjects occupied approximately 70% of a student's time: therefore with the TVEI Common Core and options, the Pilot Submission stated that "a balance will be achieved between the eight areas of experience : aesthetic/creative, ethical, linguistic, mathematical, physical, political, social and spiritual." ¹⁸ These areas of experience had already been embedded into the curriculum thinking of some, if not all, of the TVEI Pilot schools, following participation in the CEETS 11-16 Enquiry. For example, at Broom Field Comprehensive School, there was an enquiry conducted into the "Methods of Learning" undertaken by teachers and pupils from that school. The TVEI Common Core occupied 10% of student time, and the TVEI options accounted for the remaining 20% of time left. The Submission also contained detailed curriculum proposals for the progression of students into the two colleges: it stated the new and wider range of courses that would be on offer in terms of A Level and BTEC examinations, and plotted possible routes through the four years dependent upon student ability.

For the purposes of this research, the main focus will be upon the TVEI Common Core, which was a "soft" area and less easy to assess either in quantitative or qualitative terms. The research will examine each of the aspects of the common core in detail, and later will relate and develop their significance to the student in terms of their choices of future courses or career at the age of 16. The emphasis will therefore be upon information relevant to the 14-16 phase of TVEI: the later phase 16-18 will be referred to only where appropriate.

TVEI Common Core 14-18

In addition to the TVEI Common Core described in the outline curriculum section 3.4 of the Pilot submission added 3 other headings, namely:

Skills Sampling

Starting and Running a Business

Residential Experience

The list below in Submission order shows how the elements of the core curriculum were to be met.

1. **Computing;** this was for those students not opting for computer studies and was designed to give a practical experience that would help students see the implications of their use for individuals and for society.
2. **Skills Sampling;** the aim was to enable students to make "informed and realistic decisions with respect to vocational directions" by the provision of "Taster" courses in twilight time at both colleges. The type of course on offer was electronics, manufacturing technology and word processing, but in practice this quickly broadened to include other vocational elements such as hairdressing and the performing arts.
3. **Life and Social Skills;** the aim was to make students more confident and assertive, and to enable them to transfer learning to different contexts. The use of role play, simulations, surveys and visits was suggested, and it was felt that Residential Experience could reinforce such modes of learning.
4. **Industrial Studies and the World of Work;** this part of the common core had 5 main elements-
 - studies of local industry
 - new technologies and their social implications
 - the private and public sector and the role of central government
 - small businesses, including the Young Enterprise scheme
 - industrial relations

In addition as a part of the programme, students were supported in such things as job applications, interview techniques and self presentation.

5. **Work experience;** the development of this aspect of the common core was seen as crucial to the programme: it aimed for a progression of experiences

4th year (year 10) - visits to local companies

5th year (year 11) - a work experience placement (minimum 2 weeks)

Post-16 - work experience as a part of a vocational course.

A close liaison between the student, tutor and careers service personnel was planned, and students were to keep a log book of their experiences. The improvement of counselling for such placements and of the inter relationship with employers were two of the specific development outcomes that were identified.

6. **Starting and running a business;** the use of the Young Enterprise scheme as provided by local companies was planned. For 2 hours per week in the evening, students from each pilot school would come together in order to set up and run their own mini enterprises.
7. **Residential Experience;** the aim was to "enrich personal development:" students would plan, budget and organise their residential course and all TVEI students would take part.
8. **Guidance and Counselling;** as processes were emphasised during the students participation in TVEI from 14 to 18 years of age. A complete section (4.1-4.3) gave details of this process, including a diagrammatic representation of student progress. The key points from this section of the Pilot submission were:

- (i) **Vocational Guidance;** the appointment of an advisory teacher was planned, who would provide in-service training and other support to careers teachers in developing the careers education programme in the schools and colleges. Other specific parts of the process that were identified were

- advising pupils and parents before entry to the scheme of the opportunities and the implications
- working with groups of young people within the careers education programme eg opportunity awareness and transition skills
- individual interviews at crucial stages throughout the scheme

- placement of participants into employment or further/higher education." 19

(ii) **Counselling:** the aim was to enhance the existing Pastoral Care system. "Active Tutorial" work was to be developed, so that students would improve their level of self awareness and communication. Also staff involved in the transfer of students between institutions were to liaise more closely.

(iii) **Pupils' Progress:** the aim was for a student assessment scheme that would involve the following profile components:

- A Record of Personal Achievement
- A Record of Academic and Vocational Attainment
- A Record of Personal and Social Development
- A Work Experience Log

TVEI Pilot Implementation

In September 1984 when the first cohort of 250 students began their TVEI courses there were major changes that were initiated in each of the 6 schools. The development of the pilot project across the 5 year period will be traced in detail during the research, in particular the implementation of the TVEI Common Core and the impact that this was to have upon students. It was of course essentially a dynamic project and in consequence the overall picture will not necessarily be the same for each school in the same time scale. For example, the gradual move away from cohorts of 42 towards the involvement of the whole year group; also the move away from selected TVEI staff towards the involvement of a group of tutors or a whole school staff. These developments occurred at different rates in each institution. Nevertheless, as will be shown, the same broad principles and directions were followed by all.

Similarly, the elements within the TVEI Common Core would not remain the same from one year to the next. As a Pilot Project, teachers and students were in a sense charged with a responsibility for trialling new ideas and techniques. Changes were inevitably made to the components of the core based on student and teacher evaluation of their effectiveness. The researcher, as a teacher with TVEI responsibilities in one of the pilot schools at that

time, will during the course of this study, comment from first hand experience and participation in the common core activities.

Planning for TVEI Extension

As early as 1987, after only 2 years of the TVEI Pilot Project in Hampshire, the County began to draw up detailed plans for the Extension of the TVEI scheme to all secondary schools and colleges. The researcher was seconded in September 1987 from his TVEI Pilot school in order to take over the responsibility of Deputy Project Co-ordinator for the Hampshire Pilot Project. This 2 year secondment was created in order to release time for the Project Co-ordinator to become a member of the County planning team for TVEI Extension. Therefore as Deputy Co-ordinator, the researcher was in a unique position to both monitor the progress of the Pilot scheme, but also to be closely involved in SE Hants in the planning for TVEI Extension, which was to start in September 1989. To complete the picture, in the Summer Term of 1989, the researcher was appointed TVEI Manager of the SE Hants Consortium for the 5 year period from 1989-1994. Clearly, this has meant that as a participant observer it has been possible to trace the development of the TVEI Common Core over, so far, a 7 year period. This research will therefore attempt to assess the impact of the changes brought about by the TVEI Common Core elements, upon students in SE Hants during that same period.

TVEI Extension

In July 1986, the Secretary of State announced that the government had decided to extend the TVEI from a pilot into a national scheme. The decision carried with it revised criteria governing entry, and the transition from pilot to extension status was by no means a foregone conclusion. The relative funding for Extension was smaller, and Gleeson describes the next phase of the Initiative as being " more concerned with building and maintaining a central management team which could then become fused within the established LEA".²⁰ In Hampshire alongside the TVEI Pilot Project there had already been a TVEI initiative funded through the LEA. Therefore when the bid for the County to the MSC was made, many "associate" schools had relevant experience of the TVEI criteria. Eventually, the Hampshire county bid was accepted in 1987, under the management of the TVEI Director and implementation across 13 consortia on a first and second phase basis was then planned.

The Hampshire TVEI Submission

The County submission²¹ published in September 1987 set out the LEA aims and objectives, the curriculum plans, the timetable of events, the management structure, and the financial

arrangements that each TVEI Consortium was to follow as a broad framework. It also laid down the Terms of Reference for management, with detailed job descriptions for key posts. In appropriate instances the lessons from the pilot project were recorded for consideration in the planning for TVEI Extension.

The First Phase TVEI Consortia (1988-1993) were:

- Andover District
- East Hampshire
- North East Hampshire
- Portsmouth
- (South West) Forest

These TVEI Consortia published their own submission proposals (Appendix H to the County Submission)²² in September 1987 under prescribed headings. Each consortia was required to state its arrangements for such areas as

Management
Curriculum support
Committees and committee structures
Personal and Social Education
Entitlement to Technology
Careers Education and the world of work
Transition and Progression
Differentiation
Involvement/contribution of special schools
Inset

Additionally each school/college had to exactly define the curriculum to be offered as a percentage of the overall time table: there were 3 broad areas of:

Common Core
Common Options
Additional Options

In these curriculum plans there was an expectation that the proportion of Technology would be increased, and that Broad and Balanced Science would be gradually introduced.

The Second Phase TVEI Extension consortia (1989-1994) were:

Southampton East	Basingstoke
Southampton West	Totton and Waterside
South East Hants	Mid Hants
Gosport and Fareham	Eastleigh

These consortium submissions were published in the same way as for the First Phase by the County during 1988.²³

SE Hampshire Consortium

As early as February 1987 the TVEI Pilot institutions took the decision to invite their "associate" schools into all consortium meetings and activities. This meant that the following schools were now formally involved in the planning and implementation of TVEI activities:

Horndean School 12-18
Oaklands RC school 11-18
Purbrook Park school 12-16
Wakeford Community school 12-16
Glenwood MLD school 12-16
Waterloo EBD school 5-16
Rachel Madocks SLD school 3-19

A small writing group, which included this researcher from the TVEI Liaison Panel (Headteachers, Principals, Careers, LEA, Industrialist representatives) was formed in 1987 to compose the SE Hants submission.²⁴ This was finally published as a full submission with 3 supplements in time for implementation in September 1989. The 3 Supplements were designed to show this long planning process since 1987, and the involvement of the consortium groups by the central writing group. The Supplements contained:

Supplement 1: Working Papers on
Modular Approaches
Careers Education and the world of work
Profiling

Special Educational Needs
Personal and Social Education
Science and Technology

Supplement 2: Conference Reports and Inset Reports

Work Experience	3.10.87
ROA Conference	20-22.11.87
Area Inset Day	25.1.88
14-16 Curriculum Planning	3.3.88

Supplement 3: A Video and Curriculum Materials about Rachel Madocks
SLD school.

The SE Hants TVEI Submission stated that in September 1989, 1686 Year 10 students would start the scheme: it confirmed that these students would follow a curriculum that met the aims and objectives as set out in the County Submission. The full version of these objectives is given in Appendix 4, but the aims were

" To provide for each young person a broad, balanced, relevant and coherent curriculum.

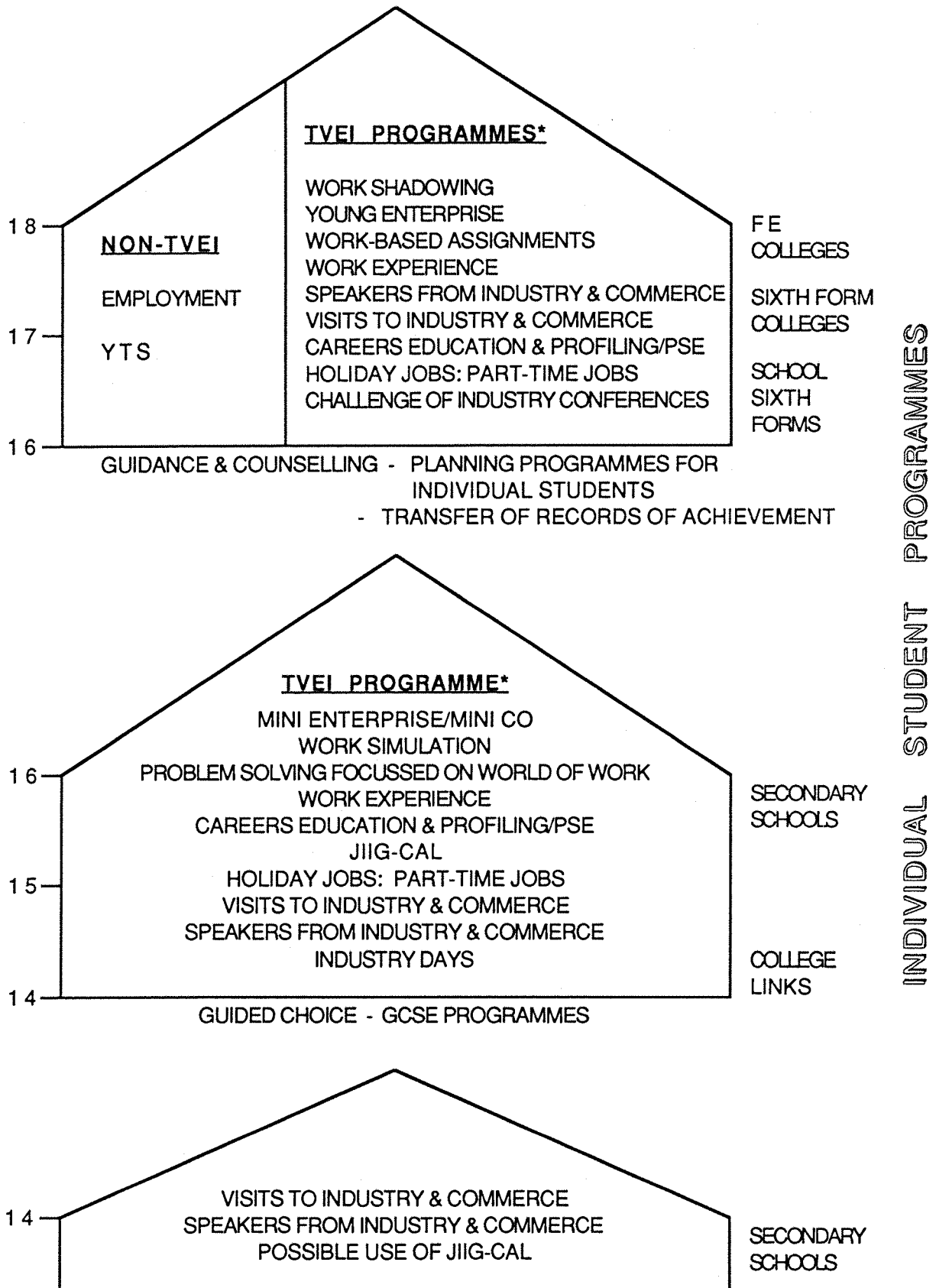
To develop in all young people an awareness of the actual and potential opportunities available to them, and of the contribution that they can make to society upon completing this phase of education.

To enhance in all young people their motivation for personal, social and vocational success and their understanding of the needs of others." ²⁵

In Section 5.7 detailed planning for the delivery of Careers Education and Insights into the World of Work was reported, and the diagram (Fig.1) that follows was an attempt to provide a typical programme for an individual student. Each of the elements within that individual programme, and the progression of these elements within the 14-18 age range, will be referred to in detail during the course of this dissertation.

FIG 1: DELIVERING INSIGHTS INTO THE WORLD OF WORK

EMPLOYMENT - VOCATIONAL EDUCATION - FURTHER EDUCATION - HIGHER EDUCATION



* INTEGRATED INTO THE CURRICULUM eg BIS, TECHNOLOGY etc

What did TVEI mean for the individual student?

The TVEI Pilot Project and preparation for the TVEI Extension at a County and Consortium level were all part of an ongoing process which gradually refined the delivery of TVEI to students. Clearly, the experience of students in the early part of the TVEI Pilot in 1984-85 would not be the same as that of a student in the TVEI Extension phase in 1989-90.

However the broad strands that existed in terms of Careers Education and Guidance, and experience of work related activities have remained much the same, but with in most cases a greater degree of sophistication. The extent to which the students were influenced in their personal or vocational thinking has been critical.

In order to fully understand any such possible impact, it is necessary to try and unpack the student experience into manageable elements. For the purposes of this research these elements have been divided into 3 broad areas of experience for the student. Firstly, those influences upon the student that would have occurred prior to the age of 14 and therefore prior to any TVEI experiences. Secondly, those influences that were in a sense TVEI controlled and took place within the 14-18 age group. Thirdly, those influences that might be considered external to the school or college environment and affecting the same age range. In the third category the number of variables begins to greatly increase, but nevertheless their influence and impact upon any individual student cannot be ignored.

Pre-TVEI Influences

In the first broad area of experience, the pre TVEI influences that have been identified tend to be school based in their focus. This however does not mean that the external variables which will be identified under the third broad heading do not take place at an earlier age. The socialisation process for any individual will start from birth, and therefore things like parental influence will be strong and continuous. The school based pre TVEI influences that one might expect to be present could be

- Teachers (subject and/or tutors)
- Favourite subjects
- Third year options advice and structure
- Student perceptions of subject/course difficulty or content
- New courses
- Changes to the curriculum
- Careers advice
- Examination results

Thus, any one of these broad areas of experience or influence could change the decision that a student might make at the age of 14. In the South East Hants Consortium the schools are predominantly fed by Middle schools which means that students come to their secondary school at the age of 12. These students therefore have a 2 year experience of a secondary school curriculum, before at the age of 14, towards the end of the third year (year 9), they have to make important subject decisions which start them on the road to specialisation. In the case studies that will be reported in this research, there will be additionally the choice for TVEI Project students as to whether to choose the TVEI route as a discrete cohort. In later years, the decision would be in terms of TVEI subject areas, and longer term vocational goals.

All students during their lower school experience of secondary education would necessarily come into contact with a wide range of teachers, some of whom they would like more than others, some of whom would hold greater influence upon them than others - not just their form tutor or Head of Year, but also the great number of subject teachers that would teach them. Inevitably, this experience would lead to favourite or disliked subjects, and perceptions of difficulty of each subject either in the past, present or future. The examination results in any subject too, might be expected to influence students' opinion of their aptitude or enthusiasm for that area of the curriculum.

For the TVEI courses and the curriculum changes that were proposed, the dimension that was added initially was the introduction of new subjects like Technology, and a series of extra-curricular activities such as Young Enterprise and Taster courses. For students to choose this new option there had to be a careful presentation of what the scheme had to offer, and therefore usually some enhancement of existing careers advice procedures. The ability range of certain groups of students was also a factor to consider in the selection procedures of these early cohorts.

In looking at the impact of TVEI experiences upon an individual student, it was necessary to consider carefully the range of influences that might be important factors in preparation for the TVEI phase. It is also important to recognise that "other" school influences not outlined in the list could have had some longer term effect. For example, the physical layout of the school building might send particular messages to an individual about an aspect of the curriculum.

TVEI Controlled Influences

In one sense the TVEI controlled influences can be more tightly defined than the first and third groups of influences. These elements by contractual necessity and submission definition had to be clearly shown in relation to TVEI aims and objectives. Also they formed a programme or a curriculum which would be experienced by a whole cohort, or more recently a whole year group of students. Therefore whilst the individual experience might be dependent upon the school, the teacher, the employer or some such difference, the broad diet would be the same. It would additionally form part of a progression of experiences and therefore the impact might be based either on the whole programme, or groups of elements within the programme, or indeed upon one specific element! However in broad terms the TVEI controlled elements encompassed

- Work Experience
- Work related activities
- Careers advice
- PSE/Careers education programme
- Advice/accessability to information about YTS, employment, FE
- JiIG CAL (Job Ideas Information Generator Computer Assisted Learning)
- The Industrial Tutors Scheme
- Careers teacher input and advice
- Experience of technology
- Taster courses
- Profiling
- Equal opportunities (gender)
- Residential Experience

These elements were contained within the TVEI Common Core. The subject experience of students, whether TVEI subjects or part of the Core curriculum, will not form the main focus, although clearly these subjects will be significant in the way that they impact upon any one individual. Each of these elements will be considered in more detail throughout this report.

External Influences

The third area of influence that it was thought would be significant was the infinite range of external contacts and variables that might affect the choice a student would make. Obviously this is an enormous area to tackle, so in an attempt to make it more manageable,

it was decided to focus on elements that would seem to fall on the periphery of student experience during the TVEI period. These included:

- the influence of part time jobs
- parents/relatives
- peer group
- pre-14 experiences
- unemployment and the economic situation
- environment (local and institutional)
- geographical distance between institutions

All of these elements can be given as an hypothesis to be significant to an individual student in the choice of subject, course, or career. In some ways because they fall outside of the more tightly defined TVEI categories, they provide a context for those more controlled experiences and elements. For example, in trying to understand what the TVEI experience meant to a student it would be necessary to consider the wider range of "sets" of roles that the individual played during that period. If the TVEI aim was to promote more opportunities for students to experience work, then what about work already done by individuals outside of the school day?

Other elements within this group form a context which in many respects is quite a practical one. For the individual, where do they live and how easy would it be to get from a to b? Would they like it when they got there, and in the case of employment, is a local job available in the first place? Can the individual afford to follow a course as a chosen vocational or academic direction? Would their parents or friends approve or obstruct that choice? These are all very real considerations for any individual at any age: therefore at 14 or 16 or later they are relevant considerations in trying to effectively gauge the impact of TVEI experiences. It could be argued that it is impossible to separate out these factors, but this research will endeavour to draw some conclusions based upon the comments made about the 3 areas by students and staff involved in the process at that time.

TVEI in practice

In the Summer Term of 1984 the 6 schools involved in the Hampshire Pilot Project began to make their arrangements for the selection of TVEI staff and students for the first year of the 5 year pilot. As outlined earlier this meant that once selected a TVEI student would follow a curriculum which would be constructed of a core, normal options, TVEI options and

a TVEI common core. The TVEI subject choice would be broadly between Business and Information Studies or Technology, for 8 periods a week.

The selection of that first cohort of 250 students was in some ways the most difficult because many aspects of the scheme were new, and therefore there was no tradition to follow. There were no older brothers or sisters, or peers to report favourably or otherwise about it. Thereafter the student "grapevine" comes into play, but in 1984 the scheme was without precedent. Even those schools that had been involved in the Havant Schools Micro electronics project were not any further advanced in that respect. The setting up of a discrete cohort within a whole year group was in itself a new structure. It inevitably created tensions, fears of elitism and practical difficulties in terms of the day to day running and management of TVEI/non-TVEI classes. The everyday experience of the student would be some lessons in discrete TVEI groups and other lessons in mixed classes of TVEI/non TVEI students.

The selection procedures for students in the 3rd Year (year 9) in most cases followed the normal routine for option choice in the Summer Term. However, because of the introduction of TVEI there were some separate presentations to students and parents for those children who were either interested or in some cases "hand picked". The criteria used for this process included ability range, the use of Cognitive Ability Test (CAT) scores, behavioural considerations and the desire to achieve a gender balanced cohort of students. The guidance process within each school was variable, but some counselling and information sessions would have taken place in all of the schools.

The next phase after student selection was the actual implementation of the TVEI programme for the first cohort of students. The new subject courses and the TVEI Common Core were designed to provide a more active style of learning; the teaching style demanded was very student centred and was intended to be relevant to economic needs. In some cases because the courses were new, and the lead time short, the teacher Inset was often on the job. This was my own experience with a new TVEI subject called British Industrial Society. Inevitably this often meant in practice the student and teacher negotiating the style and approach to learning together. The smaller class sizes in these subjects made this arrangement more possible.

In the TVEI Common Core the early planning was required to implement some of the new features that were incorporated in the submission. This would involve the provision of a

larger work experience, the setting up of a Residential Experience, and the arrangements for the twilight Taster courses. Much of the planning here was done with the students during the PSE/Careers education programme that was present on the time table. These experiences and other features from the PSE/careers programme were then recorded and reviewed as a part of the profiling process. Support for these processes was provided by the TVEI central team and by the careers adviser linked to each institution. As the first cohort completed these elements, then the TVEI Co-ordinators and other staff from each school/college would review and refine these experiences ready for the next cohort in 1985-86. The progression from one element to another was an important part of the programme, and was seen as a set of experiences across a 4 year period that would enhance the ability of students to become more self aware, more confident and more thorough in their preparation for the next stage of their life. This might be a vocational stage, but equally much of the programme was designed purely to progress an individual's personal development. It was considered important to assist the student in making important decisions about their future, based upon an exploration of their own personal qualities and abilities.

The results of this enhanced guidance were not easy to assess. Clearly the performance indicators of participation rates at college, of examination results, of student destinations were useful measures, but the "process" aspects of the programme were less easy to evaluate.

The guiding hypothesis for subsequent research is that the students' ability to make decisions about their future career or choice of course has significantly been improved by the enhanced Careers Education and Guidance, and the TVEI experiences within the TVEI Common Core, that were offered during the period 1984-1990.

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CHAPTER 2

THE BACKGROUND AND DESIGN OF THE STUDY

This study was initiated by gathering information during the TVEI Pilot Project. It is necessary to examine its working hypothesis in the context of what was going on during the Pilot phase in 1984-89. As already stated, the study of student destination statistics from early TVEI cohorts, and the knowledge of general participation rates Post 16, and also such rates in 'TVEI' subjects, provided the impetus for the original study. The intention at this time was to look at the local TVEI situation, to compare it with the national context, and then to use the national and local findings to support the next 5 year phase of TVEI from 1989-94.

The national documentation for the period will provide a contextual comparison for the research findings. The regular Progress and Planning Reports by the Project Co-ordinator, Evaluation Reports by the NFER external evaluator and LEA documentation for the County Evaluation Committee will be used as reference material. Indeed, the origins of this enquiry were based within the Pilot Project, which meant that from September 1987 as Deputy Project Co-ordinator I was a central figure in determining the direction the research should take.

TVEI: A National Perspective

The early TVEI literature can be examined in terms of national evaluations and populations, and also in operational terms at a local level in reports by the external evaluator for the county Pilot Project, and by TVEI Centre staff in the regular Progress and Planning reports.

The national studies on TVEI that were available in the mid to late 1980's tended to be either descriptive in terms of progress on curriculum projects, or predictive of possible outcomes. McCabe in his discussion of the "Management of the Sixteen Plus Choice" talks about the 'significant choices made at the end of a fifth year course' and how such choices are 'affected by numerous influences - home, school, social, spatial and historical'.¹ He goes on to state that

"The general outcome in most places is that a few go to jobs while the remainder are divided between different types of YTS experience, courses in colleges of further education and sixth form courses in school. YTS appears to be a valuable stage in many individuals' vocational preparation, being not merely a transition from school to work but rather an

advanced stage of that process of seeing what the world outside school requires of you, what part you want to play in it and how to get ready for it, which has already been underway in school. For many students, however, at the sixteen plus stage the choice remains one of staying in schools or 'going to college'. It remains to be seen whether TVEI developments have made that choice any easier." ²

The latter point is crucial, because at the local level the investment in time and effort on school-college links was considerable. Similarly, the attempts to make students fully aware of the benefits of the Youth Training Scheme option, despite apparent cynicism from pupils and parents, were strong aspects of the Pilot Careers Education programmes. If the choices were not being made easier by the TVEI core components, then there would be something seriously wrong. The problem, however, was how to measure success or failure of this process.

McCabe also writes about the introduction of the Certificate in Pre-vocational Education (CPVE) course as an option for TVEI pupils at sixteen; he argues that it might benefit students by giving them one more year in order to finalise their choice of vocational occupation, or it might be a waste of a year if it simply delayed their decision. Locally it is interesting to consider if some students would have opted for a delayed decision based upon a notion of minimal disruption; the putting off, of a crucial decision in their life, to a later stage. It might be argued that pupils who signed up for TVEI 14-18, with the promise of a guaranteed place at college, may have done so in order to avoid such decisions, not just for the added security that it supposedly provided. If TVEI was about providing a "free, but guided choice between schools and colleges" would this be done on the basis of what was best for the individual pupil? The choices of some students may well have been heavily influenced by conscience in terms of TVEI, as a 4 year commitment. Parents, teachers and peers might cause students to make a decision to please them, rather than to decide on the basis of personal ambition. For example, once starting a technology course, would pressure be put on individuals, by expectation, that they should go on to follow such subjects post 16. The pressure to increase participation rates post 16 was a national expectation; students were aware of this phenomenon such that with the first cohort in Hampshire nearly 70% said they would stay on, but in reality in September, this figure was just over 50% of the overall cohort. As a school TVEI co-ordinator at that time, the researcher was acutely aware that pupils might be providing the answers that they 'thought' they should give about their futures. The reality, upon leaving school, was often different. Choices ultimately were sometimes made on financial grounds, due to the high levels of unemployment prevalent at the time, or upon the basis of less successful examination results than expected.

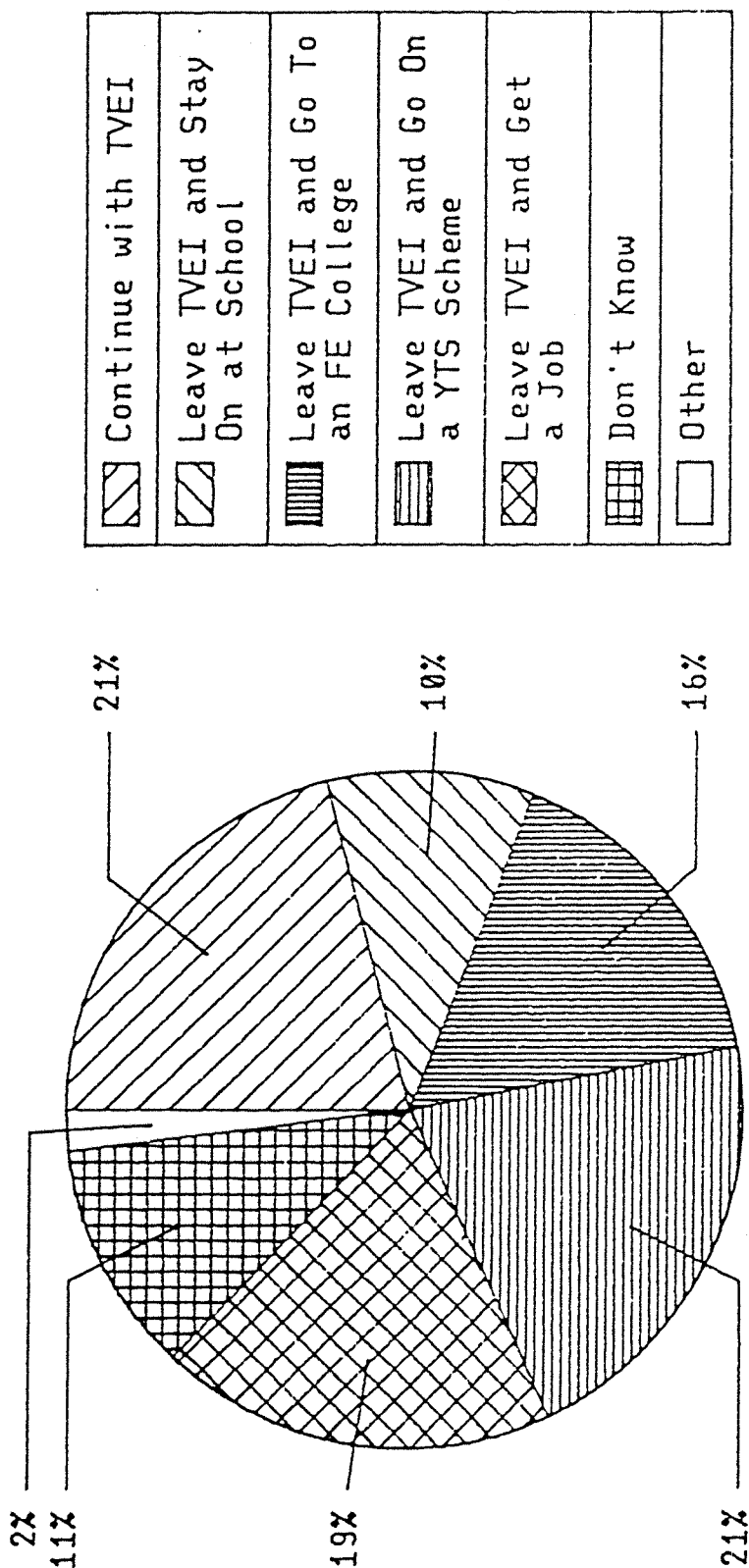
The other local question, also relevant nationally, was the definition of TVEI success; was sufficient weight given to those pupils who opted for the YTS route? Also, there was a question concerning those students who were rapidly 'snapped up' by local high technology companies because of their information technology skills obtained pre 16, or because of their confidence and social skills obtained through the Personal and Social Education programmes. Evidence here is not readily available but nevertheless, there is a danger of seeing TVEI as only affecting choices made about college courses. Its impact probably went beyond these boundaries, but this research is limited to evidence provided by those students who did not go on to employment or training at 16.

Nationally, the Training Survey carried out in 1986-87, stated that by 1988 one third of all 16-18 year olds would be in full-time education, apprenticeship training was in decline, YTS was increasingly important, and that "few 16-17 year olds entering jobs outside YTS receive any substantial training".³ Therefore, if the definition of TVEI success is only seen in terms of full-time education, its impact nationally may only be on one third of the 16-18 population. Of this third, more women than men stayed in further education at 16, although males were more likely to continue into higher education. The national TVEI picture shows that 58% of TVEI students were boys, 42% girls.

In 1987 the NFER published 'The TVEI Experience'⁴ which reported on qualitative and quantitative data gathered from students, teachers, TVEI management and organisational personnel, employees and school/industry link staff. This national publication will be used in this research as one of the sources for comparison with its findings; Fig 2 shows 'Students' Intentions After the Fifth Year' offers further evidence on the statistical impact of TVEI, outside of further education.

FIG. 2

STUDENTS' INTENTIONS AFTER THE FIFTH YEAR (1985)



From: TVEI Review 1985, MSC.

Another major national TVEI study nationally was completed in 1987 entitled "The National Curriculum 14-16"⁵ : this study examined aspects of TVEI which will relate to my research: for example in the chapter on Personal and Social Education the conclusion stated that "the existence of student-counselling, profiling and residential were very effective mechanisms for contributing towards students' personal development".⁶ In this research I shall look at student and staff data in order to try to determine whether this contribution can further be related to decision making and choices made at 16.

Since TVEI is a 14-18 Project, the Pilot Co-ordinator, and the external Evaluator from NFER, were anxious to follow the TVEI cohorts into the two Colleges, with the first College cohorts planned to start in September 1986. As early as June 1985 it began to emerge that the take-up for Technology courses Post-16 was not as high as anticipated. This trend has continued such that the three TVEI cohorts that have taken up College courses have not opted in significant numbers for Technology courses. Even if a Technology course was chosen, it does not necessarily follow that this course would be used for entry into Higher Education.

On the 25th March 1986 I interviewed 5 students from the original cohort who had formerly attended Broom Field School. Of the 5 students (4 female; 1 male) the pathways were as follows:-

Student A (female)

Core + BRIS, Technology, Computer Studies (14-16)

A Level Chemistry, Biology, Maths (16-18)

University-Biology

Student B (female)

Core + BRIS, Technology, Computer Studies (14-16)

A Level Maths, Tech., Physics: then a 1 year repeat studying Physics, Biology, Eng. Literature (16-19)

Teacher Training (Science)

Student C (female)

Core + BRIS, Technology, Computer Studies (14-16)

A Level Eng. Lit., Business Studies, Technology, also RSA 1 (16-18)

Trainee Manager in retail trade

Student D (female)

Core + BRIS, Technology, Computer Studies (14-16)

A Level Economics, Theatre Studies, Sociology

Dance Teacher-Enterprise scheme

Student E (male)

Core + BRIS, Technology, Computer Studies (14-16)

A Level Music, Business Studies, English Lang/Lit (16-18)

University-Psychology

These students had come from the same school, had the same pre-16 curriculum and yet their career pathways or choice of subject have little in common. This experience, coupled with information contained in a Pilot destinations database raised questions about the apparent random nature of the selections that TVEI students were making.

It was against this background that the need for an enquiry about student attitudes towards Technology was proposed. There was extensive debate in the various TVEI Panels about the problem of Technology take-up, before eventually the Project Co-ordinator commissioned a full Investigation.

There were three main aims behind the investigation:

1. To make a study of the college course choices made by students within a TVEI Pilot Project.
2. To establish reasons for a relatively low take up/continuance of Technological study Post-16.
3. To propose strategies to improve such take up within TVEI Extension 1989-1994.

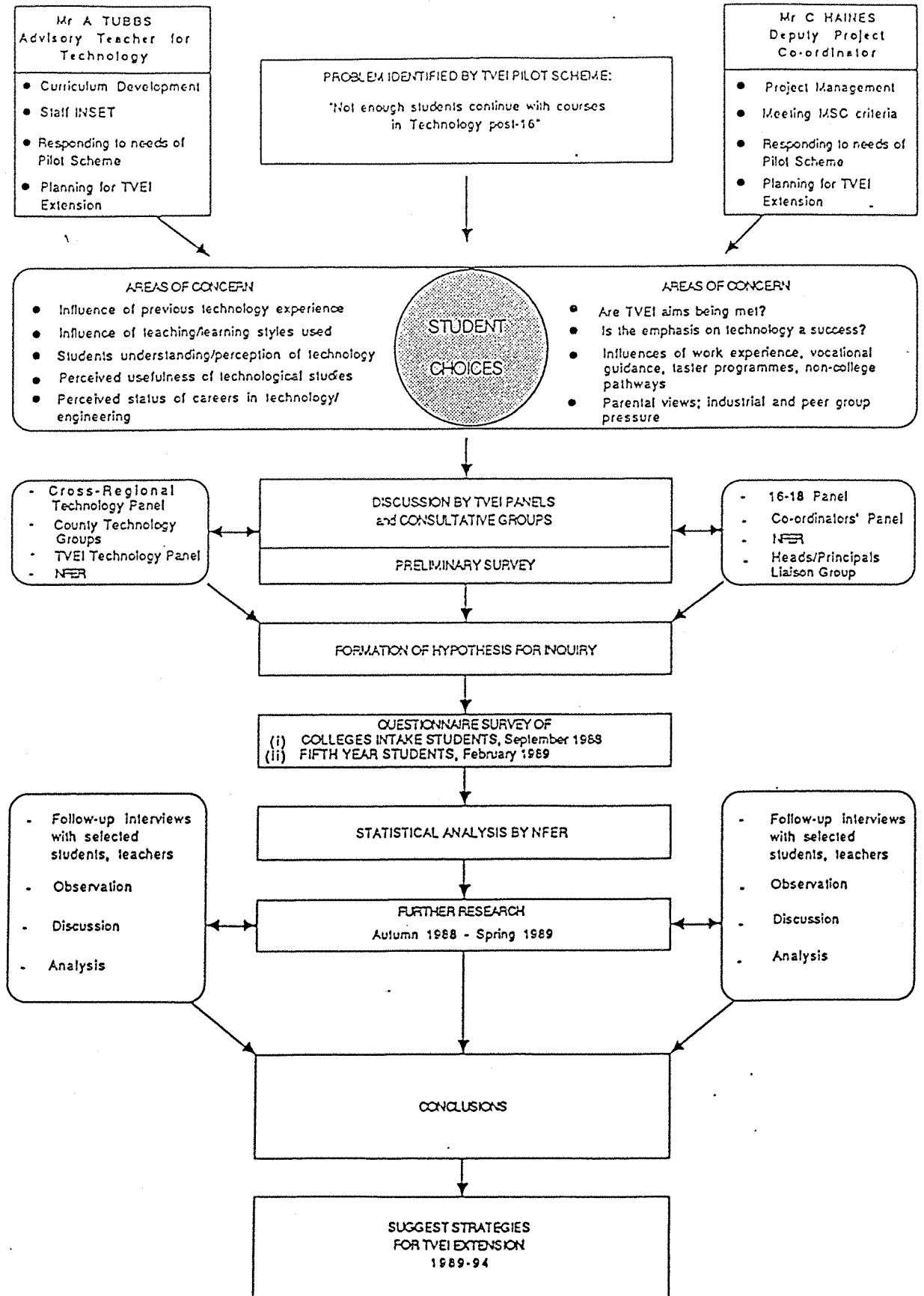
Reasons for making the Study

The diagram entitled "A Flow Diagram showing the proposed Investigations" Fig. 3 was an early attempt by the TVEI Advisory Teacher for Technology, and the present researcher as Deputy TVEI Pilot Project Co-ordinator, to plan the Enquiry following preliminary discussions with NFER. The purpose of the enquiry was later expressed as follows:

"To examine pupils' study paths and perceptions in relation to their experience of Technology in school up to the age of 16 in their "subsequent courses."

FIG. 3

TECHNOLOGY ENQUIRY: A FLOW DIAGRAM SHOWING THE PROPOSED INVESTIGATIONS



As can be seen from the diagram the enquiry was designed so that the Advisory Teacher for Technology and the Deputy Pilot Project Co-ordinator could follow up separate areas of concern. These areas were identified through TVEI Panels and through their own perceptions based upon their day to day TVEI roles.

In SE Hants the lessons from the Pilot Project needed to be absorbed into the planning and preparation for the TVEI Extension phase, especially as this researcher had been appointed to manage the new Consortia. Clearly the concern about the take-up for Technology post 16 was one problem that needed further consideration.

In the Technology Panel meetings (made up of representatives of all institutions in SE Hants), which took place in the September and November of 1987, the two Colleges were able to demonstrate the low take up of TVEI students for Technology courses. These statistics showed that at Havant College the number of students involved in Technology, who had formerly been in a TVEI cohort were as follows:-

Table 1

Technology Students at Havant College

	A level	O/GCSE	Overall TVEI entry number
1984 cohort =	8	0	32
1985 cohort =	5	5	31

The breakdown of subjects for these students was as follows:-

	1984		1985		AS
	A level	O/GCSE	A level	O/GCSE	
Technology	6	0	1	1	0
Electronics	5	0	4	2	0
Computer St.	3	0	3	3	1
Physics	7	5	3	6	0
Maths	8	10	6	11	0

(*Business Studies students were not included in this return.)

Table 2

Technology Students at South Downs College

For South Downs College of FE the figures were provided as follows:

1987 entry = total number of TVEI students was 119.

These TVEI students were placed in various College Departments: of the 119 students the numbers were:

23*	ended up following Technology(Electronics,BTec,A level)
19	Science + computing
26	Business + Information Studies
10	Art
11	Humanities
12	Languages
11	Food and Fashion
7	Other

* no girls

23 students followed Technology as a discrete course. In broader terms if there were 250 students in the 1987 TVEI entry to College cohort, 150 students went on to the Colleges from the original schools' cohort. Of these 150 the number of students following discrete Technology courses would appear to be a maximum of 33 (23 SDC, 10 HC). This would be 13.2% of the original schools cohort. These statistics should be treated with caution because it is difficult to allow for student subject combinations and there is a case for the inclusion of other students eg following subjects such as Business Studies. Again for the purposes of the TVEI Pilot and for this research the definition of Technology includes Business and Information Studies. One of the difficulties in looking at the take up of Technology is the extent to which Information Technology is specifically included within that definition. At the time of this enquiry the Panel was primarily looking at the take up of Technology as a discrete course. The Technology Panel and the 16-18 Panel were therefore instrumental in bringing the problem to the attention of the TVEI Management Committee for the Project: as a result in January 1988 a survey was requested.

As Deputy Co-ordinator I took the problem to the TVEI Co-ordinators Panel (representatives from all SE Hants institutions) for their consideration during the Spring

Term of 1988. The TVEI Co-ordinators were not given a structured instrument to investigate the problem but were asked to discuss with their own TVEI students:

- (i) the small number of students who continue on Technology courses post 16: this to include the small percentage of girls following such courses
- (ii) and to ask their TVEI students for indications of their 5th Year course and career decisions as the 3rd TVEI cohort

As might be expected the data provided was not uniform and a variety of approaches and instruments were used. Nevertheless 7 institutions responded, with an additional return from an Associate School (an institution which was not in the original Pilot Project, but which joined in all Panels and Committees as a part of the planning for the TVEI Extension phase).

The survey was useful in that it highlighted a number of problems. Primarily it demonstrated the difficulty of offering a definition of the term "Technology", and of deciding what constituted a technological element or course. It also brought into the arena the wider considerations behind vocational choice such as parental pressure and careers guidance in general. Of most importance, it provided evidence to TVEI Management that a much more structured and detailed enquiry would be necessary in order to take a full account of such variable factors.

In June 1988, following consideration of this survey with the external evaluator, the planning for such a detailed Enquiry began. Upon the advice of the evaluator a Questionnaire devised by Carl Parsons was used as a starting point. This Questionnaire attempted to discover students' views and attitudes towards Technology. (See Appendix 5). This Questionnaire was examined in a brainstorming session which attempted to identify the most fruitful areas of investigation. A summary of the outcomes from this session is included in Appendix 6.

The Parsons Questionnaire was useful in that it provided a model to examine and to adapt: the collection of subject information, and the range of the 53 technology questions provided some useful ideas, and a possible framework for the final instrument. However, it was not specific to TVEI or to the local circumstances. In the planning stage it was radically changed to suit the research needs. The brainstorming session concentrated on 4 main areas:

- (i) what do we need to know?
- (ii) the methodological considerations
- (iii) the technological information that was required
- (iv) the counselling context and programme.

In July 1988 an agreed version of the Questionnaire to be administered to the Full Time students of both Colleges was published in readiness for use in September and October 1988. This Questionnaire was to form Part 1 of the Technology Enquiry. See Appendix 7. Part 2, a further revised version of the Questionnaire was to be administered to all fifth year students in the Pilot Schools in February 1989.

The problem as originally identified was to be investigated using a questionnaire format, with some further interviews of staff and students to follow at a later stage. The necessity for the investigation to move forward quickly was a major consideration in the planning, because of the imminent arrival of TVEI Extension. The research could then be used for future planning, especially in gaining an understanding of

- (i) the scale of the problem
- (ii) the effectiveness of strategies already used
- (iii) the impact of extra resourcing
- (iv) the experience of the student.

It would also serve to evaluate the impact of Technology as originally stated within the aims and objectives of the TVEI Project. Finally, the investigation would enable the institutions to consider the management implications of offering Technology within the 4th and 5th year curriculum.

The delivery of Technology as a set of discrete subjects or as a cross-curricular theme has emerged as a Pilot debate, echoing the national concerns. The prominence given to Technology as a Foundation subject for the National Curriculum means that the "Technology" experience must now be provided for all students. It will now be an entitlement for all, whereas in the Pilot initially it was introduced as an option. Students at that time were counselled at the time of 3rd Year options as to whether to embark upon TVEI and whether to consider certain subjects, some of which were new to them. As the

TVEI Co-ordinator at Hayling School put it ,there was no "tradition" for students to follow in relation to Technology: parents too were suspicious of this "new" opportunity. Since 1984 the culture has changed such that the subject now has legitimacy in the eyes of all parties. It was interesting at that time to observe those students who went directly into employment or training largely as a result of the new skills they had acquired. Some students going on to College did not like the lack of recognition for these new technological skills that showed itself in poor syllabus progression and in a teaching methodology that was too prescriptive. The planning for TVEI Extension needed to take account of these changing attitudes both locally and nationally: the management implications of these changes needed to be analysed so that a smooth transition could be made from offering Technology to a proportion of the year group, to offering it to all. When all students take Technology it might be logical to assume that the proportion of students taking Technology post 16 will similarly increase.

The Technology enquiry, being specific to the SE Hants Consortia, was launched in 1988 with a careful consideration of local factors, advice on previous studies from our external evaluator, and a general awareness of TVEI and Technology related developments. There was little time in the planning of the initial questionnaires to consider much existing literature on the problem. Subsequently it was possible, prior to the follow up interviews, to check on previous research more thoroughly.

The literature that did prove helpful in the early stages was more concerned with Evaluation techniques, in particular the choice of instrument to be used, and in the selection of a suitable sample.⁷

In the planning of the Technology Enquiry it was felt that there was a need to consider the exact parameters of the study. However the discussions about the delimitation of the problem proved to be extremely difficult. The main reasons were:

- (i) the diverse influences upon student choice, and
- (ii) two people wished to research different aspects of the same problem.

It was therefore necessary in the planning of the Part 1 questionnaire to decide which influences might be accorded the most emphasis, and indeed which peripheral aspects might be excluded altogether. In a simplistic way the Part 1 Questionnaire (Appendix 7) tended to emphasize in pages 1-4 the local factors, whilst pages 5-6 were an adaptation of the original Carl Parsons' Questionnaire. Another essential factor in assigning the boundaries of the study was the cost of the coding and processing of the data from two

separate Questionnaires for an estimated 2500 students. Although some senior County Officers were kept advised of the study, the exact use of the findings and their possible use at County level were still indeterminate. In setting up the scale of the student sample and in gaining the authority for its use it was important to liaise carefully both with the TVEI Directorate and with other senior secondary officers. The TVEI funding for the Pilot Project was used to underwrite the research whilst the TVEI Director and the Chief Secondary Adviser negotiated funding from other sources. In the event the Training Agency Funded most of the research conditional upon full dissemination to the TVEI Regional Adviser and to the County Advisory Committee. At each stage of the Enquiry information has been passed on either as a Full Report or as a Summary, and Recommendations to the County and other TVEI Consortia have been produced for both Part 1 and Part 2. At the level of the SE Hants Consortia these reports and recommendations have been discussed in depth both within the Evaluation Steering Group and within the full TVEI Management Committee. A National Press Release was also produced: this achieved some national coverage of the main findings. (See Appendix 8.)

In addition to these larger considerations there were a number of sub-problems which needed to be resolved during the planning phase. Firstly, the speed with which the Enquiry took off meant that it was not possible to "pilot" the Part 1 questionnaire. Inevitably, this has subsequently resulted in some misunderstandings and some criticism of the instrument. The time schedule also meant that the two Colleges were not given the level of guidance in the administration of the questionnaire that would have been desirable. These two faults were clearly identified in the planning phase, but the decision to move quickly was still felt to be of greater importance by those undertaking the study. This was because it was necessary to collect the data from the students:

- (i) in the case of Part 1, as soon as the students arrived at College, whilst their recollection of their decisions and the reasons behind them were still fresh in their minds
- (ii) in the case of Part 2, to aim for the Easter Term before some students left school and at a time when most were making key decisions.

Therefore in July 1988 the decision was taken by the research team, with full approval from those members of the TVEI Management Committee that were to be involved, to administer both Questionnaires in the Academic Year 1988-1989.

Other sub-problems that were initially addressed were principally to do with either administration or vocabulary. For example, the administration of over 600 questionnaires

at the first College required the development of some form of identification system for each student. The best method in terms of efficiency and in causing a minimum of disruption and effort for the tutors was a definite pre-requisite. The TVEI staff had therefore to number all of the questionnaires so that they could be issued by tutors according to registration groups. Whilst the Enquiry had been requested by the TVEI Consortium, and the goodwill of staff was evident, clearly a minimum requirement was bound to be appreciated. The implications of such planning also needed to be seen in the context of the time available and in possible clerical support time available at the TVEI Centre.

The problem of question wording arose partly as a result of the inability to "pilot" or test the Questionnaire properly. The eventual results must inevitably reflect in some degree misunderstandings and misinterpretations of wording. (For example, in the section "What is important in your choice of future courses or training?", response number 142 "There would be little Maths in the course" was not clear. It was included because it was thought that some students would not choose Technology because the level of Maths required would be too high. The question can in fact be answered as an influence in both a positive or negative sense!)

Timescale

The timescale which was originally envisaged had to be amended when it came to the interviews for staff and students, but otherwise the Flow Diagram Fig. 3 was still adhered to. In greater detail the timetable of event was:

Academic Year 1987-88	Panel discussions and problem identification
Summer Term 1988	Detailed planning of Part 1 Questionnaire by CH/AT/RS based on Parsons original model. Agreement obtained from two college Principals for administration of Questionnaire to students.
Sept/Oct 1988	Questionnaire for Part 1 administered to all new intake of college students.
Autumn Term 1988	Revision of Part 1 Questionnaire for use by 5th Year pupils as Part 2.
January 1989	Agreement obtained from Pilot Schools Headteachers to administer the Part 2 Questionnaire to pupils.

W/E 20th February 1989	Part 2 Questionnaire administered to pupils.
April 1989	Final draft of Part 1 Report completed.
May 1989	Summary of Part 1 Report by CH/AT.
Summer Term 1989	Early drafts of Part 2 Report.
September 1989	Recommendations from Part 1 Report completed. Further progress on Part 2 Report.
Autumn Term 1989	Preparation of instruments/schedules for staff/student interviews based on Part 1 & 2 findings.
January 1990	Final revision of Part 2 Report.
Spring Term 1990	Recommendations from Part 2 Report CH/AT.
Summer/Spring Term 1990	Letter to students for interviews 12th March: interviews to 40 students (20 per college). Interviews to 17 staff. All complete by July 1990.
Summer 1990	Research study framework and literature review: background chapter.
1990 - 1991	Writing of research findings.

The Questionnaire for the Part 2 Enquiry was reconstructed in the light of experience gained from responses to the Part 1 Questionnaire and also to make questions more appropriate to the school, as distinct from the college situation. The main differences were the inclusion of a question about Financial Aspects (See Appendix 9 p.4) and some changes to the questions asked on the grid entitled 'What was important in your choice of college course?'. Also there were some changes to the grid of subjects studied. Information was also requested about future selection of course, training or employment.

The experience of the administration of the Part 1 Questionnaire, coupled with the fact of having a longer lead in time meant that clearer instructions were given to the school staff taking part (Appendix 10). The February Part 2 Questionnaires were then sent to the NFER early in March 1989 and there was then a time delay whilst findings began to emerge from both sources.

The Part 1 Report⁸ was available as a final draft in April 1989 and the main findings were summarised in May. The next stage was to further distil this information into a set of recommendations which are shown in Appendix 11. As can be seen from the recommendations, Sections A and B make specific references with respect to guidance and counselling, and as such became important elements not only in the implementation of TVEI 'E' in S E Hampshire, but also as elements to be further considered in the follow-up interviews with staff and students.

There now followed a time delay whilst the results of the Part 2 Questionnaire to 5th Year pupils were reported. Clearly, there was an expectation that these results would either confirm or question the key findings that had emerged from Part 1. By late in the Summer Term of 1989 information began to be reported that suggested that this expectation had been justified. The findings, in terms of the student's attitudes and perceptions of their TVEI experiences, and the influences upon their career or vocational decisions, seemed to be remarkably similar to the previous sample. After publication of the full Part 2 Report in January 1990⁹, a set of recommendations were produced for the County, and for use in the S E Hampshire Consortium. These recommendations are included in Appendix 12.

The completion of the Part 2 Report meant that the researcher was now in a position to finalise the selection of instrument and interview schedules for staff and students. The specific things to be examined could now be finally determined and a timetable was established.

Methodology

In order to collect the data for research it was decided to target two groups:

1. A staff sample
2. A student sample from each college

The staff sample was sub-divided into four categories as follows:

1. The two colleges (2 each)
2. The two schools (5 each)
3. TVEI/Careers staff (3)

These staff were each interviewed in tape-recorded sessions during 1990, and the main points of their responses were categorised question by question.

The student sample consisted of 20 students from each of the two colleges, mixed according to school, sex, year group and TVEI or non-TVEI. Each student was to be interviewed, but in the event, at one college, not all of the sample were seen. Those students from the college who were not seen were sent the same questions by post and six replied. This meant that three of the students in the sample were not interviewed or made no postal response. Interestingly, the postal responses were in many ways more detailed than the responses given during some student interviews which were not taped.

All interviews were completed by the end of the Summer Term 1990, although some Year 7 students left before they could be interviewed, even though appointments had been set up.

In both sets of interviews the 'factors of influence' table was given to the respondent. They were asked to indicate, in rank order, their top three choices in order of factor importance. A direct comparison was then possible with the original questionnaire findings from the Technology Enquiry.

The data comparisons are therefore between

- the original student questionnaire responses
- the student interview responses
- the staff interview responses.

In the administration of the interview schedule, the researcher had to consider the time factor both for himself during office hours and for the students and staff during the school or college day. The 17 staff interviews took about one hour each, and transcription of recordings at least doubled the time required. For the 40 students, the researcher tried to

build in two whole days at each college, but at one college I had to revisit on a number of occasions in order to complete the sample.

The intention was to have 30 minutes with each student. As the processing of the information was to be done by the researcher, the financial costs of the research were minimal.

The hardest decision in methodological terms was to set up the sample; in the end, it consisted mainly of staff and students from only two of the Pilot schools - Cowplain and Hayling, (5 staff from each school: 20 students from each school). This was determined by two factors; firstly to keep the size of the research manageable, but secondly and more importantly, to get over the problem of the re-organisation of the Havant schools. At this time, of the six pilot schools, three of them were closed down due to falling secondary rolls, before two schools were re-opened as Park Community School and Warblington School.

Once the sample and interview schedules were set, the exact format and content of the questions were finalised. This was based on my knowledge of the findings from Parts 1 & 2 of the Havant Schools' Enquiry, and in terms of the possible hypothesis that I was beginning to consider. The details of these findings will be shown in the next three chapters, but the research considerations were centred on the original general hypothesis outlined at the end of Chapter One. This was that:

"In S E Hants the students' ability to make vocational decisions about their future career or choice of course has been significantly improved by the development of enhanced Careers Education and Guidance programmes and by the TVEI experiences provided through the Hampshire Pilot Project."

The guiding hypothesis for subsequent research is that the students' ability to make decisions about their future career or choice of course has significantly been improved by the enhanced Careers Education and guidance, and the TVEI experiences within the TVEI Common Core, that were offered during the period 1984-1990.

Possible Hypotheses considered.

The main points to be resolved were:

1. The matching of subject grades to course/subject chosen: does this support the hypothesis that most students choose on the basis of their best subject?
2. The gender differences in course/subject selection and influencing factors: eg boys are more likely to choose Technology than girls!

3. The influence of a range of experiences upon student choice: the things that influence the decisions of students. The attitudes held towards Technology and towards Careers Education and Guidance. All of these individual experiences and attitudes formed during the TVEI Pilot Project will have affected the thinking of all students. The hypothesis may therefore be the extent to which this enhancement has improved the educational experience of TVEI students? Has their ability to make vocational decisions been improved? Has Technology a negative image for most students?

These are the main areas in question

- Taster Courses
- Work Experience
- TVEI involvement
- TVEI subjects
- JIGCAL
- Part Time work
- Peer Group
- Career Ambitions
- Family
- College facilities, publicity, range of courses, etc.
- Profiling/ROA
- Careers advice
- Careers lessons
- Industry/education links
- Finance

It would be possible to form an hypothesis upon each of these areas eg that work experience has a significant effect upon the vocational decisions of many students. The questions asked in the course of the study largely concerned the extent of the influence of any ONE of these areas or of combinations of such areas.

The National Context: the researcher's role as TVEI Manager

In a national context, the research findings and my role as TVEI Manager, will be affected in their impact and implementation by the political and practical changes that have either taken place, or are planned for the future. The effectiveness of the changes required to respond to the recommendations may prove to be undermined by current and future events. The educational changes, mainly subsequent to the 1988 Education Reform Act, that most obviously affect the guidance and counselling of students might be described in the categories that follow:

Firstly, the change in the role of the LEA has been dramatic in the early 1990's in that its influence and power has been greatly reduced. In consequence the level of coherence in policy terms, and the monitoring of quality have moved from a County to a Divisional focus. The place of TVEI Consortium in such a structure is still not very clear.

Secondly, the financial status quo has changed radically with the devolvement of the major budget share to the schools and colleges. The introduction of LMS/LMC has made institutions more money conscious; with the result that the Consortium culture may be replaced by an institutional 'go it alone' competitiveness. In this environment, will students be given objective guidance and full information about future career course possibilities? The threat of schools moving out of LEA control and opting for Grant Maintained status does not make the implementation of recommendations easy to put forward as a priority.

Thirdly, the changes that have been forced on 'service' agencies within the LEA will greatly affect the ability of TVEI to implement desired change. The cuts within the Careers Service budget will seriously constrain their ability to work in schools and colleges in the same way. This will force schools/colleges to use tutors and computer guidance systems, with only occasional reference to the career 'expert'.

Another change will come in the creation of the Hampshire TEC and of the Hampshire Education Business Partnership. The ability of these two new bodies to take over the work of TVEI in industry/education links will be crucial, if schools and colleges are to continue to offer curriculum driven work related activities. The research findings will show the importance given to such activities by students, and yet their whole management in the Portsmouth Travel to Work area is in the balance.

Fourthly, following on from changes under GCSE, the demands of the National Curriculum will call into question again the notion of curriculum breadth and balance. What will happen to Science and Technology? Will there be room on the timetable for proper careers education and guidance, or will the requirement to implement five themes greatly reduce current provision? Under their legal requirements will schools/colleges still be able to find the time to provide links with other institutions, industry and the community, or will much of what TVEI has stood for disappear?

Fifthly, the recent White Paper which outlines major changes for Post 16 provision, and re-opens the academic versus vocational debate for 14-18 year olds. This may or may not

clarify for students the range of choices available to them: the introduction of the National Vocational Qualification and the methodological debate surrounding 'A' level provision mean that student guidance will still be vital if the current one year student drop out rate is to improve and if students are to properly accredit prior learning for future courses. The change in Youth Training arrangements and the prospect of Training Credits for 16 year olds will also serve to reinforce the need for good quality guidance in schools.

Finally, the position of the TVEI Project itself in the national context may not be totally secure, being dependent upon Government backing amidst the power struggles of the Departments of Education and Employment. At a local level the impact on TVEI Consortia of inflation has been considerable. The funding of the Project has not kept pace with inflation and therefore staffing cuts have become a reality in 1991. Therefore, the recommendations from this research may not be implemented fully because key staff have been 'dropped' from the payroll. As the Project in S E Hampshire is due to finish in August 1994, to what extent can the 'good' aspects of the Project be preserved and passed on within the institutions involved. The good practice that students valued in the study could be lost and overtaken by changes, even before they have been allowed to be consolidated.

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CHAPTER 3

THE ROLE OF RESEARCHER AS MANAGER

In the planning of the Part 1 and 2 Enquiries, and in the subsequent framing of the interview questions for TVEI staff and students there was a underlying dichotomy in that, as a TVEI Manager responsible for the delivery of the Project aims and objectives, the temptation must be to give TVEI a greater emphasis or importance than someone doing research from a totally external viewpoint. My perspective will differ from that of the TVEI staff interviewed, but there may be some consensus upon the importance of specific elements to individual or groups of students.

As the Manager of the TVEI Consortium, but also as the person doing the research, it is worth reflecting upon the personal agenda and perspective that his might bring to the research. It demands an understanding by the reader of the role of a TVEI Manager, in a sense a biographical account of how that perspective has been obtained, and a statement of the issues that the research and the processes attached to that research have jointly raised for me as the Manager of a 5 Year Project.

The starting point is probably the biographical details that underpin the views and findings expressed in this research. These details will help to emphasise some of the advantages and disadvantages of doing research which impinges so implicitly upon my day to day work. The dynamic nature of the TVEI Project has meant that the Pilot and Extension phases have become very different animals, and therefore the role has been one of the management of change.

I have been fortunate to be involved with TVEI from the early stages of the Hampshire Pilot Project, with my first appointment in July 1984 being as the TVEI Guidance Tutor for the first TVEI cohort of 42 4th Year (Year 10) pupils, at one of the 'Pilot' Comprehensive Schools (12-16). My qualifications for this position stemmed from a background of Humanities teaching and departmental headships, mainly History and Sociology, over a period of 10 years and a short period as Acting Head of Careers. I had also attended a six week DES Course at Portsmouth Polytechnic on 'Pre Vocational Education in Schools' during the months March-June 1984. This course was extremely influential because it brought together teachers from Hampshire and Surrey, many of whom went on to key TVEI positions in their own institutions, or later in their own counties. The course considered profiling, enterprise activities, CPVE, course progression and industry-education links; as such it helped to frame much of my early thinking on how to implement the TVEI Project.

As well as being the Guidance Tutor, I was also expected to teach life skills and a newly promoted course called 'British Industrial Society', to the TVEI students. The partner in my school was the TVEI Co-ordinator, who shared with me the roles and responsibilities that TVEI brought. Subsequently I became acting TVEI Co-ordinator. Thus, with the team of teachers involved with TVEI main courses, I was responsible for the management and delivery of all aspects of the TVEI core. This meant the setting up of work experience placements, Taster courses, a Residential experience and the day to day profiling and review work for 42 students. In my spare time I took the TVEI students on industrial visits, and I went to TVEI Consortium meetings.

The setting up of a separate cohort and the introduction of new courses often with a low pupil to teacher ratio, gave rise to comments both positive and negative from staff and students. Nevertheless, it was for me an exciting period when new ideas could be tried out, new teaching and learning styles could be adapted and new guidance processes put into place. Therefore from the very start I have occupied a position as participant observer and leader, which allows me to comment from first hand experience.

In January 1986, I was formally appointed as the school's TVEI Co-ordinator, and a new teacher became the Guidance Tutor for half of the students. I was to hold this position until July 1987, when I was seconded, initially for 1 year, to be the Deputy Project Co-ordinator for the Hampshire Pilot Project. As the school TVEI Co-ordinator, I was able to observe the changes in TVEI thinking and practice from one year to the next. For example, the development of the use by students of a diary system, linked to the build up of their own Record of Achievement. These diaries gave me a tremendous insight into the lives of individual students, their successes and failures, their major decisions and the processes by which these decisions were finally made. They became for me a guidance 'tool' which reflected student views on TVEI core activities, main courses and their outside interests. Not all students were committed to this technique, but for at least half, their diary provided the means for a real dialogue between teacher and pupil. I think that it was this three year period of close contact with TVEI students (across three cohorts) that first made me consider the influence that TVEI related activities, and the guidance processes, were having on those students.

The enormous investment of time, funding and resources that were brought to bear on these processes needed to be evaluated properly, and yet the formal evaluations did not necessarily get to the heart of this particular matter. The national requests for information which were heavy, and in my view at that time largely a pointless burden,

could not tell the school how effective these factors were in helping our students. The official external evaluator, and the Progress and Planning Reports from the Project Co-ordinator, were similarly too broad and too little, to really give an accurate impression of the 'soft' guidance areas. At TVEI co-ordinator's meetings for the Pilot schools/colleges which I attended, the 'gut feeling' was that the core activities were proving immensely valuable, that behavioural changes in students could be clearly observed, and that these things should be offered to the whole year group. The students themselves in my school were enthusiastic about most of the activities, and at a consortium level the Residential Experience was unanimously accepted as being highly influential and significant to the relationships between students, and between students and teaching staff.

From my perspective the influence upon these students was very clear. But to teachers not involved in TVEI, who were not teaching TVEI main courses, were these things seen in the same light? The period 1984-91 has been a gradual process of changing teacher and student attitudes, so that these TVEI influences, and the Careers Education and Guidance Process as a whole, can be taken on board. This gradual process has shifted the emphasis to a far more student centred approach, where work is done according to their environment. The various elements pursued by TVEI, and within the CEG programme can then be matched to individuals, so that they can negotiate their chosen pathway. In this approach, there is no room for traditional stereotypes or for a blanket programme for all. Even now not all students will value what is on offer, and not all teachers will accept that teaching is not just about the development of subject specialisation.

The role that I took on as Deputy Project Co-ordinator further developed my thinking. It meant that on a day to day basis I could now observe what was happening in the eight Pilot institutions, and later on (February 1987) witness the development of the same processes in the new 'associate' schools. I persuaded the Consortium TVEI Management Committee that the one year secondment should be extended to two years so that continuity of planning for the TVEI Extension phase could be maintained. Therefore from July 1987 to the end of the Pilot Project in July 1989 I was able to observe and help manage the implementation of the TVEI core activities across the whole Consortium. This gave me a strategic overview. Additionally, I became a member of the committee that met for the TVEI Pilot Co-ordinators for the South East Region of England, and locally I was Chairman of the institutional TVEI Co-ordinators Committee for the South East Hants Consortium.

The final biographical stage of the journey has been since April 1987, when I was appointed for a five year period, as the TVEI Manager for the South East Hants Consortium during the TVEI Extension phase. At the time of writing, towards the end of 1991, I have been a

participant observer, a manager and researcher for a range of audiences since 1984. The findings from the research done and reported in this chapter should be seen against this biographical background.

In terms of the roles played, I have been fortunate to manage TVEI change at an institutional level, on a Consortium level, and through meetings with my 11 Hampshire colleagues, at a county level. This has provided a range of perspectives because in one way it had involved the interpretation of national development at a local level, and in another way it has been the practical realisation of 'doing' these activities with students, and sharing them with other teachers.

Although there are some disadvantages to being a manager/researcher, the main strength has been this ability to make changes that local research has recommended. The authority to not only identify the issues and trends, but also to do something about their further development or their demise. The other strength has been that as a TVEI Manager I have to be aware of the national trends and whether the local research issues reflect those national trends. I work closely with my two neighbouring consortia in the South East division, and 'compatibility' is an important issue. Currently, the delivery of work related activities across the Portsmouth Travel to Work Area has become a major management issue. All students now do work experience pre 16 and this puts a tremendous strain on local employers. Work experience has become a curriculum feature, whereas in early 'Pilot' research the work experience boat was only just being launched. Consequently, the issues relating to work experience have totally changed, and yet as a manager/researcher I need to continue to identify them, and to implement changes based on staff and student reaction.

Challenges and questions

A necessary challenge is to consider the research findings from the standpoint of the student. The value and interest that they might accord to a specific TVEI element might be dependent upon a totally different set of fundamental principles than the rationale expressed by teaching or careers staff. The approach of the adult as counsellor, needs to be set against the approach of the 16 year old trying to make difficult personal decisions about future life style. A potential divide brings with it the whole question of educational aims: do we educate to pursue interests or to develop other things that are important? The classic debate about the academic versus the vocational routes may well determine the attitude of staff or students to specific TVEI elements or experiences. How do we balance the business of what is important with what is interesting? Would staff and students coming from their separate backgrounds, with their own agendas, necessarily agree on these things? In seeking to research these viewpoints it is probable that certain TVEI assumptions of

importance were made, and these therefore need to be borne in mind when considering the findings, results and recommendations. Clearly in looking at the research purposes, there is a danger that the criteria for student choices may not turn out to be the ones expected, or, perhaps hoped for by the "professionals". Alternatively, the research findings might be validated or reinforced by other national TVEI findings of either an official or an independent nature. In a few areas or for some elements the findings might break new ground, and reveal more about the influence of TVEI upon our students.

The Early Picture and Part 1 Enquiry

As shown in the previous chapter, the reasons for the initial enquiry and the shape of subsequent research gradually emerged over a three year period. The first Report¹ to appear was the data from the questionnaires issued to over 1000 incoming college students. A relatively small percentage of these students came from the TVEI pilot schools, since the total cohort for the year groups was only 250 initially. Of these 250 students, just over 50% eventually went on to the two TVEI pilot colleges in 1986: between 1986-1988 the cohort size increased as TVEI spread to a larger proportion of the year group. The figures for 1988 are shown in Appendix 13. Early in 1988 the college students targetted would have begun their TVEI courses in 1986. As the Pilot Project began in September 1984 the TVEI courses, elements and experiences would have had two years to become established. Therefore the level of sophistication experienced by the 1988 college sample in TVEI terms was greater than for the earlier two year groups that had pioneered this new curriculum initiative. Practices such as 'infilling' of non TVEI students into college TVEI cohorts were by 1988 largely finished. It is against this background and a limited TVEI tradition that the findings of the Part 1 Enquiry should be seen.

The enquiry report divided the student sample into four main groups:

- (i) a TVEI group at school and at college
- (ii) a TVEI group at school but not at college
- (iii) a non-TVEI group at school or college
- (iv) a non-TVEI group at school but in one at college (not in fact created because 'infill' had ceased)

The questionnaire responses covered 1147 students, of whom 138 were from Pilot TVEI schools (55% of the intake for 1986 cohort): the number of male students was 537, female students 602. The college breakdown of this gender split is shown in Table :

Table 3

The Main Student Sub-Groups

SOUTH DOWNS COLLEGE

Males TVEI	56	Females TVEI	48
Males Not TVEI	231	Females not TVEI	313

HAVANT COLLEGE

Males TVEI	21	Females TVE	14
Males not TVEI	202	Females not TVEI	201
Total TVEI Males	77	Total TVEI Females	62

The students data was broadly categorised as follows:

- (i) 16+ Examination results
- (ii) college course
- (iii) supplementary studies
- (iv) experience of any college link or taster courses
- (v) work experience
- (vi) career plans
- (vii) type of careers advice
- (viii) factors influencing choice of college course
- (ix) views on studies involving Technology

In this research only those findings have been selected which relate to the main hypothesis. A full report and a summary are available from the TVEI Centre in S E Hampshire.

The breakdown of students' college courses is quite interesting in that whilst the TVEI males were distributed fairly evenly between science/technology and the arts/humanities, the selection of vocational courses by TVEI females was very traditional e.g. secretarial, reception, hairdressing. In supplementary studies courses the female students were more strongly committed to the value of broadening their academic background. The non-TVEI males were anxious to enhance skills and experiences such as word processing and work experience, which TVEI students had already encountered. The Report also showed that TVEI students had a much greater contact within the colleges, largely through the Taster Course Scheme, than non TVEI students.

The Recommendations for TVEI Extension that were produced as a result of these findings are shown in full in Appendix 11. The main points relevant to the current discussion:

"(i) Influence of Careers Education

In the selection of Post 16 courses the careers guidance and counselling of students should take a more significant account of the fact that student choice is heavily influenced by 'my best subjects at school are'. Students should receive help in applying a wider and more objective set of criteria in determining their choices.

(ii) Prior Experience of Post 16 Courses

Consortia should consider strategies for offering students and teachers a greater opportunity to extend their knowledge and understanding of post 16 courses eg through tasters, link courses, subject panels etc. These have proved to significantly influence student course choice.

(iii) Experience of Work

Institutions need to collect more information from students about their experiences of work: these can then be utilised within a course or curriculum context, eg performing skilled tasks, discharging responsibilities and handling inter-personal relationships.

(iv) **Students' Careers Plans**

A larger number of students should have given a more explicit consideration to the careers side of their future; careers guidance systems such as JIGCAL might be a suitable method during TVEI(E)."

The Part 2 Enquiry

Part 2: 5th Year Students in February 1989

The second part of the Technology Enquiry was administered in February 1989, and the full report of the findings was published in January 1990.² By the time this questionnaire was completed by 5th Year students in the Pilot schools, the original cohort of 42 had largely changed such that TVEI elements were generally available to the whole year group as a part of the schools curricular framework. For example, work experience and pupils' progress reviews based on profiling procedures were now available to all pupils in the 4th and 5th Years.

The Report grouped pupils in terms of those whose GCSE subject studies had an emphasis on Design, Make and Evaluate courses, as compared with those with an emphasis on Information Technology. This division (although a simplification) tried to get over the problem of how to define Technology which had beset the Part 1 Enquiry. The questionnaire itself was largely based upon the model for Part 1, but some amendments had been made for the new target sample. The broad categories were:

- (i) GCSE's studied and other examination courses
- (ii) college taster courses
- (iii) future plans
- iv) work experience
- (v) careers advice
- (vi) financial aspects related to future plans
- vii) factors influencing choice of future course or training
- (viii) views on studies involving technology

The Pupils

The fifth year pupil cohort was 1270 pupils, and 965 questionnaires were returned: the tables that follow show these figures in more details:

Table 4

	Criteria Group numbers				
	DME	IT	Both*	Neither*	Totals
Males	348	74	37	25	484
Females	307	127	19	28	481
	---	---	---	---	---
	655	201	56	53	965

* These columns refer to subjects studied and attempt to compare views between the two main groups of DME/IT. Girls tended to be located in the IT group.

Table 5

TVEI Pupils in Each Group									
DME		IT		Both		Neither		Totals	
M	F	M	F	M	F	M	F	(853)	
62	29	32	71	18	14	2	6	243	
(20.3)	(10.9)	(46.4)	(62.3)	(52.9)	(82.4)	(9.5)	(35.3)	(27.4)	

Table 5 shows that almost 90% of the total number of pupils answered this question: IT pupils, especially females, were more predominant in TVEI. DME females and 'Neither' males had only slight representations.

The detailed information about subjects being studies at GCSE showed that sex bias was evident among a number of groups, these were:

Table 6

Male	Female
Geography	Music
Design Technology	French
Computer Studies	English Literature
Design Communication	PE/Dance
Design Realisation	Home Economics
Information Technology	Biology
Graphic Communication	Sociology
Physics	Religious Education

Clearly, these fall into fairly standard stereotypical areas, but the implications for the take up of Technology, and by association for the careers education guidance process, are enormous. The reasons behind the decisions to take these subjects at 14, and the specialisation effect that these choices would have, when students come to decide their next subjects or courses at 16 are both important contextual considerations. The figures in the full report indicate "that bias in subject terms has tended to persist despite the commitment of the schools to the equal opportunities objective....".³

The student experience of college prior to full time study was that 221 students out of 965 (23%) had been on at least one taster course. Again their sex bias was reflected in the selection of such courses, with females especially dominant in Hairdressing, Performing Arts and Stage Make-Up: males dominated in Electronics, Satellite Communications and Computer courses. One recommendation from these statistics was that the TVEI Consortium should consider the use of taster courses as 'broadeners' for students. This means that taster courses should be used to widen the knowledge of students, not just as an enhancement of present courses.

The selection of A level courses at Havant College similarly reflected a male/female bias: for the former in Maths, Physical Sciences and Computer Studies, and for the latter in English, Communications Skills and Foreign Language Subjects. The information given by students expecting to attend South Downs College also reflects such bias in A Levels and for vocational courses. In the vocational area males predominated in BTEC Electronic Engineering and BTEC Computer Studies, whilst female students were evident in community care, hotel catering and hairdressing. Secretarial courses were also more popular with females.

Those students not going on to college were also enumerated: 208 pupils said they intended to find work, 157 pupils thought they might enrol for a course of training (YTS 81; apprenticeship 31; CITB 12). The most interesting data from the standpoint of careers education and guidance was that 132 gave no indication of a post-16 route.

Experience of Work

The next questions sought information about some of the more discrete TVEI elements. The data covered a number of possible influences - these were:

- (i) Work experience: 780 out of 965 pupils or 81% had completed either a 1, 2 or 3 week experience.
- (ii) Recent Part-Time Work: 80 part-time jobs (14%) were specified by 553 pupils: shop assistant was the largest category.
- (iii) Enterprise Scheme Involvement: 191 pupils: 68 male, 123 female (probably due to Business Studies requirement).

These questions were followed up by further questions about the extent of influence attributed to these elements. Of the 780 pupils who responded, 264 (34%) of the whole group had been influenced by work experience: the report makes the assumption that this influence was positive and helpful. My later research will question that assumption.

In the same vein, when asked about the influence of work experience upon their choice of career, about half of the pupils thought that work experience had influenced their choice of career: 408 (50%) out of 820 respondents in fact.

Careers Advice

The next section of the Report dealt with the influence upon pupils of careers advice: the types of advice are shown in the data that follows:

Table 7**The Influence of Careers Advice**

			Proportions of cohort
JIIGCAL Questionnaire	Male	69	
	Female	50	
	Total	119	12.5% of cohort
JIIGCAL With Course	Male	43	
	Female	26	
	Total	69	6% of cohort
Careers Officer Interview	Male	127	
	Female	166	
	Total	293	33% of cohort
Careers Teacher Interview	Male	56	
	Female	88	
	Total	144	25% of cohort
No Careers Advice	Male	185	
	Female	159	
	Total	344	36% of cohort

A further breakdown of the ascribed influence of these types of advice is provided by way of a factor analysis shown later in this chapter.

Financial Aspects

This question was an attempt to see whether financial considerations were a factor in pupil choice: table 8 shows the exact figures and appropriate response properties in percentages.

Table 8

Views on Financing				
				%
College With No Need to Earn	Males:	Yes	83	11
		No	321	42
	Females:	Yes	70	9
		No	294	38
	Totals:	Yes	153	20
		No	615	80
Need of Wage, If Aiming to Find a Job	Males:	Yes	217	30
		No	206	29
	Females:	Yes	178	25
		No	216	30
	Totals:	Yes	295	41
		No	422	59
Want Allowance	Males:	Yes	157	20
		No	255	33
	Females:	Yes	97	12
		No	270	35
	Totals:	Yes	254	33
		No	525	67
Attend College with Part-Time Job	Males:	Yes	308	3
		No	209	23
	Females:	Yes	284	31
		No	124	13
	Totals:	Yes	592	6
		No	333	36

These figures show that about a sixth of the group said they could attend college and would not need to earn for themselves: about two thirds said they could attend college and earn from a part-time job. However, a large proportion (41%) said they would need a wage and about a quarter said they would want a training scheme allowance. Unfortunately, because only students were interviewed in the next stage of the investigation, they would not be able to reflect the views or influence of this factor in making the decision to go forward to

work or training. Again this large proportion would not normally be seen as 'successful' in TVEI terms, and yet TVEI elements may well have influenced this group in their choice of work or training course.

Choice of Future Courses or Training

The trends for the whole group are given in the Table on page 60:

Table 9

Choice Aspects for Future Courses/Training

Most important aspects	<ul style="list-style-type: none"> Subjects interesting at school New subjects will be interesting will qualify for work Reputation for being well taught
Quite important	<ul style="list-style-type: none"> will improve IT skills Qualifies for university or poly Keep best GCSE's Will be creative and enjoyable The college's or training agency's facilities Visiting a firm
Fairly important	<ul style="list-style-type: none"> Includes a lot of high tech Parents keen for me to take it Careers officer advice Teacher's advice Profiling with a tutor Careers convention College publicity
Of least importance	<ul style="list-style-type: none"> Friends will take the same course It is unlikely to be difficult The course lasts only one year There will be little mathematics Continuing in a TVEI group Having TVEI extras

The main difference between Part 1 and Part 2 is that 'keeping best GCSE's' and 'visiting a firm' are less prominent.

This information has been further represented in Table 10 to show a varimax analysis of the factors associated with course choice.

Table 10

Course Choice Factors: 7 Varimax Factors

(54% of variance: loadings over 0.3)

Factor 1	Careers and teacher influence	
	Profiling by teacher	0.716
	Teachers' advice	0.704
	Careers convention	0.676
	Careers officer advice	0.669
	Visit to a firm	0.469
Factor 2	Short moderate course	
	Course or training will last 1 year	0.729
	There will be little Mathematics	0.684
	Course will not be difficult	0.650
	Can keep best GCSE's	0.340
Factor 3	Creative well taught course	
	Will be creative and enjoyable	0.601
	Course will be taught well	0.574
	college publicity	0.474
	College or training facilities	0.470
	Parents keen for me to take course	0.396
Factor 4	TVEI aspects	
	Keep TVEI extras	0.840
	Continue in TVEI group	0.825
Factor 5	High tech	
	Will improve skills in IT	0.780
	Course will have lot of high tech	0.776

Factor 6	Good GCSE to qualifications	
	course will qualify for university or poly	0.758
	Will have subjects interesting at school	0.659
	Can keep best GCSE's	0.579
Factor 7	Qualify for work versus friends taking course	
	Course will qualify me for work	0.631
	Teacher advised	0.369
	My friends will take the course	-0.685

In the same way as for the Part 1 Enquiry the items cluster into related sets which are similar to the ones identified on that study: The trends for the whole group in both cases are of a similar pattern.

Implications

The report in the section on implications gives a detailed breakdown of the data: it highlights two areas that have particular relevance to the later research. These were:

"However, two matters that might warrant attention are

- (i) the persuasiveness of keeping on with best GCSE's (when virtually all higher education and training diversifies away from the subject usually taken at 16+)
- (ii) the general approval of TVEI aspects - some of which are threatened by other priorities or funding difficulties,....." (P 37)

In the case of (i), I asked the students in my interviews about the subjects or courses they were following, and their intentions upon leaving college. It may therefore be possible to establish whether point 1 is factually correct for this sample. For (ii), as TVEI Manager, I am in a position to comment upon the funding difficulties and other priorities that might threaten the TVEI aspects mentioned in the two Enquiries.

Recommendations

The recommendations produced as a result of the Part 2 Enquiry are shown in full as Appendix 12. ⁴ From the standpoint of this research, and for consideration within the TVEI 'E' phase, the points made under 8, 11, 12 have special significance and are shown below:

- (i) guidance and counselling arrangements should make allowance for the significant number of students who were undecided about their next step after school.
- (ii) Careers advice, as an element within PSE or in some other form, needs to be given greater emphasis, because of the significant number of students who claimed not to have received such advice.
- (iii) Study or training in conjunction with earning from part-time employment, should be considered as part of a guidance or PSE programme.

Student Interviews

These interviews took place at the two colleges in 1990: 20 students at each college was the sample target and all of these students were formerly at Hayling or Cowplain Schools, mixed by sex and TVEI/non TVEI group membership. The interviews were of approximately 45 minutes duration and the ones at South Downs College were completed first over a 3 day period. The Havant College interviews were far more prolonged, and some students were eventually contacted using a postal version of the interview question schedule.⁵ This schedule is shown in Appendix 14. The instrument used during the student interviews was designed to determine the following:

- (i) knowledge of TVEI and its component elements
- (ii) best subjects and subsequent course selection
- (iii) types of CEG and their influence
- (iv) peer group influence
- (v) the influence of Technology
- (vi) prior contact with the colleges
- (vii) the influence of specific TVEI elements
 - work experience
 - Records of Achievement
 - equal opportunities
- (viii) future career plans
- (ix) the grid entitled "What is important in your choice of future courses or training?"⁶

The data for these categories was manually processed (Appendix 15) and the findings were looked at in terms of trends for the whole sample, comparisons between the two college viewpoints, comparisons between the two schools represented, and comparisons with the Part 1 and Part 2 Enquiries. In addition some comparisons were possible between TVEI and non-TVEI students and the nature of the influences were more prevalent. Finally, after each interview, by way of a case study summary, I recorded a single page report on each interview. These were used to provide specific examples of the trends indicated. (See Chapter 4, and example: Appendix 16). It may be possible to further consider some of the gender issues mentioned earlier, by looking at the comments and statistics by gender.

Findings From the Student Interviews

The student sample contained 13 TVEI students from the two schools: 26 students were of non-TVEI designation. As two thirds of the sample had no direct TVEI experience the knowledge of TVEI by some students was slight. In the case of the Year 7 (Upper Sixth Form) students the recollection had become vague, nearly two years after leaving school. Nevertheless the main guidance elements were mentioned by many students: these were the school options booklet and procedures, talks from the TVEI Co-ordinator and/or the Careers Teacher, information in PSE/Careers lessons, by letter and formal evenings to parents. In one school slides of activities undertaken by previous TVEI students were shown to pupils and parents.

The main TVEI elements that were identified were the Residential Experiences, Work Experience, Taster Courses, a guaranteed place at college, and main course studies in Technology, Business Studies and British Industrial Society. Most of the comments were positive, but two negative responses were:

- (i) "No idea, TVEI did not effect me at all" Hayling TVEI student
- (ii) "It seemed more like a label for the chosen few..." Hayling non TVEI student

In general students responded positively with comments like "it helped to prepare us for work/college", "treated more like adults" and "an opportunity to gain experience of working situations". Only a few students mentioned profiling, but one positive comment was "Profiles, talked you through how you were getting on: if not, help was given". I suspect however, that for many of the students interviewed TVEI was very much past history: many of the elements had already become part of both the schools and colleges culture and therefore were not necessarily recognisable as a discrete TVEI element.

In Sumner's evaluation of the 16-18 phase of the TVEI Project ⁷, he reported on his findings from student interviews held between October 1987 - February 1988. These findings endorse the above views because of the manner in which TVEI was introduced at the two colleges. Initially, each college was to have a core programme of activities as shown below:

"The student will:

- 5.2.1 participate in a college induction programme to help settle him/her into the course
- 5.2.2 undertake a programme of special courses designed to complement his/her main studies
- 5.2.3 have the opportunity to participate in schemes such as Recreational Activities, Community Service, and the Duke of Edinburgh Award
- 5.2.4 take part in a Residential course which may be of an 'outward bound' nature or designed to enhance his/her main studies
- 5.2.5 receive regular support from College tutors with particular responsibility for TVEI students
- 5.2.6 be able to review his/her own progress using the profiling process with which students are already familiar
- 5.2.7 undertake work experience which will be closely linked to his/her main studies and intended career
- 5.2.8 participate in a programme relating to the world of work which will involve local employers"⁸

These core activities were to build on pupil experiences 14-16, and the intention was to retain the concept of a TVEI cohort. In reality the numbers of 14-16 pupils who left the scheme was far higher than anticipated: the college therefore had to implement an induction policy to infill these TVEI cohort. By the time the interviews were conducted, the whole notion of 'infill' was gone, and instead both colleges through a closer analysis of main course studies, and through an extended programme of supplementary studies,

delivered their TVEI aims and objectives right across the curriculum. TVEI as a label did not therefore really exist for college students by 1990, when my interviews took place.

Some of the reasons advanced by Sumner for the number of students leaving the initial cohort are interesting from the standpoint of this research. He states that reasons for leaving were speculative, but include "more employment opportunities for 16 year olds than expected; more youngsters needed to earn or receive an allowance from YTS; better job seeking skills and careers advice such as JIIGCAL; reluctance to continue in a special scheme with its attendant pressures; TVEI experiences constituting a recommendation for employment."⁹ Here again is strong evidence to suggest that TVEI success should not only be seen in terms of college recruitment.

In the same report Sumner suggests that "student time on TVEI core activities can be construed in many ways; e.g. as a distraction, an interesting digression, a vital supplement, or an essential complement."¹⁰ In my interviews with students, I think it fair to say that their views reflected all of these standpoints. Some students seemed to attribute great emphasis upon TVEI elements, whilst others were dismissive, or even hostile of the same experiences. For some the attraction was purely TVEI main course studies which were practical and used 'better equipment'. For others it was the softer core areas that enabled 'a more specific career choice' to be made by the pupil.

Best Subject and Subsequent Course Selection

In this section, I examine the responses to questions 3 and 4 together for each individual student. Later in this study I will trace a particular student(s) through school/college/HE to give examples of where 'best subject' has been maintained throughout the education phase. In these case studies the reasons behind the decision are considered, together with other influences which may have reinforced or pulled against the 'best subject' decision.

My general findings come from a crude correlation of the best subject information with the course currently being studied. This shows that 28 out of 39 students (71%) had largely followed this trend, and that at Havant College where only 'A' level studies courses were undertaken, the correlation was strongest. Table 11 shows the figures:

Table 11

Best Subject/Course Studies Correlation

	Cowplain School	Hayling School	Totals
South Downs College	5/10	7/10	12/20
Havant College	8/9	8/10	16/19
			----- 28/39

These figures confirm the Part 1 and Part 2 indications that large numbers of pupils make their future decisions based mainly upon best subjects. In the interviews a distinction was made between 'best' and 'favourite' subjects because the two were not necessarily the same.

Students were also asked about the reasons for their choice of college course or subject. These reasons were predictable but nevertheless important in the context of why 'best subject' decisions are so predominant. The main reasons advanced were:

- to follow a particular vocational route
- to keep a broad base of subjects (non-specialisation)
- to follow best subjects (better qualifications, interest and enjoyment)
- to build on GCSE exam results (the first GCSE cohort)
- to obtain qualifications for University

The responses to this question also referred in many cases to the reasons for the selection of either college. There were other references put forward that mentioned the influence of parents (almost a family tradition with Degree expectation), the desire to use IT skills as a subject tool, and continuation of subjects for specific reasons e.g. good at them, careers advice, reputation, etc. Two subject specific responses favoured, (i) Sociology because it had a good pass rate, (ii) English Literature because it was perceived as an easy course.

One student reported on advice given to him by the schools' careers adviser: in his words "Just pick three subjects you enjoy doing". There was no immediate reference made to the influence of TVEI elements as a reason for continuation with 'best subjects', although later question responses may indicate some slight influence in making the 'total' decision.

Types of Careers Education & Guidance (CEG) and Their Influence

The students were asked whether they had received any Careers Education and Guidance whilst at their school: as might be expected the response was extremely positive with 38 (97%) out of 39 students answering/responding 'Yes'. The students were also asked to identify the type of careers education and guidance that had been received: again the expected elements were listed by most students i.e.

- Careers advice with parents
- Careers teacher
- Careers course
- JIGCAL
- Tutor advice
- Industrial Tutors Scheme
- Visits and speakers
- Information leaflets e.g. YTS
- Interviews
- World of Work Module (Integrated Humanities: Hayling School)

A number of students offered opinions upon some of these elements which will be referred to in more detail later in the chapter. In general, one student expressed an overall breakdown which was helpful: the TVEI student said:

"Yes, a general careers course: where to obtain information? What are you interested in? What are you good at?"

Another student said:

"No, it helped with information; how not what."

These statements lead on to a consideration of the nature of the CEG received: it shows the self-awareness aspect of the guidance process which inevitably will be variable. Clearly, it is misleading to look at the individual components of careers education, without due regard to this whole process. In asking students about the extent of influence of these elements upon final course/subject choice the findings offer no set pattern. For some students for example JIGCAL was very helpful, for others it was regarded as useless. In overall terms the influence ascribed to the process was small. Table 12 gives the details:

Table 12

Did CEG Influence Your Decision of Future Subjects or Course Followed?

		Cowplain School		Hayling School	
South Downs College	Yes	2	(5%)	2	(5%)
	No	8	(21%)	8	(21%)
Havant College	Yes	1	(3%)	2	(5%)
	No	8	(21%)	8	(21%)

Total: Yes = 7/39(18%)

Some of the comments which accompany the 'No' statement tend to contradict a "totally negative" view. Also a number of students gave a negative response because they had already decided upon their route at 16. This fact brings with it an inherent problem in that they had closed their mind to new information or options because of a pre-determined self selected pathway. This pathway in some cases was more to do with 'enjoyment' than any logical decision process. for example, student statements such as:

"I always wanted to do art"

"I did not seek advice....."

"No, I already knew the vocational area"

"No, because I was already pretty sure of what I wanted to do"

"No, only exam results and personal choice would influence my decision"

"No, because I felt at that age that I was not ready to make any career decisions or commitments and so I just followed the courses in which I was interested, in order to leave myself open to all options possible"

These statements tend to convey the message from many students that the careers education process was not necessary for them: that they knew what they wanted to do, and at best the elements experienced might only serve to reinforce existing ideas or prejudices.

One picture that did emerge was the extent of the influence ascribed to external contacts, as opposed to TVEI controlled elements; whilst in a few cases influence was ascribed to a subject teacher, a Deputy Headteacher, a Careers Teacher or a tutor, there were equally a

number of cases where the main influence was family, relatives or close friends. Following in the footsteps of parents, brother or sister, was a strong influence, with for some Higher Education as a tradition, and therefore an expectation. Some influence was attributed to older friends at college, or to close family relatives as role models for a particular profession e.g. accountancy.

Although the overall response was negative, the number of dismissive comments were very small. The impression was created that what was provided or on offer was thorough and a reasonable programme, but that individuals would only 'buy in' when they were ready. The most negative comment was "too often careers advisers try to get students to play safe". This again may be a valid criticism, but is it a reflection of the student with his or her head in the sand, or is it heavy-handed guidance that rebounds in a negative way?

Finally, it is worth reflecting in this section that despite the guidance provided, there were still those who had not decided on a suitable pathway: as one student stated, "I still do not know what to do." Clearly, the messages conveyed by the students in this section of the interview are mixed and wide ranging: these issues raised by my findings will be returned to later, because I need to place them in the context of existing CEG theory, and also because the issues need to be compared with evidence provided within Part 1 and Part 2, and with the findings from the staff interviewed.

Peer Group Influence

Although some students ascribed influence upon course decisions to elder friends already at college, the influence of friends from the same year group was very small (36 (92%) out of 39 students gave a negative response). In fact only 3 people (8%) said friends were a subject influence: a small number of students also said that it influenced their choice of college. One possibility here was that peer group influence has a less conscious effect and is therefore under reported.

The Influence of Technology

This question was difficult for some students to answer because the definition of the term 'Technology' was not clear. The students thought that Information Technology was important, but at least two students consciously decided to avoid 'technology' courses post 16. The responses show that for a significant number of students, technology was an important influence (usually for related main course studies), and once at college many students had taken up the opportunity to continue to enhance their technological skills (usually IT) either as a tool for their own subject, or as part of a supplementary studies module. Table 13 below gives the details:

Table 13**(i) Consideration of Technology Content in Post 16 Courses**

		Cowplain School		Hayling School	
South Downs College	Yes	3	(8%)	6	(15%)
	No	7	(18%)	4	(10%)
Havant College	Yes	3	(8%)	4	(10%)
	No	6	(15%)	6	(15%)
Total = Yes		16	(41%)		
No		23	(59%)		

Table 13**(ii) The Development of Technological Skills Post 16**

		Cowplain School		Hayling School	
South Downs College	Yes	6	(15%)	5	(13%)
	No	4	(10%)	5	(13%)
Havant College	Yes	3	(8%)	3	(8%)
	No	6	(15%)	7	(18%)
Total = Yes		17	(44%)		
No		22	(56%)		

Prior Contact with the College

The students were asked about their contact with the colleges whilst still at school: the majority of students had participated in some form of contact. The main forms of contact identified were:

interview with parents
 open evenings
 relatives/friends already at the college
 taster courses
 talks and visits
 college prospectus

The range of opportunities for contact seemed to provide a blanket coverage which enabled students to 'opt in' as desired. The students generally responded that this facility was quite useful usually to confirm or finalise plans and to 'sort out arrangements'. The interview emerged as the most helpful element in the 'process'. In some cases prior contact purely helped to choose which college, rather which course or subject combination.

The Influence of Specific TVEI Elements

(i) Work Experience

Table 14

The number of students who undertook a work experience placement

		Cowplain School		Hayling School	
South Downs College	Yes	5	(13%)	9	(23%)
	No	5	(13%)	1	(3%)
Havant College	Yes	2	(5%)	8	(21%)
	No	7	(18%)	2	(5%)
Total = Yes		24	(62%)		
No		15	(38%)		

As TVEI has promoted work experience for all students this total was smaller than expected: the Cowplain School total was particularly low. The other questions related to the type of placement and the influence of work experience upon the final course/subject decision. Obviously, the 15 people who did not participate will skew this analysis. The placement information will only be referred to when reporting a student(s) case study.

Of the 24 who went out on placements 11 (46%) stated that it had had some influence upon their choice of future career or course. Interestingly a number of students also ascribed influence and importance to work shadowing placements undertaken whilst at college. The influence that work experience provided was often just as valuable in the negative sense, as for the positive: it confirmed and reinforced an opinion in either respect. In the case of one female student it enabled her to exclude dental receptionist from her possible list of options.

In this section, and again in response to Question 22, some students made reference to their part time employment. The influence exerted by such employment was small, and with the exception of one female student, negative. The main purpose behind part-time employment was clearly seen as financial: a job rather than a career or a preparation for one.

(ii) Records Of Achievement (ROA)

The majority of the Cowplain students had participated in a profiling or Record of Achievement process in their school:

Table 15

		Cowplain School		Hayling School	
South Downs College	Yes	8	(21%)	4	(10%)
	No	2	(5%)	6	(15%)
Havant College	Yes	8	(21%)	4	(10%)
	No	1	(3%)	6	(15%)
Total = Cowplain		Yes 16	(41%)		
		No 3	(8%)		
Hayling		Yes 8	(21%)		
		No 12	(31%)		

Yes = 24 (62%) out of 39

Some students couldn't remember, which suggests any influence on final decisions to be minimal. Of the 24 who had participated, 6 ascribed influence to the process, often mentioning assistance from their tutors or the guidance implicit in the review process. One example of this ascribed influence is shown in this quote -

"Yes, it helped me to finalise my decisions and make sure I was making the correct choices."

Two students who responded negatively, suggested that the Records of Achievement had not influenced their decisions because it concentrated too strongly on self-awareness, and by implication, not enough on pathways.

"No, just showed you where your strengths and weaknesses, and type of person." Female student

"Never got further than the self appraisal stage." Male student

Since the Record of Achievement has only been a requirement for all 5th Year (Year 11) leavers from June 1991, it is not surprising that the 'processes' were still being developed, and that the students awareness of ROA usage would be embryonic. The views of the staff interviewed however, will show that from the teacher perspective, the importance of the document and the tutoring process have both become major factors in current teaching and learning styles. The influence upon decision making of methodology and classroom practice, with the ROA as a central platform within this approach, may be a significant factor in the decisions made by students about final subjects and courses.

(iii) Equal Opportunities

Only 2 (5%) students out of the 39 interviewed attributed any influence to their decisions in regard to gender imbalance. The Part 1 and Part 2 subject figures reveal stereotypical subject groupings by gender, but the students interviewed stated that they were not put off by low numbers of one sex in any given subject.

Future Career Plans

In this part of the interview I tried to ascertain the extent to which students knew what they wanted to do at 16, why they chose college instead of employment or training, and

their future career plans. The majority of students (see Table 16) knew what course or subjects they wished to take at 16.

Table 16

At 16 Did You Have a Clear Idea of Course or Subjects?

		Cowplain School		Hayling School	
South Downs College	Yes	6	(15%)	10	(26%)
	No	4	(10%)	0	(0%)
Havant College	Yes	8	(21%)	6	(15%)
	No	1	(3%)	4	(10%)

Total = Yes 30 (67%)

No 9 (23%)

The reasons they gave for not entering employment at 16 tended to be of two types: firstly the belief that "'A' levels lead to a good job", to increase qualifications and better longer term prospects. Secondly, going into further education in order to 'buy time' or to check out a final decision. Three students' comments reflect this group:

"To put off what I wanted to do."

"At 16 I knew I wasn't ready: college would give time to mature: most employers want an older and more experienced person."

"I wanted to go to college first, to check that I really wanted to follow this career, rather than an apprenticeship of 3-4 years."

Other comments relating to the decision to stay on at college were made about loss of holidays and the social atmosphere of college. The students interviewed were all supported by parents in their decision, and the financial implications of the decision were not given as a problem or a strong consideration.

The comments about the atmosphere of the colleges and the desire to stay with young people of the same age raises an interesting point, ie the question of the influence of Youth

Culture upon the decision making process. Some school leavers will want to move away from their present environment, whilst others will want to stay with young people of similar age, background and intent.

The attitude of the students interviewed towards training was largely dismissive and negative: they had a low regard for YTS and phrases such as 'slave labour' and 'financially not worth it' were used. It seemed that for most of the students information about YTS had been provided during the careers programme, although one student maintained that they were only given information relating to 'A' level subjects. One student rejected the training route because they 'did not want to specialise' at this stage.

The intentions of the students after leaving college were requested in terms of employment or higher education. Table 17 shows their response:

Table 17

Student Intentions After College

		Cowplain School		Hayling School	
South Downs College	HE	4	(10%)	7	(18%)
	Emp	6	(15%)	3	(8%)
Havant College	HE	9	(23%)	9	(23%)
	Emp	0	(0%)	1	(3%)

Total = HE 29 (74%)

Emp 10 (26%)

The students at Havant College following only 'A' level courses were clearly more likely to go on to Higher Education. The culture of the college was probably a factor here as an 'academic' establishment with that type of tradition. Also vocational courses at South Downs College by their very nature would lead students into employment. It was not clear whether any students considered entry to a Polytechnic or University using the BTEC National route. Student case studies will be used in order to follow the progression from 16 in a more focused way.

Other Areas of Influence

At the end of the interview students were invited to add any further comments about factors that might have influenced their decision about subjects or courses at 16. There were five main points that emerged from these responses:

- 1 the influence of part time employment (mentioned above)
- 2 the influence of family (parents and siblings) and relatives as role models or through expectation
- 3 the influence of the college reputation
- 4 the influence of studying a subject or course because of its interest and enjoyment. One student commented "I only considered the things I enjoyed."
- 5 the influence of individual teachers, and the enjoyment of such lessons

In the latter case the influence of an electronics teacher on one student was quoted, but other students commented upon lessons that they had enjoyed. This raises the question again about the influence of subject methodology and approach upon the students perception of that subject. The current drive towards flexible learning techniques, library/resource areas and a greater dependence upon student centred learning have made students at 16 question the nature of 'A' level syllabi and its teaching. The apparent mismatch in some subjects may be a factor to be considered by 16 year olds in this vital decision making period.

What Is Important in Your Choice of Future Courses or Training?

The final part of the interview asked each student to fill in a grid which listed 23 statements which related to possible important choice considerations at 16 (see Appendix 14). The students were asked to tick the statements that were given under the three headings of Very Important, Fairly Important, Not Important, and then to prioritise in rank order their three main choices under the Very Important column. The statements were taken from the original Part 1 and Part 2 Enquiry and were also given to the staff in their interviews. A comparison of findings will be given.

The student responses in terms of rank order preferences were difficult to collate because of equal choices or an inability to rank order by some students. Nevertheless, a trend did emerge as shown in Table 18:

As can be seen from these results the highest student totals were for the four statements shown below:

Table 18

129	The course will qualify you for a type of work	17	(44%)
126	The subjects I would take interest me at school	9	(23%)
127	I expect the new subjects or projects to be interesting	9	(23%)
138	Good results will qualify me to enter a University or Polytechnic	9	(23%)

The results of this ranking process should be taken with some caution because there may have been some difficulties of interpretation for each statement, and also in accuracy where equal preferences were indicated. A number of staff and students queried statements upon the list, and commented upon the difficulty of generalisation over a period of time. Nevertheless the resulting percentages do indicate the statements most often chosen by students, and the groupings of preferences were remarkably consistent.

SUMMARY

In this chapter the progress of the research over a seven year period has been outlined, together with the main findings from the three main pieces of research i.e. Part 1, Part 2, Student Interviews. In order to acquaint the reader with the complexities of TVEI and also to explain the roles that I have played within the Project, I have also given a biographical account of my involvement. This account was also important because it examined briefly the position of myself as the manager/researcher. The advantages and disadvantages of wearing this dual hat, and its effect upon the students during the management of change. The essentially dynamic nature of the TVEI influences, their fine tuning, and their gradual absorption into the mainstream educational culture. Similarly, the range of perspectives that this change will create both for students and educational staff.

Often, the research process and its findings will bring us back to the purposes behind the practices we are trying to do. If we question the notion of guidance based on one's best

subjects, do we begin to open or close the divide between academic and vocational thinking? The traditional values of our educational system, as experienced vicariously by most of the teaching staff, may be fundamentally challenged by any increase in vocationalism. The youth culture of the late 80's and early 90's may demand further change, or will unemployment cause a further retrenchment into traditional values? These cultural issues need to be set alongside the research findings so that a proper assessment of the issues raised can take place.

This chapter has attempted to examine the factors that might affect career choice, and has begun to point up the wider cultural implications of such changes. The whole process that TVEI has encouraged through the core activities and within the methodology of the main course studies has been designed to assist and encourage the pupil to think for himself, and to plan a longer term pathway based upon informed decisions. The product of this process may not be an individual content to accept the conformity of the traditional system. The movement towards the Accreditation of Prior Learning (APL) and for courses of no fixed entry or exit points may be highly desirable, but will the guidance processes be sophisticated enough to cope with the number of changes involved? Students will change their job or career many times during their life time and yet guidance still tends to ignore this fact. The point to be considered is that the influence of these TVEI activities can be seen either at the superficial level of 'profiling' does not work or at the level of its overall impact when combined with other factors and within its cultural context. The findings therefore need to be reflected upon in the context of the time when they happened, and so in subsequent chapters the progression of these factors will be related to influences in the wider local and national context, both educationally and in broader cultural terms.

The findings for Part 1 & 2 tell us what the factors affecting course choice were, and the consensus between them adds authenticity to the results. They give an early indication of issues and factors that needed to be examined more closely. They do not necessarily reflect how representative these findings were of other TVEI, non-TVEI or related groups inside and outside of Hampshire. The factor analysis sections and the additional literature featured within my Appendices give a detailed account of the factors that were significant, and of the recommendations that resulted from them. Part 1 and Part 2 have been reported in detail because they provide so much of the substance of what was to follow. If their findings had not endorsed the trends that seemed to be evident and indeed of value, then the subsequent research would have been of less value and less well focused.

In the student interviews the researcher was looking to endorse the findings of previous enquiries, but only in relation to the influence of factors upon student decision making. The

student interview findings were studies in terms of trends, though for the 'What is important in your choice of future courses or training? grid a direct comparison could be made. The next chapter, continues an examination of these trends, but this time using the biographies for each student completed at the time of interview. This will focus on several key areas highlighted by the findings reported so far.

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- 7 R Sumner, An Evaluation of the 16-18 Phase of the TVEI Project in S E Hampshire, NFER, 1988
- 8 Hampshire TVEI 16-18 Opportunities: Havant College, South Downs College, Hampshire Pilot 16-18 Submission 1985
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CHAPTER 4

STUDENT BIOGRAPHIES: DECISION PATHWAYS FOR INDIVIDUAL STUDENTS

During the process of interviewing the students at the two colleges the views and information expressed by each student were summarised in the form of an A4 biography. This information contextualised the findings from the interviews and has complemented the emerging picture. The Havant College students that were contacted subsequent to a failed interview appointment often gave detailed written information which has been additionally incorporated into this chapter. The researcher has tried to use both the summaries and this postal information to show the decision pathways for individuals or group of students. The names used to identify students have been changed.

The chief value of these individual records has been the evidence that it has provided of the student experience of making a decision across a period of time. Each student provided information about their choices pre-16, their college courses and influences, and their future aspirations. In some cases the pattern was cast very early on, but for others the vocational decisions were still being delayed or were uncertain.

The reason for incorporating this research approach in the study was because it provides a perspective that goes deeper than a pure questionnaire or interview response. In looking at responses question by question there is a danger that the holistic perspective offered by looking at an individual profile is lost. The research can become mechanistic, and lose its human face. After all, the hypothesis chosen is about people and how they make their decisions and this is a very complex process. If one only looks at the separate parts, then the linking processes and inter-relationships may not become clear. This is the context within which the research must be set, and as such a closer individual mapping seemed to be a valuable research tool, given that the A4 biographies were available. In a sense what began as an aide memoire became much more than a simple summary, but added detail to the findings

In making this decision the researcher considered whether any other method or approach could be adopted. An attempt was made to try and capture the essence of decision making as a process that occurs over a period of time, not just the reasons for the choices that were made but the factors that limited such choices. It seemed that perhaps these vocational decisions were just one part of a larger process that had to do with the complex decisions made by this particular age cohort: decisions that might be to do with growing up in general and passing from adolescence to adulthood.

The case study approach seemed the obvious technique to adopt in looking at these issues, but was there any other viable alternative? Perhaps a further interview with selected students, or even a postal questionnaire to track some students into their new courses would have been desirable, but given the timescale and student availability not very practical. The conclusion was therefore that a case study approach was appropriate, drawn from information and data that was already available.

Ideally, the information that I would like to have had would have been student diaries or log books. When I was a TVEI Tutor at Broom Field School, this method had commended itself to me as an excellent insight into a student's mind. It gave a more longitudinal approach, almost participant observation from a distance. However, this information could not be obtained, and the snapshot in time was the only available instrument.

Nevertheless, despite the limitations of the data, I decided that it did offer sufficient information for a case study approach to be adopted. It had one over-riding strength as an approach, and that was the richer picture it provided of decision pathways for individual students. It might not satisfy the theoretical purist, but it did substantively add to the understanding of student motive. In any research evidence is the key to its authenticity: these case studies despite their limitations of scale and depth do provide an honest attempt to capture the student pathways within the sample. As such they are worthy of inclusion because they get to the heart of the decision making process.

The impact of a range of influences and experiences upon any one student does not seem to have any standard pattern, but where possible the researcher tried to extract common themes. These themes relate to TVEI, TVEI controlled and external aspects that have been previously expressed in this research (Chapter 1) and therefore these 3 broad categories have been retained.

The TVEI Influences

In Chapter 1 these were identified as

- Teachers (Subject/tutor)
- Favourite subjects
- Third year options advice and structure
- Student perceptions of subject/course difficulty
- New courses
- Changes to the curriculum

Careers advice

Examination results

These are influences that would have occurred before the age of 14 , and might be expected to affect student choice impacting upon their decisions on vocational matters.

A guiding question was: "were pupils choosing subjects based upon the criteria such as teachers they liked, or upon success or failure in certain lower school subjects, or pragmatically upon spaces available in a given optional subject?" The interview evidence was limited about this early phase because students were not questioned directly about it: selected case studies have been extracted to illustrate examples of where such influences might be observed. Similarly, students' perceptions of what TVEI had to offer as a course or a project can be examined as a factor within the decision making process at the end of Year 9. The way in which the TVEI Project was 'sold' to the student would have elicited different pupil reactions dependent upon their personal preferences.

The incidences where students in the sample clearly had made up their mind before the age of 14 on a particular route are limited, but some examples as case studies have been extracted.

1. Sandra used to have an old 'Mini' car in the garage at home which her father worked on for several years. She used to help him from an early age, and subsequently decided upon an engineering career. She reported that the careers guidance that she received after 14 was only likely to confirm this decision, her JIIG CAL printout was given as an example of such confirmation. Sandra's work experience was completed at the Fleetlands site where helicopters are repaired: upon leaving school Sandra, as one of her options, applied for an apprenticeship with Day Release with the same organisation. Ultimately she chose to follow an engineering course at the College, rather than a 3 - 4 year apprenticeship because she wanted to test her commitment to this vocational area. Interestingly, in her case, where she was the only girl on her work experience placement, and one of a handful on her college course, the gender issue was one of concern for her, but not enough to change her chosen career decision. In conversation with Sandra it was quite clear to me that the programme of CEG or TVEI activities would only be allowed to influence her if she could see some direct relevance to her chosen field. In this respect, she was representative of many students for whom this generalisation was true: the difference in her case was that it was evident from an earlier age.

2. Richard was another case like Sandra where the main influence upon his choice of career had been his father, who worked on cars at home. He felt that the school careers course had been 'useful for applications skills' but not for specific information about Motor Vehicle work. From the lower school Richard had wanted to follow this type of career, and he finally chose the college course in order to obtain the necessary qualifications more quickly.
3. Mark ascribed no influence to TVEI at all, but he did become interested in electronics (a TVEI introduced subject) in the lower school. He particularly mentioned the influence of his electronics teacher during this period. Other CEG influences were not seen as important, although work experience on a production line had confirmed his thoughts in a negative sense. In a similar way Emma reported on the influence of her Mathematics teacher at school in choosing her route into engineering.
4. Vicki seemed to have gone through all of the right processes, but had still arrived at the wrong destination! Again she had started her pre-determined path from an early age, but this time she had realised that it was really the wrong decision. Vicki had been heavily influenced as a child by her sister, who was a hairdresser, and who had previously attended the local college, following the two year course in hairdressing. Vicki herself, worked on Saturday mornings in a salon, went on a work experience placement in a salon, and ultimately ended up doing the same course as her sister. Unfortunately, under pressure from her mother Vicki had agreed to this course even though she really wanted to do an Art course. At the time I interviewed Vicki she was in her final year of the hairdressing course, but was determined not to find a job in that occupation. Instead, she was looking at either doing an Art course, or trying to find employment in that vocational area. Clearly, in this case the narrow one track nature of the family and school advice had not worked. However, in another instance with a girl called Laura, the same route had been taken with a satisfactory outcome. Laura had been heavily influenced by her auntie who was a hairdresser, and although she acknowledged the usefulness of the CEG and other influences, she was always going to be a hairdresser. Again, she went to college to complete the Hairdressing course, and her intention was to work in a hairdressing salon.
5. My final example of this type of pre-determined pathway, was Paula whose ambition was to get the necessary qualifications in order to move on to Nursing College. In this case, Paula was strongly influenced by two aunties who were nurses, and this early decision was confirmed largely as a result of working on a part time basis at a home for the physically handicapped, whilst at school and college.

The common denominator with all of these students, and for other students, but for different reasons, was that a pre-conceived idea about a career from an early age would go on to influence every decision that was subsequently taken. At 14, the subjects to be taken, the attitude towards teachers of those favoured subjects, and the continual cataloguing of information and experiences according to whether they met such pre-conceived ideas - these were the dominant themes. Thus any guidance received, or any TVEI related experiences would be sifted according to that limited overlay of criteria. In general terms, this process of interest or rejection could be seen frequently based on similar criteria. It was also noticeable that within this context of events, timing was often an important factor. In other words, the process could be observed, but for different students it occurred at different ages. In the examples given, a path was set before the age of 14, but for some students this happened later at school, or during their college course, or in a few instances would happen even later still. The receptiveness of any given student to information and experiences was hugely dependent upon whether it was given at the right time, or put another way, at the time when the individual was willing to allow it to have any influence.

A parallel can be drawn here with the enormous weight that is given to the use of 'best subjects' in making career decisions. In the examples cited, the decisions were based upon the steps that needed to be taken in order to reach a particular occupation. For many students the main influence was not as long term or as clearly defined. However, what was noticeable was that the vast majority of students seemed to have been heavily influenced by their best subjects and that these subjects had been pursued and applauded in guidance given by many of their family, friends and teachers. A concern that is highlighted in the next set of case studies is that there seemed to be many students who chose a certain set of subjects either at 14 or earlier, continued with a narrow group of subjects until 'A' level examinations, intended to continue it again into higher education with the same or related subjects, but with no clear idea of how such subjects might be used in vocational terms. (The researcher's own experience was not dissimilar to this route. With a history degree I was not really fitted to much else apart from teaching: teaching however had never been my ultimate goal!)

The idea of subject interest also comes into play here because it is difficult to establish what comes first: ie whether an interest is already there and it becomes a best subject, or a best subject develops into an interest. What is certain is that both best subjects and acknowledged interests were prevalent as key factors in student decision making: what is less certain and more difficult to prove is the extent to which this becomes a self-fulfilling prophecy. Thus, examination results in the lower school, mock examination results for

GCSE, and other such indicators take on great importance to many students in confirming this prophecy. Unfortunately, they also send some students down a pathway that may not suit their final occupation, or they lead to the studying of a curriculum that lacks breadth and balance. It is a very brave student, some would say foolish, who will reject their best subjects in order to study a group of subjects that are necessary for a particular choice of occupation or profession. In the interviews, the only examples of this process came from students whose GCSE results were so excellent, that they could afford the luxury of an open choice. What could also be witnessed within the following examples was a continuation of best subjects so that decisions could be avoided: to follow best subjects would be the minimum disruption, because for so many people it has become the expectation. The danger inherent in such a stance is that it is unquestioned, sometimes until the age of 21+. It has a momentum all of its own. Again using the same thinking as for a pre-determined occupation, it is just as easy to treat CEG or TVEI related experiences on an acceptance, indifference or rejection basis according to how they fit into a best subject overlay.

6. In the case of Amy, she followed the best subject route and did not find her CEG programme very useful. In her words,

"I felt at that age I was not ready to make any career decisions or commitments and so I just followed the courses in which I was interested in order to leave myself open to all options possible."

7. Another student, Peter, similarly followed the best subject route and stated that his justification was they were 'interesting', he was 'good at them' and he 'wanted to teach them'. However, Peter was also prepared to question advice that was given, especially on the grounds that expectation was too low:

"I don't deny CEG benefits many, but too often advisers try to get students to play safe rather than encourage them with information about the job they've chosen, even if that job requires a degree."

8. Richard followed his best subjects of Mathematics, French and English and stated that

"Only exam results and personal choice would influence my decision."

However, he had no clear idea of which subjects or career to take at 16: his decision was based on the general belief that

"Qualifications will get me to a far higher level than early entrance into employment. It takes much longer to earn good money in training than by following education."

This was an interesting view, which co-incidentally raises the point about a 'job' as opposed to a 'career', an 'occupation' as opposed to a 'profession'. Most of the college students were there because they saw some long term value in qualifications, especially in financial terms. It would have been interesting to seek the counter view from those school leavers who had opted for employment or training.

9. Kate was a good example of a student who vacillated from one choice to another, and for whom vocational considerations were minimal. She followed the best subject route of Art and French; she also chose Mathematics at 'A' level but dropped it in the first year. The main advice from parents and friends was apparently "do what you enjoy!"; Kate for her part felt that "she was not mature enough to do anything other than further education". She went to her particular college because it offered the subject combination she wanted, and her route out of college, after taking a year off, seemed to be Art College. It seemed to me that Kate was not really clear about what she wanted to do; she was not happy with her course in Architecture, she was not greatly concerned by any financial motivation, and it was difficult to see any obvious behavioural pattern past, present or future!

This did raise one issue that did show itself with other students: this was the business of subject combinations for 'A' level courses. The range of such combinations seemed to have no obvious rationale beyond do any 2 or 3 that you like. This was not for any reasons of breadth and balance, but seemed to be more about student numbers and accommodating all preferences. It is a present-day trend that has gradually developed; it used to be the case that fixed subject combinations were the norm, but the findings would suggest that this has now changed for a significant number of students, and that personal preference has become an important factor. Such freedom of choice may be desirable, but only if it is accompanied by sound counselling as to its future consequences. Whilst Kate was a good example of decisions based on preference without any longer term vocational thought, it should be compared with a more positive example. Another student, James, deliberately set out to follow the subjects he enjoyed, and was good at, as his main consideration, in the knowledge that these 'A' levels would be acceptable for a career in Law.

The final general area that was referred to as a possible pre-TVEI influence was the concept of subject course choice due to a perception of its ease or difficulty. This is not necessarily the same thing as best subject because in an open choice where interest or subject performance are equal, the choice of subject or course may then be made upon the basis of its perceived difficulty or success rate.

10. In the case of Samantha she did not choose on the basis of best subject, but

"Because I believed that those subjects do not hold any restrictions job wise. I chose sociology because it had a good pass rate."

In other words not only had she weighed up the broadest group of subject that would leave pathways open, but she had also found out the success rate for her chosen subject in order to try and ensure a good result. If all students were to be so calculated in their approach, this would cause its own problems in managing the balance of the curriculum!

11. Sarah gave her best subjects as Mathematics and Computer Studies: she decided that she would take the more vocational route of BTEC because of the perceived difficulty of 'A' level, and her ability to cope with it. Several students who did start 3 'A' level subjects, dropped one subject early in their first year, again due to workload and as a coping strategy.

12. Steven took the decision not to study Geography at college because of its low employment value, even though it was his best subject. He similarly took a vocational course because he believed that 'A' level would be too difficult.

13. At the same college Karl anticipated that his examination success at 16 would be moderate; he therefore looked at courses which contained coursework assessment as being more suitable to his abilities.

One of the questions that this last example raises is the extent to which the perceived difficulties of subjects, not just of Technology as a subject, prevent school pupils in their final year from applying for, or taking up college courses. This may be particularly true for those students who do not achieve the grades for GCSE that they had expected.

In interviewing students from both colleges it was interesting to compare the attitudes of students to 'A' level and vocational courses such as BTEC, CGLI, RSA and CPVE. The attitudes tended to reflect the ability levels of students in the following groups

- (i) 'A' level students (2 or 3 subjects) with good GCSE results for whom the main decision was one of combination of subjects.
- (ii) 'A' level/BTEC National students with the minimum requirement of 4 GCSE passes at grade C, or slightly better, for whom either route was a possibility. This group looked more closely at vocational courses, whereas for group (i) this route to Higher Education was not considered, 'A' level was the norm.
- (iii) Students leaving with less than 4 grade C passes at GCSE students: this group were likely to be deciding on courses that were GCSE re-takes, CPVE or BTEC First, or very vocationally specific as for City and Guilds or RSA.

It would seem therefore that the lower the ability range of the students, the more complex the decision making process becomes. Indeed it is highly likely that students from groups (ii) and (iii) would also be looking more closely at the training and employment routes at 16 anyway. If one is to take this notion a stage further, it would similarly be possible to match such a grouping with the socio-economic class groupings that are generally recognised. Would the group described under (i) also be from the Professional groupings on such a scale? The interviews tended to suggest that the match is extremely close, and based on what students responded to when asked about financial motivation and parental expectation.

In the section on pre-TVEI influences the influence of new courses needs to be considered. At pre-14 these would be the attraction or otherwise of the new TVEI courses 14-16 of Technology, Business and Information Studies, Computer Studies and Electronics. The pupils during the Pilot project had no tradition upon which to choose, so syllabus information alone would therefore have been the reference point. Once the decision to opt for these new subjects had been made, there would then come a further decision as to whether to follow such subjects into further education, or to follow them in occupational terms. The criteria upon which these main courses were chosen, and later selected at college, were commented upon by some students, which will be reported below.

At this point a parallel can be drawn between the choice made at 14 of a new subject, and the choice made at 16 of 'A' level or vocational course. The parallel is actually much closer than may be first imagined for the following reasons. Firstly, with 'A' level subjects very few students have any real understanding of what 'A' level study is like. The

methodological changes in teaching and learning styles, the subject skills and content, and the assessment basis of 'A' level are in stark contrast to GCSE requirements. Secondly, for vocational qualifications, few teachers have a detailed knowledge of BTEC, CGLI, RSA, CPVE type courses and therefore the student choice is essentially blind. It is made on the basis of 'Open Evening' discussions and glossy course brochures, or at best upon a tutor interview. Where is the real guidance in either of these two scenarios? Are they any better than asking a 14 year old to opt into a 2 year course for a subject that to them is a mere label? Fortunately, perhaps the reality is not as harsh as in the picture that has just been painted, but certainly some students from their comments were uneasy about the whole process.

For example, a positive view was expressed by Karl who thought that the CPVE course was excellent, that in its structure it carried many of the same components as TVEI (work experience and residential experience), and that as a one year course it had enabled him to choose the right option in year 2, namely a BTEC First in Art and Design. Another student, Elizabeth followed through her choice at 14 of Business and Information Studies and at college was doing a BTEC National course in Business and Finance. Robert said that he chose Technology following his CDT experience on the basis of the better facilities at one college. He was attracted to new areas like Computer Aided Design and wanted a practical course. Michael remembered that his choice of Business and Information Studies at 14 was based upon his experience of Information Technology during the 3rd Year (Year 9), again his college course was eventually a BTEC National one. Other views expressed by students overlap with the second category, namely the TVEI controlled influences, the first of which looks at the methods of TVEI recruitment and the student's view of what the TVEI project was trying to offer.

TVEI Controlled Influences

In Chapter 1 the TVEI controlled influences were listed in broad terms as

- Work Experience
- Work Related Activities
- Careers Advice
- PSE/Careers Education Programme
- Guidance on YTS/Employment/FE
- JJIG CAL
- The Industrial Tutors Scheme
- Careers Teacher Input and Advice
- Experience of Technology

Tutor Courses
Profiling
Equal Opportunities (gender)
Residential Experience

These elements were part of a two year programme which was offered to students in their 4th and 5th Year, following normal option choice procedures at the end of the 3rd Year. The first part of this process was therefore the initial decision to follow TVEI main course subjects and to opt in to its associate elements during the Summer Term of the 3rd Year. In the interviews my early questions were directed to this process, and students expounded a number of views, all with the proviso that this process had taken place for them 3 or 4 years earlier. (See Chapter 3: "Findings from the Student Interviews".)

Here a range of student quotes given in answer to the question, "What do you think TVEI tried to offer students?" have been selected. They are listed below as a random selection. Afterwards their research significance in terms of the issues that they raise within the student decision making process are considered.

Table 19

What do you think TVEI tried to offer students? Some selected responses.

"An opportunity to gain experience of working situations, co-operation with others and life outside school in general."

"To give them an insight into college and to get them working as a team in a more mature manner than before."

"TVEI students were guaranteed of doing work experience."

"An alternative to normal 'core' subjects studied at this age. Also TVEI subjects tended to be more 'business' orientated."

"It seemed more like a label for the 'chosen few'....."

"An introduction to technical studies and a chance to find new skills (especially for less academically gifted students)."

"I think it tried to offer a very modern and fairly wide ranging education which would increase our skills in more than simply learning facts and figures etc. It also tried to increase our confidence and help us in our futures."

"A sure place at College. A practical course."

"It made us more aware of what was out there - a lot of people didn't want to go to college: it helped to prepare us for going out to work/college. Treated more like adults."

"Residential."

"It talked you through how you were getting on if not help was given."

These selected responses tell us about what students thought TVEI was offering, but it may be the case that the same responses also reflect student 'values' when decisions have to be made. If these statements concisely reflect a student's picture of TVEI, is it also fair to assume that what was remembered was also considered to be important, and consequently of some influence? Some students will have chosen the TVEI route partly on the basis of these features. For example, a number of students quoted the Residential Experience as a reason for wanting to be a TVEI student. Other quotations would seem to indicate the value attached to counselling and to a more work related curriculum. For some it was the chance to learn about college or to ensure a place in a given college course.

These examples provide a way of looking at individual TVEI elements, to see if case study evidence reinforces the perceived impact of such things upon the decision making factors, as given by the students.

Some students readily admitted the influence of some of these factors, whilst others attributed no influence to any of the elements. Keith, for example, thought that the Industrial Tutors Scheme and his PSE lessons were useful in deciding his future. Laura valued the advice given to her by her tutor. Karl put great emphasis upon his work experience and still kept in touch with the placement, a photographic shop. Kerry, valued the Careers Adviser interview, but was not influenced apparently by any other elements. Robert remembered his Careers Advice both from his Careers Teacher, and in careers lessons, and this had been useful in terms of information about engineering. Simon thought that JIIG CAL was quite good and the computer printout had confirmed his

vocational choice. Rebecca felt that the Record of Achievement had helped her to identify strengths and weaknesses in her own character, a view also reflected by Sarah who said it had helped her 'to think things through'.

The case studies therefore tend to confirm, for a large proportion of the student sample, that an element or elements of the guidance process had been influential in making the decisions for pathways out of school. They do not however show any pattern or particular significance to any one element within the TVEI diet. Similarly, there were students for whom none of the elements were significant. This tends to give further evidence to the view that elements would only serve to reinforce positively or negatively according to the pre-determined views of the individual. The experience would be logged or dismissed according to whether it was relevant to that pre-formed viewpoint. In the future it may be that greater emphasis will need to be given to the formalisation of Individual or Personal Action Plans, so that such single track directions are questioned, and so that alternative pathways are adequately considered. Perhaps the continued development of the Record of Achievement, and the review processes inherent in it, will help to lessen this dilemma. The view of this researcher as Consortium Manager is that this work has already taken on a stronger focus, and it is clear we have much to learn in this respect from the Youth Training providers.

External Influences

In Chapter 1 these were listed as:

- The influence of part time jobs
- Parents/relatives
- Peer group
- Pre 14 experiences
- Unemployment and the economic situation
- Environment (local and institutional)
- Geographical distance

In the student sample these influences were mentioned by some, but mainly as asides or comments upon particular elements.

For example, Matthew, when asked about Youth Training, had responded that he had rejected it because it carried "little money" and was "less social than college". Richard, again on Youth Training, thought that "it takes much longer to earn good money in training than by following education". The Youth Training option was generally rejected by the

student sample: as Karl stated, "a negative view of YTS by students made that option undesirable".

Other comments or implications from individual students were cases such as Kerry, a catering student, whose destiny was influenced heavily by her skills on the golf course as a County Player. Her decisions and the influences upon them were dependent upon her progress in this sport: any other qualification was a fall back solution if things did not work out. For Paula, her part time employment at a home for the Physically Handicapped had become a major influence in her choice of occupational area. Similarly, for Amanda, a Care Assistant on a part time basis.

A number of students such as Mark, chose not only to go to college but also to attend a particular college on the basis of where their friends were going, or on the basis of advice from older student friends. This was not done on the basis of courses that friends were taking but only on the grounds of same institution ie whether friends attended a given college dictated that choice of college. In Mark's case the choice of college was to do with 'location and atmosphere'. One or two students additionally mentioned going to the nearest college because of geographical convenience.

In every interview the students were asked about the financial implications of their decision to stay on for further education. In all cases this financial support was willingly given by parents, and in most cases the expectation was for this study to be followed by application for Higher Education. Information was not available about the social class background of the students, but it is suggested that the evidence reflects the norm for higher social class groups. In one interview this point was raised voluntarily. Peter, when asked about the influence of peers stated that "Certainly friends and, more so family, do influence decisions: both my parents have modest working class jobs and so there was no push to become something like a teacher: this can be a disadvantage."

Other students referred to the link between the pursuance of further qualifications and its relationship with their final career. For example, Tanya said

"Because I wanted to further my education so that I had a better chance of finding a better job in the long run."

For Rachel,

"At the time it seemed sensible to get qualifications first (I now realise that qualifications need not be obtained straight away as long as they are obtained eventually in some form."

For Richard,

"To get qualified at a garage takes longer, and you don't do any theory."

The choice of course or vocational direction did not obviously seem to correlate with the employment profile for this part of the country. Although traditionally regarded as the 'silicon' valley region with occupations in High Tech industries, and Ministry of Defence related industries prominent, there were no comments which related decisions to the type of industry present in this geographical area. A number of students had chosen science and technology pathways, but the rationale behind this decision did not overtly mention the local employment profile. Similarly, there was no evidence to suggest that students' decisions to remain in further education were made because of high levels of unemployment or difficulties in gaining employment in any given occupational area. This was surprising but may have been more to do with the framing of the questions, rather than the absence of these contextual features from students' comments. Currently, for 1991, the further education participation rates (Appendix 17) have risen significantly, and this does appear to be heavily influenced by the economic and employment situation. It is also possible that the student sample may not have been representative in these terms.

SUMMARY

In this chapter specific case studies have been reported to show the range of influences that might impact upon any one individual. The nature of any personal choice is such that this is a very complex process, and the biographical evidence obtained from the students stands to re-emphasise this point. In the context of the continued role of the TVEI Project it has raised one fundamental issue related to the volume and timing of the guidance related activities that are offered to students between the ages of 14-18. The issue at stake concerns the effectiveness and quality of the guidance related activities that TVEI has helped to promote. From the student sample this raises a number of questions. Would it be fair to say that these students were better prepared to take career decisions than previous generations of students? Were the influences upon such decisions the same in 1990 as for students in the 1980's? In this decade what influences might feature more strongly for

students, and how should the curriculum be adapted to offer such influences to all students? How can the timing of such guidance be best made to coincide with when the student needs it? In resource terms, has this investment of time and effort into changing (and hopefully improving), the guidance related activities been worthwhile? Chapter 5, reports the staff interview findings, which address these key issues.

CHAPTER 5

STAFF INTERVIEWS

The rationale behind the decision to interview staff as well as students was principally a desire to check the perspectives of both groups in terms of the hypotheses already expounded. As a TVEI Manager the researcher needed to examine the intended delivery strategies. A comparison of views between the institutional managers of TVEI elements and the students who were their 'clients' was required.

A sample of available involved staff was constructed. The intention was to gain the views of TVEI Centre staff, careers staff, college lecturers and teachers from the same two schools that the students had attended. Ideally, employers and parents would have been included, but time constraints prevented this happening.

The 'staff' sample eventually consisted of 17 individuals:

- 1 The TVEI Project Co-ordinator for the Hampshire Pilot
- 1 The TVEI Careers Adviser
- 1 The Area Careers Adviser
- 4 2 Lecturers from each college (TVEI Co-ordinators or PSE/Careers staff)
- 10 5 teachers from each school (TVEI Co-ordinators, Headteachers, Careers Teachers, PSE Teachers, Subject Teachers)

By choosing these individuals a cross-section of people who would have been closely involved in the guidance process were included in the research. It was expected that they would have been closest to the decision making processes, and to the TVEI influences that students would have experienced. These individuals were interviewed and their responses tape recorded during the Summer Term of 1990.

Roles and Responsibilities

For a full understanding of the findings it is necessary to examine the roles and responsibilities that each of these 17 individuals had played in the guidance and decision making process.

1. The TVEI Project Co-ordinator

The Co-ordinator provided an overall managerial and financial perspective because he was not involved with the students on a day-to-day basis. His concern was the management of the TVEI influences, and of the people that would be responsible for their delivery. The views that were expressed tended to be broader and to reflect the strategic nature of what TVEI was trying to promote. As the 'leader' of the TVEI Project his responses were made in terms of a 'vision' of the future, and in the broad context of what was happening nationally. As such, these views tended to match the official TVEI literature and reflect a role in which monitoring and evaluation figure as a high priority.

2. The TVEI Careers Advisor

As a member of the TVEI Centre staff, the Adviser's role was crucial to the interpretation of the vision statements. The role was to work with students who might be the pioneers of a new experience, work related or otherwise, but also to provide INSET and support to the Careers Teachers and TVEI tutors in the schools and colleges. This individual was able to plant the 'seeds' of many of the TVEI influences, help to nurture them, and hopefully see them establish firm roots within the foundation of each institution. This interview provided a viewpoint that was close to the action, but at the same time quite 'distant' in terms of any particular institutional interests!

3. Area Careers Advisor

This role was important to the overview because it provided two otherwise absent perspectives. Firstly, as a source of the opinions and evidence of the team leader that Careers Service staff reported to. Secondly, as non-educational staff, but nevertheless working in both schools and colleges with teachers and students, the Area Careers Advisor could reflect the views of Careers Service personnel in their guidance role: the aims and the methods of working of the Careers Service, and how these things fitted into the TVEI scenario. It was necessary to know whether the Careers Service perspective upon the reasons why and how students made their decisions reinforced my own findings on the subject, or differed to any great degree. Finally, the stance taken by Careers Service staff in the guidance process might be extremely influential to students. As the 'expert' would their guidance have more value? Would their advice support TVEI aims? In the transition from school to college, upon what criteria was their careers advice given? These were all

questions and aspects of their role that might be illuminated by the inclusion of the Careers Service in the interview sample.

4. College Staff

The two TVEI Co-ordinators from both colleges were interviewed because they held a managerial overview of TVEI implementation. Additionally, they dealt with the students on a day-to-day basis, they organised transition arrangements and prior to college contacts for students, and they processed related information, such as the Record of Achievement, in their own establishment.

In one college, the person responsible for the industry/education links was interviewed. This role was to co-ordinate such links in house, and therefore it gave an overview of the work related experiences that students undertook post-16. This was important because such experiences were seen by TVEI personnel as 'progressive', so that work shadowing post-16 for example might be a natural successor to work experience pre 16. The role also required regular student interviewing, particularly at the time of entry into that college.

Another respondent was a TVEI tutor from one college who had worked with both schools, and who had a strong interest in Equal Opportunities, in its effect upon gender. This interview was with a member of staff who had great experience of TVEI influences, and who was heavily involved in the guidance process of students.

These four college staff were selected because of their direct experience of the guidance and decision making processes. They could provide access to student case studies, and to first-hand experience of dealing with individuals who had selected a particular pathway. They could shed light on students who made decisions based upon reasons associated with advice given by college personnel, or from college publicity at forums, talks or interviews. It was expected that these four interviews would provide information on the basis or criteria each college gave advice to students.

5. School Staff

At each school roughly the same cross section of staff namely the Headteacher, the TVEI Co-ordinator, the Careers Teacher, a TVEI or PSE Teacher/Tutor, and a TVEI related subject Teacher were selected. The reasons for these choices were to interview those staff who had been most closely involved in TVEI influences, but also to gain a balance between

those with discrete TVEI responsibilities and those for whom TVEI was just one aspect of their role.

The Headteacher role was largely to manage the TVEI school delivery, but in the context of the overall development plan and curriculum implementation. It required the balancing of staffing and resources to provide experiences for TVEI and non-TVEI students, who might be in the same year group, in some of the same classes, and yet who may be provided with different experiences where TVEI subjects as core experiences were concerned. These interviews were interesting because they reflected the value that senior management teams placed on particular elements, experiences or parts of the guidance process. They also reflected the dichotomy of providing something new which ultimately could be spread to all students. The management of this process, and the quality of what was trying to be achieved were essential components of the role. If the management or quality were not sufficiently good, then the decision making elements may be affected, but in a negative rather than a positive manner.

The TVEI Co-ordinator role was pivotal to the whole programme, and for the research provided the necessary detailed information that was required about TVEI selection, the progress of cohorts and the observed influence of TVEI core activities upon certain individuals. The institutional role, which the researcher also had personal experience of, was enormously demanding because it was principally concerned with the management of change. It meant that staff and students had to be led and guided through each phase of the initiative. The provision of all TVEI elements, and their interaction as a cohesive whole in the guidance process, demanded great leadership to both groups. Fortunately, in both schools the TVEI Co-ordinator across the whole six year period had remained the same, and therefore they were both ideally placed to reflect upon change over that period of time, and what that TVEI driven change had meant to the actions of their students.

The Careers Teacher role in each school was to change significantly across the six-year period that was studied. It was to be a role that rose rapidly in hierarchical importance, it demanded team leadership skills, and it required the management of a much improved information service for students. The first-hand experience of these teachers and their impressions of how TVEI changes had impacted upon their role, and upon the diet of their students were the key reasons for their inclusion within the interview personnel.

In order to gain the views of those closely connected with the delivery of careers programmes, and of Personal and Social Education (Life Skills) courses, it was decided to interview one member of staff from each school who carried out this function. In the

interviews with students, some individuals had commented upon the influence of such courses, and these staff could tell me about their detailed activities. Many industrial contacts, and much of the preparation for TVEI core activities and for things like Records of Achievement were done as a part of such courses.

Finally, the interview respondents for each school included subject teachers, both of whom were from the Humanities curriculum area. These two teachers had experience as TVEI tutors and also as teachers of the British Industrial Society course. They were however not on the TVEI payroll, and as Heads of Department TVEI was not their prime responsibility. Their perspectives might possibly be slightly different from known TVEI disciples! Also as TVEI tutors they were able to speak about their successes and difficulties in coming to terms with their new role.

The instrument used for the interviews with staff connected with the TVEI Project is given in Appendix 18. As can be seen, there is a generic stem with sub-sections aimed at specific persons. All of the interviews were taped, and later transcribed into note form: the main points from each response, rather than a verbatim transcription, were paraphrased as the most effective record given the time allowed. The main findings to emerge have been collated using the same broad headings as for the students. They are:

- (i) knowledge of TVEI and its component elements
- (ii) types of careers advice and their influence
- (iii) prior contact with the college
- (iv) the influence of specific TVEI elements
- (v) other areas of influence

In addition, staff responses to the 'What is important?' grid will be shown.

Staff Interview Findings

(i) Knowledge of TVEI and its Component Elements

In this section the two TVEI Co-ordinators for the schools were asked for specific background information about the selection of TVEI students and about student participation in TVEI elements. As well as providing contextual information, I wanted to probe the notion of continuity and progression at 14+, 16+ and 18+.

The TVEI Co-ordinators gave broadly similar responses to the selection of subject/course. The criteria tended to be based upon balance of subjects, aptitude, interest, and success in a subject in the 3rd Year (Year 9). The selection was a part of the normal 3rd Year Options scheme with information booklets, parents evenings and tutor advice. The elements within a TVEI programme, both in subject and core activity terms were clearly well understood by both schools. There was a feeling that some students opted for TVEI purely on the basis of the free Residential Experience, especially as a tradition began to be established.

In the discussions that were held at both schools about selection for TVEI at 14, the teachers commented upon their perceptions of why and how subject choices were being made by students. One factor that emerged strongly was the influence of the subject teacher: whether the student 'liked the course they had experienced', or a decision based upon 'who is teaching the course'. An example at one school was given of the popularity of the R E Option, based it was felt on the personality and skills of the teacher involved. One teacher used the phrase 'the enjoyment factor and faith in the teacher' to describe this type of influence. Since neither school had a Sixth Form and therefore all pupils would leave at 16, it is questionable as to whether this 'teacher' factor would have any influence upon 16+ course or subject selection, because the teacher or lecturer would not be known to the students.

In all the staff interviews there was an opportunity to comment upon the influence the TVEI had had on the institutions involved. Some of the general comments were:

'the tremendous impact of TVEI on this school: it turned it on its head'

'a cultural change'

'TVEI's major role'

'TVEI, flowing with the culture'.

More specific comments included:

(On the influence of TVEI upon CEG:)

'it's educated the staff to look beyond the classroom and it has created more cross curricular links'

'the TVEI Pilot allowed us to set up opportunities that were not possible otherwise'

'the opening of Pandora's box'.

(On the influence of TVEI upon Technology:)

'the TVEI Pilot dismantled the old craft structure, and replaced it for some years with something less good; now Technology is stronger'

'a clear attitudinal shift that Technology should be a part of the curriculum for all'.

These comments reflect the magnitude of the effect that TVEI had on the Pilot institutions: the introduction of the new subjects, together with the impetus into the core areas must have had a large scale effect upon staff and students. It would therefore be fair to say that in the day-to-day dialogue that occurred between teachers and pupils, the influence upon the decision making process of 4th and 5th Years would be clearly observable.

The interview with the TVEI Pilot Project Co-ordinator revealed perceptions of how students would have been influenced. He stressed the TVEI was about the creation of a more relevant curriculum, and specifically made reference to the areas of economic awareness, the requirement for schools to think in more vocational terms with a greater consideration of the 'employment community'. As a key objective he hoped that 'the careers choice was not made too soon' and that pupils would give a greater consideration to 'industry as a career'. The need for people to be more skilled, and the extent to which decisions by students should be guided into skill shortage areas was also reported.

(ii) Types of Careers Advice and Their Influence

The types of careers advice that were common to both schools were:

Jiig Cal

a careers/PSE programme for Yr 4/5

careers service interviews

Group interviews

Talks from employers/YTS/Colleges

careers conventions

careers Teacher
Industrial visits
Simulations/mini enterprise

In addition at Cowplain school there was an Industrial Tutors scheme where local employers acted as tutors for small numbers of students.

All of the staff interviewed saw the impact of TVEI upon Careers Education and Guidance as being significant and much improved. In simple terms the main effect of the initiative was to move away from the model of the single careers teacher as the only expert, to a model which involved the whole staff. The tutorial role of teachers became much more prominent and therefore was an expectation that careers guidance should be a part of that tutorial function. There was also an increased expectation that the vocational aspects of individual subjects should be more strongly emphasised, especially with regard to activities such as work experience. From the students standpoint the concept of 'self referral' has become prevalent, and much of the work done was about how to 'access' vocational information as appropriate to an individual's needs. As the TVEI Careers Advisor explained, 'there used to be things being done to the kids - now it is all about facilitation'. One teacher saw the advantage of this model as being one whereby the careers teacher could still be the expert, but 'chosen at the time by the students'. In other words the guidance would still be available but its influence would be greater because it was given when the student wanted to find it out. There were however some reservations expressed about the staff referral model in that there was 'a problem of guidance to those who did not come forward'.

One of the reasons given for the great impact of TVEI upon CEG was that it brought many existing guidance strands together: as the TVEI Co-ordinator for one school commented, 'the PSE, Careers, Profiling programme became an integrated whole'. It also elevated the status of the careers teacher to the level of the Senior Management Team. In fact at one school the amount of time devoted to careers work was given as a percentage of the PSE programme i.e. 3rd Year 55%, 4th Year 65%, 5th Year 75%. In the view of one teacher this blanket coverage meant that the 'kids were more self-aware in their decision making'. Similarly, a college tutor commented that TVEI students were 'choosing at a more sophisticated level' and that they were 'more aware of why they had come than the average student'.

The influence of prior contact with the college during the transition phase will be recorded in more detail in the next section.

The staff interviewed tended not to separate out the types of careers advice listed earlier, but there were some isolated comments made about JIIG CAL. One headteacher wondered whether students liked JIIG CAL because of its high technology image; 'does computer generated give it greater pupil motivation?'. Another teacher felt that 'students with fixed views see JIIG CAL as a waste of time'. Perhaps however it could be argued that students with fixed ideas were unlikely to be influenced in their decisions at 16 by any type of careers advice!

One interesting viewpoint expressed by the TVEI Careers adviser was that students made 'decisions based upon what is trendy'. Therefore YTS was perceived as a non-starter by 5th Year pupils, and at the other extreme, witness the huge explosion of the students going into Business Studies. The current 'trend' in 1991 has moved into languages as the popular option.

A further aspect of careers advices that was strongly put forward was the subject or main study contribution to vocational knowledge. The introduction through TVEI of the British Industrial Society course was a feature in most Pilot schools, either as a discrete examination course or as a non examination module within the PSE programme. At Cowplain School this course was initially offered to all students doing Business Studies, it later became an option within the Humanities, and finally it became a course for low achievers. The teacher who ran the course was not able to say whether there had been any obvious influence upon the decisions of students taking these courses, but he did say that some students were disappointed not to be able to continue with a similar course when they went to college. This researcher's own experience of teaching this examination course for three years was that it provided a useful vehicle for students to find out about some basic economics, the local environment and some simple business frameworks. It would be difficult to evaluate the extent of any influence such a course may have had on any individual. In a way this illustrates the problem for any subject; for some individuals contact with a given subject will inevitably be influential, but not for a whole class group.

At Hayling School, British Industrial Society was a non-examination course. What happened was that this course stimulated the Humanities Department to support work related activities. They adopted the Integrated Humanities Syllabus which featured one module called "People at Work"; this module looked at the structure of companies, management techniques and relationships at work. It became an important part of the work experience activity, which was significant because it started the process of making that major activity 'curriculum driven'. The Head of humanities also commented upon the

contribution that History could make to job information: he used a skills analogy for that subject which suggested that skills used in history (research, organisation etc) could be transferred and used in making career decisions or to find out information. It is not however possible to define the extent of the influence that this might have had upon student choice. Nevertheless it should be considered as a significant factor.

(iii) Prior Contact with the colleges

In the interviews with two staff from each of the colleges the transition arrangements that were in place for students were discussed, and the course or subject selection criteria that might be used by tutors. Both colleges used a 'roadshow' type of approach to recruitment with Open Evenings, the use of ex-students from the target school, talks to 5th Year students, literature distribution and reciprocal visits. Each school was linked to the colleges by a nominated member of the college staff, and this person co-ordinated the transfer of information about students at the time of college application. The other main prior contacts with the college for the students was an opportunity for pupils at one school to 'sit in' on 'A' level classes at Havant College, and the TVEI system of 'Taster' courses which operated at both colleges for all of the Pilot schools.

The criteria for course or subject selection was an important aspect of all of this transition activity: it involved the student in finding out information, sending applications (supported by references and in some cases by an ROA), and interview procedures. It became clear that these processes were used by the colleges to try to find a suitable course or group of subjects for each individual student. This was variously expressed as:

"a counselling process to match the interests of students"

to find out "students' personal interests and enthusiasms"

to find out "interest in the course".

During an interview, tutors would ascertain what subjects were students good at, what grades might be expected and what subjects were enjoyed. One tutor felt that the selection of the third 'A' level might be 'more interest based'.

One concern about these criteria is that they seem very narrow: they tend to reinforce the notion of 'progression' in one's best subject without a full consideration of whether in vocational terms it would be the best pathway for the student. These interviews are the

critical point in the student decision making process, and yet the transition arrangements do not seem to fully take into account the learning that has taken place in a students' time at school. This fear was also expressed by two teachers who commented that there was:

"still a disparity between what the kids think the course will be like and the reality - too many students still drop out in Year 1"

and that

"the number of students who change courses at college reflects the pupils' comparative ignorance of the courses".

It is tempting to conclude that many students still choose college/YTS/employment without a clear realisation of what they entail. Choices may be made based upon 'image' rather than reality. One teacher raised the issue of how these images come about. Why was Havant College by reputation an 'academic' establishment? Why was South Downs College seen as being 'more adult'? The counselling process in terms of 'A' level subjects and combinations of 'A' levels and their suitability for some students' longer term plans is a cause for concern. TVEI was to promote a greater participation rate for further education, but were these choices always being made in the interests of the student? These are all very influential factors, and perhaps they contain a real danger of false assumption: a mismatch between staff, student and parental perceptions that leads students either down the wrong pathway or down the safe traditional route. The research findings would seem to indicate that external influences may undermine the thoughtful decisions that students make during their last two years at school. Pragmatism at the time of transfer may undo much of the work done earlier within a CEG framework or through a TVEI core element.

The staff interviewed were all asked about Taster Courses specifically. One college had done its own survey that showed that Tasters were "popular and influential" and "enhanced curriculum links". Generally staff felt that their influence was more likely to be in helping a student to choose which college, than a particular course. When asked about influence one TVEI Co-ordinator said, "Not a lot, broadeners rather than enhancers." In other words the tasters were not usually main study based; they were not "course specific". One teacher criticised Taster provision on the grounds that it was arranged on the basis of facilities and staff available during twilight time (4 - 5.30 pm) and therefore it lacked coherence. The financial costs associated with Taster Courses have meant that these courses have not been repeated during the TVEI Extension phase: other types of curriculum link which bring pupils to the colleges are currently being tried in their place.

(iv) The Influence of Specific TVEI Elements

Work Experience

The opinions of staff about this element were divided. TVEI Centre and Careers personnel thought that it was a very important influence upon students. The TVEI Careers Advisor was concerned about the importance of a student getting their first choice of placement. One headteacher said of work experience that it was "invaluable" and that it had "totally changed the minds of some students". Another teacher said "For quite a number of children it became their chosen career." Other positive comments referred to the influence upon teaching staff through visiting pupils on work experience placements, and to the fact that student influence could be significant in both a positive and negative way. In other words work experience might persuade or put off a student's choice, but in most cases it would have had a significant influence.

The reservations about the influence of work experience upon students tended to centre on the notion of students having fixed views and work experience only serving to reinforce those views positively or negatively. There was concern about the quality of placements available to brighter students, and one teacher said that "parents were not receptive to work experience in other interest areas", therefore its effect was limited. Other discussion was about the linking of subjects to work experience to make it "academically acceptable", and about the matching of expectation with reality. In other words many students have a false impression of what a 15-year old will be allowed to do in the work situation. At school they have more responsibility and autonomy.

Some staff referred to the influence of part-time employment. It was principally seen as being just a job for financial reasons, although there was concern about the nature and legality of some of the work undertaken. One college tutor said that part-time work was "retailing for the vast majority of students, but little insight into retail management; not a career that most will choose."

Therefore the extent of the influence of part-time employment upon student decisions at 16+ would seem to be minimal. Currently however some students have been forced to leave college for financial reasons due to the lack of part-time employment vacancies.

Profiling/Records of Achievement

The staff comments on this element are shown below:

"Profiling ought to be an influence" (College Tutor)

"Profiling may have enormous influence" (College Tutor)

"No idea: subjective" (TVEI Co-ordinator)

"Quite a lot by giving an opportunity to gain some confidence in what they wanted to do, without a class being present. An opportunity to voice any worries" (Teacher)

"The opportunity to review their progress on a regular basis was important" (Headteacher)

"It depends upon the quality of the person conducting the profiling" (Teacher)

"Profiling/ROA are enormously important in the overall development of pupils: it may not affect careers, but it should affect choices at 16+. Talking in a 1-1 situation should force students to confront the issues, therefore the process is very important" (Deputy Head)

"The process of profiling gave pupils a sense of control over their own destiny which they did not have before. Pupils would truthfully put their point of view" (Headteacher)

"Problems with staff skills" (TVEI Co-ordinator)

"Difficulties of keeping a diary" (Teacher)

These comments have not been listed in any set order. They illustrate the point that the 'process' of profiling should be extremely valuable and influential for students. The reality is that the staff development needed and the skills required by students are still insufficient for this influence to be as strong as it should be. One Headteacher said that she could notice the difference with the current 5th Year. The effects of profiling had not therefore been immediate. The findings would suggest that this area will become



significant as an influence upon choice at 16, but that at the time of the interviews it was of only marginal effect.

Equal Opportunities

There was very little reference made by staff to the gender issue under Equal Opportunities. At Hayling Island School there was discussion of changes that took place in Technology in order to try to shift stereotypes and to 'manipulate the gender bias'. One interesting reference was made to the negative influence of parents in trying to change such stereotypes. Again, the impact upon student choice at 16 must be present, but it was not seen as a major factor either by staff or by the students themselves.

Peer Group Influence

There were only a few references to peer group influence made by the staff interviewed: these references tended to be in relation to the guidance offered to students during the selection of subject options at 14+. Two staff talked about advice given about 'not doing what your friends are doing', and a careers teacher commented upon decisions based upon 'friendship patterns and teachers they didn't like'. The only other reference concerned 'peer influence at the time of the decision'.

The Influence of Technology

A number of staff commented positively about the influence of Technology upon student choices at 16: college tutors said that despite the small numbers on the engineering side, students did now have a 'more informed view of Technology'. They could make 'judgements based upon experience'. The view of the Careers Advisor was that "technology had some impact, but mainly for those students who wanted to go in that direction." This view was supported by two teachers who commented:

"Yes, if going in for Technology"

"Yes, for a minority of students an immense impact".

Some teachers specifically mentioned the use of computers by students: the comments referred to computers being 'taken for granted' or as one Headteacher remembered:

"Everything has a technological element now. Kids do not even notice the use of computers."

Reference was also made to the use of these skills in employment at 16, in preference to further college study. One positive comment saw technology as an influence in increasing participation rates in higher education;

"Yes, no doubt. Yes, interest from new courses and experiences motivated them to study that bit further; with the careers programme they could see a positive end to what they were doing - enhanced by greater skills."

In the same way as for the ROA, one teacher thought that there was now a 'more natural selection process' for Technology: all students now undertake Technology as a subject, therefore in the future there may be a greater take up for these related subjects, especially among girls. One teacher questioned teacher attitudes to 'new' subjects like Technology: would they advise students to take this new route?

(v) Other Areas of Influence

In this final section staff were given the opportunity to express opinions about possible influences on students that they thought would be important. This brought out some issues external to TVEI, and two extra dimensions to an area of influence already considered. Firstly, the wider issues concerned the influence upon choice of the economy, local geography and national job trends. The question was raised as to whether school leaver statistics go up or down dependent upon 'the local economy' and upon 'the quality of the jobs available'. The skill shortage areas and the number of job changes in a person's lifetime were also seen as important factors. One college tutor still felt that there was an element of 'luck and randomness' as to where students ended up.

The added dimension to an existing influence came from a college tutor who wondered 'how much does the influence of the present teacher affect choice?'. He further remarked that the 'teacher was a role model for the subject'. If this was the case then the danger was that 'teacher advice' may be 'based on fact or on a vague impression'. In other words if the teacher was not well briefed on the possible applications or vocational uses of their subject, would their advice be either incorrect or lacking in objectivity. As one teacher said, 'most students do not connect the job with the subject'.

The second point concerned the continuity and progression of subjects and courses, not in context, but in methodology. This was expressed by a school TVEI Co-ordinator who said,

"The Colleges will have found that the students are more demanding: an expectation of teaching styles and extra opportunities: study by investigation".

In other words would some students be influenced in their choice of subject or course by the way it is taught. This concern was supported by one Headteacher who was conscious that the school did not have a sixth form, and therefore the pupils did not see 17 or 18 year-old role models. By the same analogy, neither would they be aware of the differences in teaching methodology, possibly until it was too late to change.

The only other comments received under this heading re-iterated the ascribed influence of the 'broad family' especially as a TVEI tradition became apparent through older siblings.

What is Important in Your Choice of Future Courses or Training?

The same grid of 23 statements used in the Part 1 and 2 Enquiries for the students was also filled in by staff. The three main choices as to what would be very important as an influence were:

126	The subjects I would take interest me at school	7
129	The course will qualify you for a type of work	4
127	I expect the new subjects or projects to be interesting	3

These figures were collected by asking each respondent for their 3 main choices from the statements given on the grid (see Appendix 19), and then their first choices were collated for comparison. The same 3 statements could be clearly identified by both students and staff, although additionally the students further highlighted statement 138 "Good results will qualify me to enter a university or polytechnic".

SUMMARY

The staff findings put forward in this chapter have been reported under the key interview headings, following a description of the sample. These views are important to this research because they reflect the thinking of those TVEI staff most closely involved in the Project. They similarly reflect the context within which the management of change has occurred over a given time period. Some elements like TVEI course selection have now

become past history, but for other influences the work has only just reached a suitable phase for consolidation. For example, the integration of the CEG programme into the tutorial framework, and its expansion into the subject domain has only reached the target in some parts of the average staff room. The staff development required for the range of influences described in this chapter to be effective, will be a long term process. A process of attitudinal change, and the development of vocational confidence in teachers, other than just the Head of Careers.

In the interviews the influences within CEG and the wider TVEI activities were positively reported. The opinions put forward were optimistic, but not uncritical. The student findings were not poles apart, as is indicated by the 'What is important in your choice of future courses or training' grid. It now remains to further contrast these views with a national perspective, in order to see whether these findings for S E Hampshire can be mirrored in other parts of the country.

CHAPTER 6

FINDINGS IN A NATIONAL CONTEXT

The preceding three chapters have reported the main findings that emerged from interviews with students and staff, and have raised questions and possible explanations for apparent trends. In this chapter, these findings are placed in a wider context in order to compare the experience in South-East Hampshire with other areas. This will involve looking at what has been said nationally about guidance procedures, decision making, and the elements common to most TVEI Projects. Findings are identified that the national information does not address and suggestions made for what aspects still need to be researched. The chapter will therefore look at the national viewpoint as compared to local interpretation. It will help to check the perspectives locally of staff and students against a national background. It offers an opportunity to compare the views of those closest to the decision making process with the overall aims of the TVEI programme as may have been implemented.

If in overall terms the TVEI programme has attempted to encourage students to think for themselves, and to make information available to them in order to make logical and rational decisions, then these things need to be evaluated for their quality and effectiveness. The criteria used for guidance in the transition phase and the weighting of the factors that influence student decision making become central to the whole debate. The findings at a local level will lead to the researcher's own TVEI Consortium making changes that this local research has recommended. The extent to which these findings apply nationally will depend upon a whole set of variables that encompass changes over time, geographical and socio-economic considerations, and the management style and ethos of a given group of people, managers and institutions. It will depend upon the autonomy of the institution, and its preparedness to put what is best for the individual student above what is best for the more vocal lobbyists of parents or governing bodies. For example, the survival of the 6th Form, above the most appropriate course for the borderline GCSE student.

TVEI has been about continuity and progression and a smooth transition beyond 16: this can only happen if it is accompanied by honest principles and a quality guidance process. It is the current contention that the TVEI elements within this process have enhanced the ability of the student to take key decisions at 16. In this chapter I intend to examine whether there is evidence to endorse this view from other studies and research that have been carried out nationally. The main problem in trying to get a clear picture is that

the TVEI Extension phase is still going on, and in South-East Hampshire still has over 2 years to run. Therefore longitudinal study has not been possible, and indeed at the time of writing the definitive reports on the TVEI Pilot Projects are only just beginning to emerge at a national level.^{1, 2}

The findings of these national reports should ideally be compared with the South-East Hampshire Consortium at the same moment in time. If the national findings are compared to what is happening now in the researcher's own Consortium then some judgement has to be made about the evolution of certain practices during that same period. For example, if the influence of 'work experience' is considered, it would not be correct to assume that the label means the same today as it did several years ago when the research began. It would be true to say that the goalposts have moved. The judgement would be as to whether they have gone to a better pitch! It is not always possible to compare 'like with like' and consequently there is a real danger of making false assumptions about what the labels mean at any given moment.

Nevertheless it is important to make the attempt, because the measurement of effectiveness and quality is a vital component of any Project. If that project is about children, and the decisions that children make at key points in their lives, then clearly the attempt becomes even more valid.

From Pilot to Extension

In the 1990 Review of TVEI³ there is a report of the main changes that were purported to have been made between Pilot and Extension Projects (Appendix 20). The table shown in the Appendix records the 'moving targets' that were referred to above, and a commentary is given on the relevant points.

(i) Work Experience

Work experience has been the target of much research and is a good indicator for other elements. The table refers to the definition of work experience under the Pilot as a limited option for some students to the present day situation where work experience is for all students. Interestingly, in my own Consortium the debate has begun to go full circle, because the demand for work experience placements for the 16-21 age range may force school placements at the lower age group to be cut back to take pressure off local employers. Judgments are being made, with no clear criteria, about the value of work experience being greater at a later age and when linked to a specific curriculum or vocational objective. It's

overall popularity has created a problem due to a big increase in the demand for placements.

In the 1990 Review in the section on Work Experience it states that:

"Findings from a wide range of reports suggest that TVEI has stimulated and broadened activities in this area, with direct benefits for the students involved....."⁴

It also quotes from the earlier University of Leeds Report in 1988 ⁵ that:

"for a very large proportion of students, work experience has proved to be challenging and valuable, particularly for the gains in confidence and the maturity that it so often brings"

The Report then goes on to describe the moves towards Work Experience in Europe, which in my Consortium has been a feature for some post-16 students.

Unfortunately, when reading these two extracts questions are raised concerning the exact nature of the 'direct benefits', and similarly how the student would use this additional confidence and maturity. It has to be surmised as to whether these things refer to an enhanced ability to make decisions at 16.

In the other recent national report¹ from the DES which looked at inspections carried out between 1984 -1989, there is a more detailed section on Work Experience .⁶ In paragraph 60 the report comments that students valued their placements; again it mentions self confidence, and additionally the ability of students to work with others. It suggests that students saw work experience as a way of improving their chances of getting work, and that "it certainly helped some students to decide about a career".⁷

There is reference also, to its important linkage to the curriculum. Significantly, only when reporting on Post-6 practice does the report talk of how work experience "aligned the vocational experience more closely to students' career intentions". In the case of 'A' level, work experience was "seen as an intrusion into academic work".⁸

Although the research findings only report the work experience completed in Years 10 and 11, some students did ascribe value to work shadowing completed Post-16. The findings nationally were broadly similar to the ones expressed in this research. The main

difference being that in this study greater emphasis has been placed upon the negative value of work experience in helping students to decide what they do not want to do.

In the Developments 14 'Industry Education Links' publication⁹ in the chapter on 'Curriculum Management and Performance Indicators' it looks at what it calls 'Outcome Indicators'. One of the examples given of such an indicator states "later guidance aims to find out whether work experience influences career perceptions."¹⁰

The arguments and strategies given in this chapter are complex in that they attempt to clarify the judgment of the effects of work experience that have not been previously present. They relate the work experience to the curriculum in clear National Curriculum terms, and suggest how the processes of work experience might be evaluated. The Education Reform Act suggested that TVEI should be the 'vehicle' for the National Curriculum, and work experience could be identified as a good practical example of how this relationship can be implemented. The difficulty with the 'outcome indicator' provided is that the instrument to be used in looking at the effects on 'career perceptions' tends to be under-developed. The evaluation of such 'soft' areas will always be problematic, but I believe the present research does stand up as a valid attempt.

The organisers of work experience in the two sample schools had developed a quality programme of the type recommended by HM Inspectors in their report.¹¹ The use of log books, Trident Certificates and curriculum work, especially in English, were well developed. The links with the Record of Achievement process have strengthened and if my sample at that time were influenced by work experience, the students today should be even further down that path. This is because the quality of the tutorial and subject guidance linked to the element of work experience have become more sophisticated, and a tutorial tradition has been established as the norm. Parents too, have ceased to question the validity of the experience, and in one of the sample schools play a strong part in the counselling process before, during and after the placement. The key is the credibility accorded to the experience, clear assessment criteria for subjects, and a consistent guidance process linked to 1 to 1 reviewing and Records of Achievement. Under these circumstances it will be difficult for any student to be untouched by the experience. Influences may be positive or negative, but if the question process is more consistent, a larger number of students in the future are likely to attribute influence to work experience in their decision making processes. In fact, the greater emphasis on such experiences at 'A' level will probably result in this influence being exerted on more than one occasion.

(ii) Careers Education and Guidance

The greater sophistication that has just been referred to will show itself increasingly in the level of coherence that the process affords. The tutorial function, as the cement that binds the individual elements together, has become a timetable fixture either as 'tutor time' or as a part of a Personal, Social and Health Education programme. The careers teacher and the PSHE co-ordinator have become key personnel in leading and resourcing this more coherent programme. The 1990 Review document refers to the development of careers libraries and the increased use of Information Technology as a part of the CEG process. The DES Report¹ refers to the close liaison with the Careers Service, the development of 'interview and counselling skills', and the difficulties for tutors caused by 'a lack of knowledge about clear progression routes'.

In TVEI Developments 11 'Careers Education'¹² the articles show clearly through case studies the development of CEG in different parts of the United Kingdom. It describes the philosophical background to much of the work and the literature^{13, 14} that underpins many of the models. For example, the use of the DOTS model (Decision making, opportunity awareness, transition skills and self awareness) that is a useful shorthand for the processes and skills that students would be encouraged to acquire. As with other books of its kind it describes accurately how the careers teacher might function and the framework within which they might operate. It makes the assumption that the philosophy is right and that models like DOTS work. Unfortunately, it does not provide evidence to this effect. There is no student input or opinion and no performance indicators to show the effect of such guidance upon individual students. At least in the present small research sample individual cases could be pinpointed where such assumptions were true, but equally as well where no influence could be attributed to the CEG contact.

(iii) Personal, Social and Health Education

The DES Report¹ makes little mention of the influence of PSHE, except to criticise the 'apparent discontinuity' that existed in the range of programmes that might contribute to 'preparation for adult and working life' courses. Surprisingly the 1990 Review also has nothing to say about PSHE, and yet it has been a vital ingredient within the researcher's TVEI Project. It has widened the concept and content of traditional careers programmes: it has linked with Records of Achievement, and in methodology it has promoted active, student centred styles of learning. For many teachers, this has been the springboard from which to try out such techniques in their subject teaching.

Various curriculum titles have been used such as Life Skills, Active Tutorial Work, PSE without the Health element, and perhaps social studies; for Post-16 general studies, Complementary Studies, and Supplementary Studies have been common labels. In 'The TVEI Curriculum 14-16'¹⁵ the chapter about PSE accurately portrays the advantages and pitfalls of such courses in the 12 schools that were studied. In this report the position of Residential Experience within a PSE programme is also highlighted.

Towards the end of 1991 the researcher was interviewed by one of the authors of this study, David Yeomans, who was in the process of making a return study to one of the 12 schools in my Consortium. Transcript extracts from this interview are given in Appendix 21. One of the areas discussed was the influence of the Residential Experience, and the extent to which its influence could be observed in curriculum terms. A key point is the effect that such experiences have on the relationship between teacher and student. This author's contention would be that a less formal relationship would help the guidance process between those individuals. It would also be true to say that the site of a residential in providing neutral territory, or an out of school context, is important in creating the necessary environment for dialogue.

The South-East Hants Consortium was persuaded to increase the level of activity for students on residential courses by the additional allocation of TVEI funding. It is hoped that in this way Residential Experience will follow the model of work experience, ie as an entitlement for all students, and a curriculum driven experience.

The context for this initiative will be the PSE and Careers courses. If the response sample of staff and students are representative then in this way a better school ethos will result, and both teachers and students will feel more comfortable with the guidance process.

The problem in trying to assess the influence of PSE or Careers programmes upon each school is that the experience for each student will be dependent upon the skill of the teacher, their relationship, and the context and timing of any crucial discussions. The present findings would suggest that this was why the level of influence, and of quality, is so variable. In visits to schools and colleges since the 1987 Report, it may be asserted that these factors have greatly improved. As suggested previously the establishment of a tradition, and of a tutorial norm should enhance the opportunities for guidance, and subsequently the level of influence ascribed to it might be expected to grow.

Unfortunately, there is a cloud on the horizon in the form of the National Curriculum. It will encourage greater work on cross-curricular themes, but the way the Core and

Foundation subjects have been introduced will squeeze the time available for PSE and Careers programmes. In some of the Consortium schools and colleges there is already evidence of a contraction of time for tutorial activities which raises a concern about the effect this will have upon the guidance process.

(iv) The influence of subjects

The problem may yet pass, but only if the teachers are able to apply their tutorial skills to a subject context. The degree to which teachers are able to emphasise the vocational aspects of their own subjects, and to know the range of possible progressions from it, will be crucial if quality guidance is to be maintained. This would have been a task in the final years of TVEI Extension: namely to extend the good practice that some teachers displayed in reviewing and in tutorials, to the subject classroom so that guidance could be offered of a more specific nature. In other words, for the whole staff to take on this responsibility: to have a grounding of knowledge from which referral to specialists such as careers teachers and advisers would be possible. In the TVEI Consortium this type of work has been piloted, including one of the sample schools, and it has been known as the Tutor Based Self Referral Project. Ideally, one would like more time for this Project to have become embedded, but already the pressures caused by KS3 and KS4 are beginning to force the pace. Again due to the time scale, the DES Report¹ although it discusses the relationship between TVEI and individual subjects, does not make this type of link. My hope would be that TVEI Reports in 1995 would look back and comment upon student guidance as received by subject.

A small minority of students referred to the influence of subject teachers upon their 'decision making' at 16. There may be a larger number who were counselled on the basis of best subject and encouraged by subject teachers to follow this route, without consideration of other choice criteria.

(v) Records of Achievement

Nowhere is the pace of change more acute than in the area of profiling and Recording of Achievement. In the DES Report¹ under an assessment heading, the main points about historical development, problems of time and student reaction, and of 'end user' acceptance are stressed. It suggests that "the increased discussion with students about their performance had benefits",¹⁶ but is critical of the 'continuity' shown in the use of ROA between schools and colleges.

A few students had found the ROA review process helpful, but for the majority no influence was suggested. In 1991 all Year 11 students in Hampshire left with a ROA, and the National Record of Achievement has emerged. The ROA will then become the norm, and nationally recognised. Teachers and students will have had almost a decade of experience in the ROA process. It is to be expected that future research may reveal that large numbers of students were influenced in their decisions by the guidance processes associated with the ROA. It should also be the case that the processes within assessment generally will also be more geared to a negotiation. Some borderline examination students may then be able to make a more realistic appraisal of their subject performance, and of their future options in terms of suitable qualifications.

(vi) Equal Opportunities

There is an enormous amount of literature about the influence of TVEI upon gender issues, and it is worth a brief consideration of gender when considering the decision-making patterns of our students. In the sample interviewed and in the larger questionnaire samples of the Part 1 and 2 studies the students gave little emphasis to this factor in the decision process. However, if one looks at the statistical patterns for subjects and some careers it is quite clear that there are stereotypical choices being made by the researcher's students, and of those students nationally. In a recent publication entitled 'Equality of Opportunity'¹⁷ it is suggested that "the 1990's will see an increased polarisation in the labour market". The notion of EO as an entitlement for students is clearly stated, and institutional strategies for policy implementation are defined. The relevant section of the book for this study is that on Performance Indicators for Entitlement. It highlights 'student outcomes' and refers to

"Informed choices

eg What choices are they making re:

- work experience
- curriculum options 14-16
- post 16 courses
- post 18 courses
- jobs (with training)

What are the patterns of choice (boys/girls, ethnic minorities, SEN) from one year to the next?"¹⁸

In this Consortium this has begun to happen in subject terms particularly for Science and Technology, and increasingly as all institutions implement an EO policy the statistical breakdowns of male and female destinations will be available.

Traditionally, the local Careers Offices have provided a breakdown of destinations, and in 1989-1990 TVEI/Careers Service combined to publish a detailed statistical summary of this information for all teachers.¹⁹ This had the effect of highlighting the student choice trends in general terms, but also by gender. On a wider scale the emergence of the Hampshire TEC has been followed by a detailed statistical breakdown of current trends.²⁰

Table 20

**Projected Population Changes 1991-2001
Male and Female: Aged 16 Plus**

Age Group	June 1991	Female	Male
16 - 17	38,855	17,435	21,420
	June 2001	Female	Male
	38,668	15,812	22,856

Table 19 shows that the number of 16 - 17 year-olds overall will decline by the year 2001, but that the numbers of males will increase. In S E Hampshire the number of 16 year-olds in 1991 will be 4,991: the S E Hampshire TVEI Consortium will contain about one third of this total. In Appendix 22 the researcher has shown the destination statistics for Year 11 students in 1990: participation rates in further education have risen again as has unemployment but youth training as a percentage has fallen.

The projected skill shortages nationally and in Hampshire feature manufacturing and technical occupations as key shortage areas, but in general terms skill shortages appear across the board. The TEC document is critical of current practice and recommends "an effective system for advice and guidance on training and education opportunities".²¹ In the section entitled "Agenda for Action" it refers to 6 key objectives: number 5 reads,

"To encourage the coherence and relevance of vocational training and education for the 14-21 age groups."²²

The relationship between these trends and the decision making options for students pre-16 are critical. Firstly, the diminishing number of 16 year olds means that they have become a scarcer resource. Secondly, the stereotypical channeling of males and females into certain occupational or subject areas does not help to meet the projected skill shortage areas. Women in general are still a wasted resource, and despite progress in schools the EO gender dimension is still very powerful. In simple terms an example would be to relate this dimension to the counselling of students on the basis of 'best subject': how often is this 'best subject' route challenged when it follows traditional male/female patterns? How often do teachers and guidance personnel relate 'best subject' to skill shortage? How often are girls encouraged to venture into more challenging careers? It would seem that progress in this area has been poor. Women returnees are not well treated, creches are not readily available, and more importantly for the present research the 16 year old female may not be well advised. Whether performance indicators will help or whether labour market analyses will encourage more attention to skill shortages is a topic for future research.

The 1990 Review of TVEI talks of considerable success in overcoming gender imbalances" and the DES Report states that "overall TVEI reduced gender stereotyping". This is probably true nationally as awareness has been raised. It is also likely that in this TVEI Consortium some impact has been made. Nevertheless, this is a longer term issue which will still be present long after the demise of TVEI. It will take a very long time before socialisation processes begin to change matters. Counselling has and will improve, but the extent to which it will impact upon the decisions of our 16 year olds, in gender terms, will need monitoring for a long time to come.

General Overview and Summary

This chapter has provided a rationale for the comparisons of national, local and the current research findings, specifically examining influence with respect to:

- (i) Work experience
- (ii) Careers education and guidance
- (iii) PSHE (including Residential Experience)
- (iv) The influence of subjects
- (v) Profiling and Records of Achievement
- (vi) Equal Opportunities (gender).

It is now necessary to mention a few more general points that relate to the research findings. In particular to refer back to the "What is important in your choice of future courses or training" grid (see Appendix 19) that has been a feature of all aspects of the research. The key factors were found to be

- (i) The course will qualify you for a type of work.
- (ii) The subjects I would take interest me at school.
- (iii) I expect the new subjects or projects to be interesting.
- (iv) Good results will qualify me to enter a university or polytechnic.

These statements are of interest because they have two fundamental points implicit in them. Firstly, the factor of interest and methodology, and secondly, the factor of outcome in terms of work or HE. What is interesting is the balance between these two factors in the way student decisions are reached. If the interest and methodological aspect is of greater importance then an extreme example would be the student that follows that route with no thought to future vocational use. If the outcome factor is stronger then decision making will be based around the quickest and most traditional route to that destination. In both of these examples, the counselling implication is that decisions will be based on opposing factors in most cases. It is a very fortunate individual for whom both factors correspond exactly.

In looking for supporting literature one specific and two general examples that relate to this issue have been selected. The specific example is taken from some NFER research into student attitudes towards engineering courses.²³ It looked at 'A' level Physics and Mathematics students in a sample of 1800 in 215 institutions (interestingly the sample included a disproportionate number of girls). The research reported on 'students' reasons for choosing their A/AS level subjects: vocational reasons were a minor factor; the table below shows the most important reasons given:

Table 21

A-level students: main reasons for choosing A-level subjects

	Boys	Girls
	%	%
Subjects they are interested in	67	72
Subjects they are good at	61	55
Subjects they enjoy	55	68
Subjects relevant to further study	56	53
Subjects that will help them get a job	34	22
Subjects recommended by teachers	8	7
Subjects recommended by parents/relatives	4	6
Subjects recommended by friends	1	0
Other	3	3

Students were able to select up to 3 options: % therefore add up to more than 100%

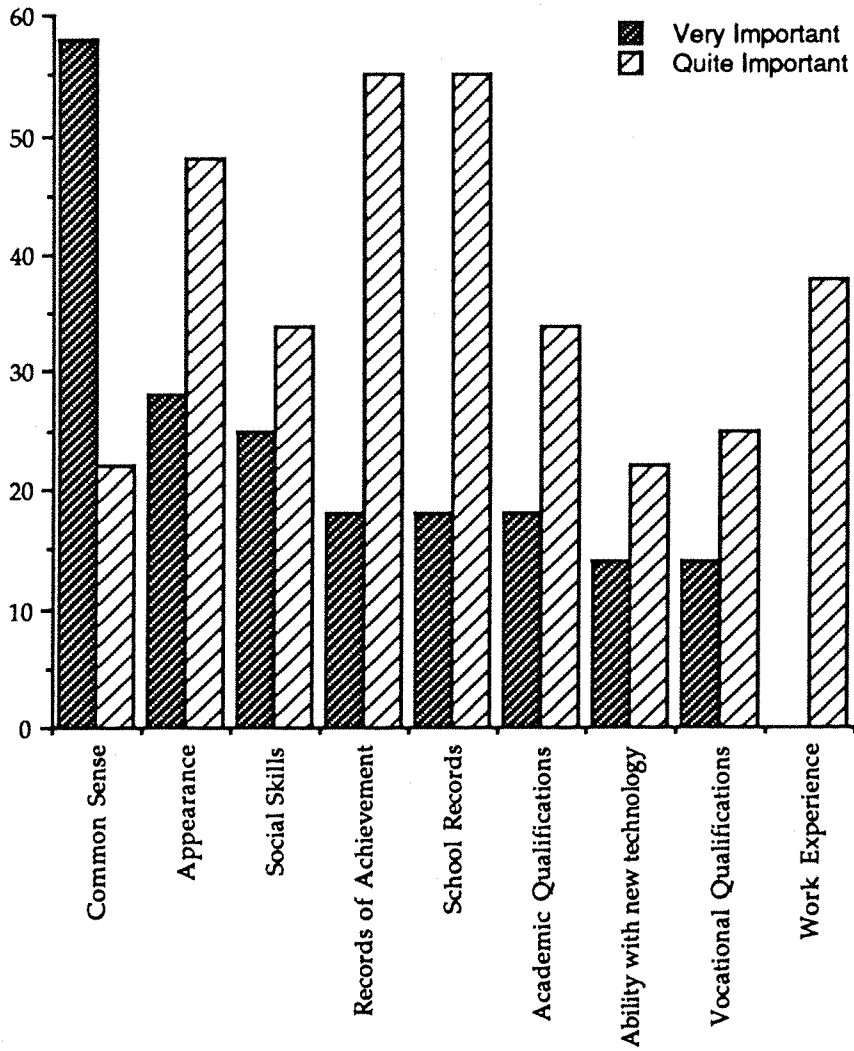
Also 84% of boys and 88% of girls expected to go on to HE, and of this percentage 31% of boys and 14% of girls expected to study Engineering. The main criteria mentioned for the intended subject of study and future career were given by students as "interest, enjoyment, the desire for varied and non repetitive work. Boys were more likely to be interested in financial rewards and girls more likely to be interested in careers which they considered to be socially worthwhile".²⁴ The latter point about girls corresponds exactly to original findings from the Part 1 and 2 reports.

Two more general examples have been selected in order to illustrate a similar close correlation to my findings. A recent publication entitled 'Into Work'²⁵ reported on a survey of 21 companies which had recruited TVEI school leavers in 1990: its main findings were that

- (i) companies tended to short list candidates on the basis of academic qualifications
- (ii) 'common sense' in the interview situation was a key factor (See Table 22 below)

Table 22

**FACTORS CONSIDERED BY RECRUITERS
WHEN RECRUITING SCHOOL LEAVERS AND
RATINGS OF THEIR IMPORTANCE**
Percentage of recruiters (of 24) who take factor into account



Into Work: Skills and Enterprise Briefing - October 1991, page 1

- iii) TVEI students were seen to have an advantage over other non TVEI student recruits (higher quality): "TVEI recruits showed more potential for progressing in employment or further training".²⁶
- (iv) 75% of students claimed that training provision was an important factor when they decided to apply for a job.
- (v) Over 70% of recruiters felt that "young people were ill-equipped for the world of work" when they leave school; but 80% of TVEI school leavers felt "that school had helped them to learn things useful for work".²⁷
- (vi) "When the school leavers were asked how they came to hear about the job they ultimately took, the most frequent answer was through friends, relatives or neighbours who already worked for the company. This was followed by careers teachers and the careers service."²⁸

These points confirm the hypothesis of this research, and the prevalence given to TVEI elements within the table compares well with the influences identified in this research.

A third source for comparison is the 'Action Special 91 publication'²⁹ which in previous years would have been distributed to all students in schools. In the '91 edition it spells out 'options at 16, 17 and 18', it gives details of the plethora of qualifications available, of financial implications, of Youth Training and other training opportunities, and a detailed section on decision making and skills required. It is aimed at the student audience and offers comprehensive guidance on all of the key issues. It also incorporates an 'Action Planner' that helps the student in 10 steps towards their goal.

The reason for referring to this publication is not to compare findings as such, but more to offer it as evidence of the way in which CEG has progressed. Many of the TVEI elements could be traced back into sections of the Action Special 91 publication, and it provides an example of how the decision ingredients can be brought together to help the student. It is complementary to the TVEI processes that have been described, and it is importantly set in a 'youth culture'. How much influence it might have is difficult to assess: nevertheless if decision-making is to be linked to better information retrieval processes, then it has a small part to play.

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CHAPTER 7

IMPLICATIONS AND CONCLUSIONS

In this final chapter the intention is to discuss the implications for a range of areas and agencies that the research has uncovered. It is an attempt to look at the future implications of TVEI developments, and to suggest some recommendations that might result from some of the trends indicated. In chapter 6 the findings were put in a national or local context, and the next step logically is to try and express those points in a projection of the future. Gleeson¹ in his excellent book called 'The Paradox of Training' is essential reading in this future projection because it traces the academic and vocational debate in terms of its practical reality. For example, the move from YOP schemes to present day YT, and the philosophical ideas that underpin these Government initiatives. The TVEI Project is discussed at length (Ch.5 'Progression and Progressivism in TVEI') as an integral part of the vocational emphasis the Government apparently wanted to promote.

The historical picture that Gleeson describes nationally has recently shown itself in the White Paper 'Education and Training in the 21st Century', and in the expression of the Government's National Training Targets (see Appendix 23). This legislation and the targets that it promotes will have major implications for the guidance requirements of our students. In Gleeson's book the implications of past and present change are put into a simple framework which could be described as Political, Financial, Philosophical, Practical and Desired: he also adds a further category Reality! These categories are referred to as the research implications are discussed, viz:

- (i) change given the present National picture
- (ii) change in local practice
- (iii) change in institutional development
- (iv) change in curriculum delivery, and
- (v) change in a guidance/counselling context

The implications presented should also be seen against a background of accountability for the processes and practices that relate to the decision making. In other words factors such as the effect on student decisions now that certain traditions have been set through TVEI. The predicted changes will impinge upon the impact of such traditions, which might include the TVEI elements described at length in this research.

(i) Change implications: the national picture

A constant theme of this research has been the historical development of two separate strands, namely education and training, academic and vocational to use the common descriptors. In a recent speech James Callaghan, 15 years on from his launch of the great debate, again chose to return to our failure to bring these two strands together. Despite a number of Government initiatives it could be argued that the divide is still a chasm, and that current proposals will do little to bring coherence to this debate.

A good example to use in this respect would be the planned introduction in September 1992 of the new General National Vocational Qualification. Once again there is a clear conflict between Government departments as a power struggle prevails. The original National Vocational Qualifications (NVQ) came from the Department of Employment, and they have been developed using industry lead bodies based on specific occupational skills. The GNVQ has been launched from the Department of Education and Science (DES), and features 5 broad occupational areas which might underpin NVQ's.² These two sets of qualifications may well pull against each other because NVQ is skills-based and performance related based on work based assessment, whilst GNVQ will assess not just performance, but also knowledge and understanding. It is also the intention to overlay a set of core skills across the GNVQ structure of units.

The dichotomy and confusion is further complicated by that other horse from the DES stable, namely 'A' levels or as the Government would label it 'the Gold Standard'. It could be argued that what is being created is a Tripartite System post-16 made up of 'A'/'A'S level, GNVQ and NVQ: This is supposed to be a rationalisation of the system. The Government would seem to be trying to achieve this rationalisation without tarnishing the academic respectability of 'A' level. The intention might be to offer students the opportunity to 'mix-n-match' 'A' levels with GNVQ's, perhaps as an Advanced Diploma, but already questions are being raised about the 'currency level' of these new qualifications, especially in terms of access to Higher Education. The other fundamental problem will be the grading of GNVQ, because the notion of parity of esteem will be very difficult to achieve when matching a norm referenced system of assessment, against one which is criterion referenced.

The tragedy of these developments will be the confusion for students of this failure to rationalise properly the plethora of qualifications on offer. It might also be argued that a more far-sighted approach would be to follow a more European structure, perhaps the Baccalaureate. It seems to this researcher that these developments will do little to raise the low esteem of vocational courses in the eyes of students and parents: it will continue to be a second choice, the poor relation of the two routes. In making their decisions will

students seriously consider the vocational route to Higher Education? The danger will be a continued focus on the 'A' level route: a two year route that has a high drop out rate, and one that leaves many students with a set of results that come too late to make a suitable change to an alternative vocational pathway. If institutions are to seriously implement the notion of the Accreditation of Prior Learning (APL), then cross over routes will have to be found. The implications for guidance and counselling in these circumstances are enormous. Guidance will be required between levels for GNVQ and NVQ's, and students will need to understand the inter relationship between the three possible routes. In wider terms the guidance will still need to consider the longer term targets, not to mention the alternative routes offered via training and employment at 16 or later.

The Professor of Education at Manchester University in a newspaper article entitled 'Vocation in a Void' (See Appendix 24) concisely argues the points that philosophically underpin this debate. He points out that "only 8 per cent of comprehensive school children pass in 3 'A' level subject", and he questions "whether there is adequate breadth of study". He states that,

"It is one of the curiosities of English education that there has never been a clear practical/technical ladder to complement the academic/theoretical."³

In other words, the GCSE and 'A' level assessment system uses a set of grades which place pupils in rank order, and according to a pre-determined proportion for each grade. Assessment under NVQ is done according to set criteria and competences, usually in a vocational area, and the measurement of a pupil's quality of performance is irrespective of the performance of other pupils.

He goes on to suggest that,

"At present, vocational qualifications are essentially a route for people who have failed something academic."^{4, 5}

The usual comparisons between the performance in this country with our competitive trading partners regularly accompanies these accusations,⁶ but one must question the Government's real desire for change. A cynical view may be to look at the educational background of many ministers from the independent sector: the old values will not change easily in these circumstances. The researcher's hope would be in the ability of educational practitioners to use the new developments for the benefit of our students: TVEI is a good example of a government initiative which has been usurped for the better in this way!

The other major counselling implication from these developments may prove to be in the relationship between the counselling for Post-16 courses and the skill shortage that exist in

certain areas such as Engineering. The ability to attract students into the manufacturing sector may well hinge not only on curriculum developments pre 16, but also upon vocational routes through GNVQ and NVQ into Higher Education. Students could then be guided according to competences and levels, and perhaps adapting the SCOTVEC idea, some core units could have a direct correlation with Higher Education entry requirements. At present in England there is no clear 'points equivalent' for vocational courses in the entry to Higher Education.

(ii) Change in local practice

The Regional Adviser for the Department of Employment who was interviewed (see transcript extracts in Appendix 1) was of the opinion that TVEI had been a major force behind the Government's apparent desire to rationalise the Post-16 curriculum. He was also of the opinion that TVEI had interpreted "vocational" as a set of generic skills and not as discrete occupational skills, and that this too had influenced the planning of schools and colleges. In the Consortium studied there is evidence to show that this suggestion is correct, and that the implications for implementation are already well established. For example, the traditional links between 12 - 16 schools and the 2 local colleges have involved 'taster' courses and a sound programme of information exchange that gave students a broad understanding of the vocational routes available. More recently the use of pre-vocational courses by several local schools, and all 3 special schools, linked to the College of Further Education have been practiced. The next stage to develop as a Consortium will be the specific investigation of courses like NVQ Catering Level 2 to see how they correlate with current GCSE Home Economics, and later KS4 Technology. It ought to be possible for students to gain competencies towards levels 1 + 2 whilst still at school: this would be a meaningful expression of APL. The local schools can combine to fill a pre-vocational course so that it becomes cost effective, and in the future it may be that a franchise concept will emerge.

The present contention would be that student decision making under these circumstances would be based on a real understanding of their progress. At present counselling for students who achieve below grade C GCSE is very difficult for obvious reasons, and as stated earlier is often seen as second best. The Secretary of State's recent coursework pronouncements about a percentage restriction could have the effect of encouraging more schools to offer City and Guilds Foundation programmes Pre-16, or to link with Post-16 in the local example given.

At present, following the national trend, the Consortium participation rates have risen, but there is a concern about the quality of guidance available for students of the 'A' level borderline or 1 year course category, sometimes called the second quartile. The message of

TVEI has been primarily about Continuity and Progression and a measured transition for all students. Much work still needs to be done in order to improve the quality of these aims: the essential elements as described in earlier chapters are in place, but their coherence and the student skills required for them to be used to best advantage are lagging behind.

The sort of technique which the Consortium has adopted has been to focus upon teaching and learning processes for the Record of Achievement (ROA) and a gradual development of Individual Action Plans which will run alongside this initiative. A pertinent example of the teaching and learning strategy would be the development of supported self study approaches, and in particular the design of 'transition' packages that will help students in the move from GCSE to 'A' level. A local evaluation revealed that the skills and methodology for 'A' level was not a good match with current GCSE practice. The transitional packages will be an individual subject attempt to bridge that gap between 'June to September': Year 11 to Post-16. In this way it is hoped that subject guidance will improve such that student's decisions will be based on a realistic view of what 'A' level requires. This may do something to reduce the one year drop out rate from students making the wrong choices.

Other implications for change in Consortium and local working tend to be more broad in their bearing, but important because of their overall impact. The first of these is to consider the TVEI Review process (required annually by TVEI) and now provided clearly in aims and objectives via the Hampshire TVEI Directorate. These aims include objectives for Careers Education and Guidance (CEG) and for the Work Related Curriculum, both of which all of the Consortium schools and colleges have to report under each year. The Review process has been tightened up considerably in recent years and all institutions have a detailed Development Plan. The significance of this is that the monitoring of quality should be more rigorous and in consequence student guidance should be more consistent.

The second development is a financial one because under the Development Plan it is possible to check the level of resources allocated by individual establishments, which can then be complemented by the use of TVEI Staff Development funding. The central TVEI funding will be available until the end of the Project in 1994 and there is much staff development work to be done in the areas of CEG and the Work Related Curriculum. A present initiative is a series of 6 hour sessions for each subject to explore and produce materials for the vocational dimension of each subject. Again the aim would be to enhance teacher awareness of the subject contribution to be made within the guidance process. Longer term, students may then make more informed decisions.

A third and final broad implication for change will be the local influence of two major developments: these are the setting up of the Hampshire Training and Enterprise Council

(TEC), and of the Hampshire Education Business Partnership (HEBP). The TEC as part of a national network will be the major funding mechanism for the future and it may be that TVEI will eventually fall under its wing. Traditionally dealing with YT and ET (Employment Training) the TEC have now appointed an Education Manager who will co-ordinate activities.

The HEBP organisation will be the delivery mechanism and forum for linking education and business: this will be particularly important to the Consortium because our own Industry/Education Co-ordinator has a contract that expires in August 1992. From the Consortium standpoint it will be essential to hand over the work of this person to HEBP: if that fails then much of our investment in CEG and the Work Related Curriculum over an 8 year period will be negated. The implication for guidance to students of such a vacuum would be immense, because current programmes would either wither or remain static for a period of time.

The inter-relationship between the TEC and HEBP will in itself be crucial because of the financial implications. If funding is available from the TEC to pursue specific educational and vocational aims in its Corporate Plan, then things may continue as planned. If funding is not forthcoming, then some kind of all age brokerage for links may have to be sold as a service to schools, colleges and businesses. Given that the careers service has been savagely cut in personnel terms, the fundamental dilemma will be who provides such a brokerage: the Consortium has previously performed this function. A concern here is the 'selling of a service' model because schools and colleges may not yet be prepared to 'buy in'. The demands on LMS funding mean that industry/Education work may not yet feature as a high priority in the school/college Development Plan. If a 'service' model were to prevail then the quality and consistency of guidance will be affected because some institutions will not participate: indeed if the GMS (Grant Maintained Status) movement gains momentum then this scenario is even more likely.

The argument is therefore that it may be difficult to go forward on a Consortium basis in the future, as the demands of a competitive economy increase. If this happens then 'quality' issues for guidance will become an institutional responsibility. If the school has a 6th Form (there are 2 in my Consortium) will guidance continue to be neutral? The decision making influences for students under these circumstances may be difficult to maintain. The hope must be that TVEI has laid a sufficiently good foundation for a more optimistic outlook to predominate, for the sake of our students.

It might be asked what is the LEA stake in all of this activity? It would seem to me that the answer is very limited: a fringe player since the re-organisation into four Divisions and the devolvement of funding directly to schools and colleges. There may be some small

Inspectorate role but the level of influence exercised by the LEA will be relatively small. Perhaps a quality function and a means of offering information about Post-16 options: evidence of this being the publication 'Opportunities after 16'⁷. It will be a matter for further research as to whether the demise of the LEA has had any significant effect upon the coherence and quality of the guidance offered to students during their final years at school

(iii) Change in Institutional Development

As just mentioned the major changes for schools and colleges have been the result of Government legislation in the form of the Education Reform Act and the Post 16 White Paper. This legislation has produced curriculum change, which is detailed in the next section, and a competitive culture that has had great implications for the smooth running of the TVEI Project. Following the TVEI model outlined in the 'Clusters and Consortia'⁸ publication, the S E Hants Consortium is now at the third stage of 'Institutionalisation' and moving hopefully towards the final stage of 'self sustaining continuity'. It is in this context that the implications for institutions need to be considered with regard to CEG and the Work Related Curriculum. In other words the extent to which TVEI elements and influences can be maintained in a competitive environment. At a time when the TVEI Project has over two years to run, but when the institutional slice of TVEI funding in equipment terms has been spent, to what extent will each school or college see TVEI aims and objectives as a priority? If the answer to that question is problematic, then what resources will each institution allocate to those elements which help students to make better decisions. If resources are limited which of the elements will be removed? The evidence at present would be that JIIG CAL may be an early casualty because of the high cost of annual staff training.

In the interview with David Yeomans (See Appendix 21) the changes in one school that had occurred over a 4 year period were discussed at length. The main points from that interview which were pertinent to this section are:

- (a) staff development implications
- (b) marketing strategies
- (c) implications for SEN students

(a) Staff Development Implications

This is the crucial area if the quality of guidance and student decision-making opportunities are to be maintained. In the interview the merits of linking the Appraisal interview objectives to non-subject targets were discussed. The use of performance indicators

such as all staff going out annually on an industrial placement as a long term phased development are important, as are the further development of accredited courses for teachers which feature an Industry module. Finally on this point the continued need to help staff with one to one reviewing, ROA and assessment techniques, which carry with them the maximum of student involvement is apparent. Next year the TVEI Directorate will expect schools to look at this last point against a set of performance indicators devised and agreed at the last TVEI Managers' Conference in October 1991.

(b) Marketing Strategies

The use of former TVEI elements as 'shop window' events for the school has also been mentioned. If the requirement is for exam result league tables, then what other criteria might be used to 'judge' a good school? It may be that TVEI hybrids like Industry Days might perform a useful Community and publicity function for schools. The spin-off for students would be the preservation of such elements which may form some part of their decision making process.

The whole area of relationships with the Community has moved on rapidly in this competitive environment: the expectations of Governors, Parents, Employers and students under these new circumstances has yet to be fully understood. In one of the sample schools the use of parents in the process of student action planning, the continued use of an Industrial Tutors Scheme, and an ever increasing involvement by students in these processes are key features. Here, the student benefits in helping him/her to have a clearer self-understanding.

(c) Implications for SEN Students

The 3 Special Schools in the Consortium have been unanimous in their praise for the TVEI Project, for their students in terms of equipment, INSET and networks. One issue for all schools has been how to establish a whole school policy for differentiation. It is suggested that an important part of this process would be how to help the broad 20% of SEN students (as identified in the Warnock Report)⁹ in their decision making processes. The TVEI elements for this 20% of students may be even more crucial to them in making informed decisions. A slow gradual process of information retrieval, of targets and of real work experiences might help these students in their selection from a limited opportunity menu.

The only other point to be mentioned briefly from this interview was the fate of the careers teacher under TVEI. In the early years this person was often elevated to a senior management position in the school, but the current trend has moved away from the 'expert' model, towards the use of tutorial teams, and a whole staff approach. This change of

model will be discussed in more detail in the final section of this chapter, but in this consideration of institutional change, it needs to be referenced. The Careers teacher has been shown in this research to be an important influence in the decisions of some students. Will the new model lessen this influence?

(iv) Change implications for Curriculum delivery

The careers teacher focus is an appropriate starting point in looking at the change implications for Curriculum delivery, because the changes brought about by TVEI have shown themselves in both teachers and students. The key teachers in the TVEI Pilot Project tended to be in Careers, Technology, Business Studies, and Information Technology. In the TVEI Extension Project the teacher involvement has been right across the curriculum and the TVEI Co-ordinator has often been replaced by the Deputy Head in charge of curriculum. The staff interviews undertaken tended to reflect the tensions that this broadening had created, and the Careers Teacher was indicative of a key area of curriculum change.

The traditional role of the Careers Teacher has developed largely since the second world war, and Howarth¹⁰ describes clearly the numerical advance in the percentage of careers teachers in secondary schools, and the distinction between the roles of the careers teacher and the Careers Adviser. For more recent times Howarth writes of the effect on students as

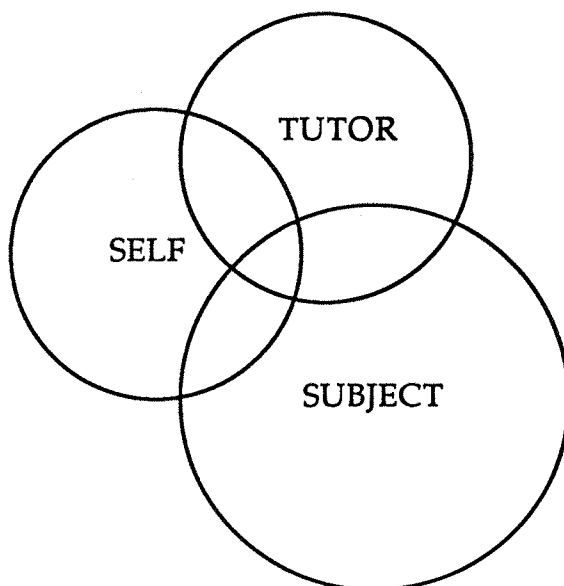
"the acquisition of skills and techniques to enable them at various stages in the future to know how to cope with applying for jobs, finding where jobs exist, filling up forms, being interviewed, assessing the environment in which a job will take place...."¹¹

This is quite helpful as a concise description of the processes and activities that might be found in most schools: his book later links this description to the role of the Careers teacher as a 'co-ordinator' of others. TVEI has supported this process, and the research has begun to look at the student perception of this diet.

The main point to be made in conjunction with this change of role is the curriculum and staff development impact it has on the whole teaching staff. If the quality of guidance is to be maintained then the staff development programme for tutors must reflect this trend. The traditional staff development model prior to TVEI might be shown as:

FIG. 4

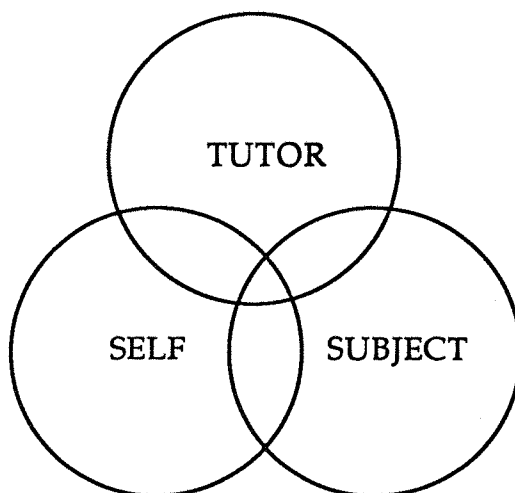
TRADITIONAL STAFF DEVELOPMENT MODEL



In this diagram the major staff development focus would be the subject specialism, some INSET might be given to tutors, but very little, and the SELF category might be the voluntary pick up of Award Bearing Courses. The curriculum impact of a change towards a greater tutorial responsibility, would need to be reflected by a corresponding picture in the staff development programme. TVEI in promoting the work and role of tutors in PSHE, Careers and the ROA process has provided much of the impact for the change as shown in Figure 5.

FIG. 5

GREATER TUTORIAL RESPONSIBILITY



Unfortunately, such a change will be a slow process and it will be many years before teachers feel comfortable in this wider role.

The change is further complicated by the movement to deliver the curriculum using flexible learning techniques, and a greater emphasis upon the student management of learning. The pressure on teachers to respond with fully differentiated approaches and materials coupled with the insecurity caused by operating outside of the boundaries of one's main subject should not be underestimated. Therefore, research will need to be carried out, perhaps as a longitudinal study, to see whether the quality of the tutorial programme, and of the guidance and counselling within it, will make a significant difference to the decision making skills of our students. At present my research would indicate that the student experience will reflect not only their own self awareness, but also the maturity of experience of their particular tutor or careers teacher.

The other curriculum dimension that would seem pertinent would be the area of assessment: the change in the modes of assessment and the use of modular courses have required new skills for teachers and students. The dialogue that surrounds the final assessment, its linkage to the Record of Achievement and the increased emphasis towards criterion referenced procedures all have quite major implications for the decision making and counselling of students. In making the transition at 16 many students may well choose courses or units on the basis of such teacher/student dialogue. Again, the teacher's ability to guide will be dependent upon a broad knowledge of post 16 options, not just 'A' level.

The TVEI promotion of the Work Related Curriculum, building on good curriculum linkage with flagships like Work Experience, ought to continue into a wider range of subjects during the 1990's. The curriculum implications for student decision making should be an increased relevance of experience, and a broader awareness of the vocational dimension to any subject. The key factor that might slow up this process will be the National Curriculum time table which has caused teachers to become bogged down with the key stage requirements. In time-table terms this has caused some schools to look at the 50 minute period model: in my view this shorter unit of time will make difficult things like visits to local companies.

It is worth considering these fundamental curriculum changes from the standpoint of the student: to what extent do such changes improve the educational experience of our students? Will they in fact be better prepared for adult life? Will they be better able to make major decisions? I think the signs are positive: the move towards a broad and balanced curriculum with less option choice at 14 prevents specialisation at too early an age. The introduction of integrated Science courses and Technology for all has also provided a broader base from which girls particularly should benefit. The emphasis on these subjects should longer term cause more students to follow them into HE and employment. The TVEI Pilot Technology progression was a 'failure' because it was artificial: the subjects now are well established.

In the PSHE and Careers programmes, teachers have now had long enough to make sure that such courses are not a low priority, 'bolt on' activity. Curriculum time is being provided for one to one reviewing and ROA procedures, and from the students there is a more enthusiastic response. The introduction of the National Record of Achievement has also confirmed the currency value of this documentation, which will mean that students will have little choice but to value it.

Time will tell whether better decisions are subsequently made as a result of these curriculum changes. What is encouraging is that nationally the TVEI elements have been rapidly endorsed, and that they have slipped into the culture of local establishments without causing too much pain! Under LMS, research will eventually show whether there is to be any slippage due to financial considerations. A proper guidance procedure is not cheap, and these elements will need to be adequately resourced if the quality of curriculum delivery is to be maintained.

(v) Change in a Guidance/Counselling context

The main hypothesis for this research has been set against the background of the many theories, and applications of those theories that exist in relation to guidance and counselling. For a thorough explanation of these theories the publication "Career Development in Britain"¹² has much to commend it. The detailed discussion of what constituted counselling or guidance is outside the scope of this research, but it is important to acknowledge such a context.

In the bibliography some other relevant texts are noted.

In Hamblin's book "The Teacher and Counselling"¹³ he relates 'Vocational and Educational Counselling' to counselling in the context of the school environment. He explores the relationship between 'personal and vocational counselling' by the consideration of two main themes

- (i) "that vocational choice is a developmental process"
- (ii) "that the self image of the pupil is of fundamental importance in vocational guidance and counselling"

I would argue that the TVEI influences have attempted to address both of these themes. As Hamblin suggests, "self awareness is the basis for adequate decision making" and the approach to counselling, advocated in his book, can similarly be paralleled with the influences and elements that TVEI has promoted. TVEI has tried to reduce the number of

cases where vocational choice and first jobs have been attained by what Hamblin calls "trial and error procedures" (the Accident Theory). He goes on to refer to Cultural and Sociological theories of vocational choice which are based on the influence ascribed to 'family, peer group, social class, religious affiliation and racial background'. The main influence on choice for students according to Hamblin in this context would still be parents: my research would reinforce this view.

Hamblin is also dismissive of what he calls the 'Talent matching' process of counselling: he would see the attempt to match skills and aptitudes with vocational choice as dangerous if other criteria are ignored. There may be a message here for the Government in their NVQ and GNVQ rationale. Hamblin expresses a preference for developmental counselling based upon the 'identification of fields of interest', but at the appropriate 'level' to the individual's aspirations. In this debate he discusses the theories of Super and Ginzberg (see Appendix 25), and he suggests that vocational choice could be viewed as "a process of compromise."¹⁴

Another viewpoint commonly expressed in CEG literature is the self-concept theory, whereby the decision-making factors are limited to the image a person has of themselves. This may also be continued in terms of the image that others have of a person, and the stereotypes that might relate to certain occupations or situations. Clearly, this factor is common in gender portrayal.

Hamblin goes on to discuss what constitutes adequate information for vocational counselling, and the methods by which such information might be obtained. Instruments such as the Rodger's Seven Point Plan¹⁵ (Physical make up, Attainments, General Intelligence, Special Aptitudes, Interests, Disposition, Circumstances) were used in S E Hampshire by the Careers Service and are mentioned as suitable frameworks for the gathering of such information. In my view TVEI through the introduction of Computerised Guidance Systems has pioneered new instruments that have replaced the traditional mechanisms eg the Interlink form, Appendix 3 and the HCC Confidential Report shown in Appendix 26 Unfortunately, they too can carry the same problems - namely that the information might be used out of context, or that a record of failure can become a self-fulfilling prophecy.

On testing Hamblin refers to the Raven's matrices that were used at the researcher's school, but he is sceptical about the value of such testing for guidance purposes. The early TVEI groups were partly selected on the basis of CAT (Cognitive Ability Test) scores and in counselling, DEVAT (Department of Employment Vocational Attainment Tests) as an attainment test was used. In hindsight they did provide a broad indication of ability and aptitude. Eventually, they fell from favour because of 'labelling' and problems of results

misuse. Interestingly the Consortium Schools are now having to use the London reading tests as a crude indicator of Special Educational Needs funding entitlement. It would seem that some educationalists constantly require some form of easy indicator of level, even though in vocational guidance terms it has been shown to be potentially harmful. In my own experience at school with TVEI students, I would suggest that such crude 'labelling' led to under expectation and achievement and a more limited, or at the other extreme, exalted view, of their potential for some students. Hopson and Hayes would seem to endorse this viewpoint in their comments about the importance of 'dominant interests':

"Vocational Guidance.....has been conceived and developed hither to mainly in terms of tests and evaluations of the child's potentialities. But there is something more fundamental than guidance by tests. It is the individual's dominant interest which largely determines his success and help him overcome his limitations."¹⁶

Hamblin discusses both the role of the careers teacher and the counsellor, and he states that:

"Quite often we find that an interest that is not backed by ability or aptitude is taken as the only possible basis for deciding on a job by fifteen and sixteen year olds."¹⁷

If this statement is related to the view of labelling just given, the situation might be aggravated still further by an unrealistic self image, perhaps nurtured by test results and other kinds of vocational information, that are not used in a balanced way during the guidance process. At worst the result is the setting of low targets, that contain an element of 'playing safe' for the student.

In a quality guidance programme this should not happen, and by skilful intervention at transition points in the school life of pupils, such traps may be avoided. Hamblin writes about the feelings of 'uncertainty' that many students experience, and of the effects of 'signals of success and failure' that students might receive during their first years at school. For some students these feelings and signals will result in a poor self image and alienation from the norms of school life. The question that might be asked in the context of this research would be the extent to which TVEI influences react with such feelings and signals. Do such TVEI influences serve only to reinforce possible failure or do they work positively to enhance the students ability to make considered decisions? In my sample the upper attaining students were prevalent and therefore the influences were mainly seen as positive or a reinforcement of a predetermined flight path. If a wider sample could have been used, then the perceptions of those going into training and employment could have been

compared. It is suggested that for this untried group the TVEI influences may not have been so effective, but this would need research as a separate hypothesis.

The provision of vocational information, usually within a Careers programme is a theme to be returned to as part of a more detailed exploration of Computer Guidance Systems. The idea of the provision of such information has gradually grown in strength and Sims¹⁸ in her article on Careers Education and Guidance in the past 20 years looks at such provision in the context of the subject's current status. She traces the development of the provision through 'Better Schools',¹⁹ to Curriculum Matters,²⁰ and on to the latest National Curriculum provision in Curriculum Guidance 6.²¹ She uses the example of the delivery of some parts of CEG through Attainment Targets in English and Technology. She also explores the potential for an open learning approach to CEG, and the role of Computer Guidance Systems within such an approach. Finally, Sims links all of these developments to the TVEI Focus Statements and to the text of the Government White Paper 'Education and Training for the Twenty-First Century'.²² A more detailed explanation of these trends can be found in books listed in my bibliography.

The problem with the provision of vocational information in a careers programme, or within separate subjects will be time, and selectivity, in a sensible progression of information and experiences. Hopson and Hayes suggest that

".....there is no shortage of techniques for bringing occupational knowledge into the school. It may be, however, that vocational guidance has set itself a task whose information requirements are too complex even for computer aid techniques, a task which should properly be regarded as the responsibility of the educational system as a whole rather than of a specialist corps within the system....., so that the information-handling process became part and parcel of curriculum-design, taking advantage of all modern aids, the specialist counsellor could be left with a more manageable 'client oriented' job."²³

This statement is an excellent summary of a process that has been occurring in this researcher's TVEI Consortium. Currently, the future of Computer Guidance Systems within this process is under threat for economic reasons, even though JIIG CAL has been evaluated locally, and shown to be of value. The licensing of various computer software packages like JIIG CAL, Microdoors and Job File Explorer, together with unit costs and training requirements are issues that the LEA and the Careers Service have been slow to grasp. The background to the development of such systems and the national perspective upon these issues are well documented²⁴ but it will not be until 1992 that the Government will begin to fund further Computer Guidance developments (via TECS: £2000 per school proposed). It is

probable that the future will see a greater use of information retrieval software, more CD ROM discs such as ECCTIS for HE course selection, and more institutionally based OMR (Optical Mark Reader) facilities. All of these technological solutions will be fine in their own way, but unless their time tabled availability is sorted out they will become marginalised. The main reason that JIIG CAL has been so effective has been that it was for all Year 10 students, and it was discussed in the context of a PSHE or Careers programme. If either of these two factors change, and self-referral becomes the norm then an important question is raised: will the quality of guidance and thereby of the students' decision making be impaired? Again this will be an area for future research, but from the TVEI standpoint it is a dilemma now.

The other aspect to the provision of vocational guidance that is under threat is the information formerly provided by Careers Service personnel. Ironically, the role that this service can provide is set out in a chapter by Terry Collins,²⁵ who is currently the Head of the Careers Service in Hampshire. The severe funding cuts to this service have already caused local personnel to work in more schools, providing a greatly reduced coverage. In fact all schools are now being asked to sign a 'Careers Contract' which is their entitlement to a set number of hours and functions from the Careers Service. There is a suspicion that as the movement towards 'all age guidance' increases, the amount of time available for students will further decrease. An even broader perspective on such training issues, from an economic perspective is set out in detail in Amin Rajan's thought provoking book entitled '1992: A Zero Sum Game'.²⁶ At present, the economic recession and the local unemployment situation mean that the student options are in any case very restricted. Increased participation rates in further education reflect this pattern. This raises a fundamental question about the validity of offering extensive vocational information, if it only serves to raise unrealistic expectations. In TVEI terms, should investment be made in a process that has some justification during a buoyant economy, but seems a bit hollow at a time when the main job opportunities at 16 will only be in clerical and catering occupations? The recently published 'Which Way Now'²⁷ options document for 1991-92 school leavers, issued free to all students, whilst excellent in other respects, does still create the illusion of job opportunities across a much wider domain. Similarly the National Training Targets (Appendix 23) and the ideas expressed through bodies such as the CBI²⁸ will not easily gain credibility at such a time.

SUMMARY

In this chapter I have endeavoured to consider the current and future implications, posed for a variety of audiences, of developments that impinge heavily upon Consortium management planning for the S E Hampshire TVEI Consortium, but that also have broad implications for the TVEI influences that have been featured in the research hypothesis.

Similarly the net effect upon students and teachers of such changes, and an attempt to project forward how such things will develop have been considered. The concept of quality has been important in such a consideration of current and future events. The decision making of students has been influenced by the TVEI elements. But how can this quality of menu be sustained in the current climate, and more importantly, how can it be improved for the benefit of students now? The answer to these questions may lie in the greater use of Performance Indicators that monitor the student involvement in curricular processes. These will need to be linked closely to institutional development plans, and eventually the objectives set on behalf of teachers within their appraisal agreements.

FINAL CONCLUSIONS AND RECOMMENDATIONS

It would seem that there is no general theory that will cover the decision making process, and therefore it has been necessary to look at the salience of the main factors, and to try and determine how they will impinge upon student choices. This approach is not uncommon in looking for the 'Learning Outcomes of Guidance',²⁹ and a phrase used in this research paper refers to 'Impressionistic Reviewers'. I think that as a TVEI Manager researcher my perspective may well fall within that category.

Killeen and Kidd provide an exhaustive bibliography of recent British and American research that might be related to the learning outcomes of guidance. They describe learning outcomes of guidance "as the skills, knowledge and attitudes:

- (i) which facilitate informed rational occupational and educational decision-making
- (ii) which facilitate the effective implementation of occupational and educational decisions."³⁰

My research has attempted to look at these outcomes from a teacher and student perspective, whilst at the same time providing my own TVEI informed commentary. In Appendix 27 and Appendix 28 I have included the more detailed analogy of the work on learning outcomes in the form of two figures taken from the Research Paper. The reader will notice the close match with things referenced earlier in my own study such as the DOTS model, and the type of course content typically found in a TVEI menu and careers programme. The Killeen and Kidd research paper also discusses the evaluation and measurement of such learning outcomes, emphasising concepts such as 'career maturity', 'testing' and 'self reporting'. One of my recurrent themes has been the need for performance indicators that measure the impact of the processes and separate elements within the guidance programme. If my impressionistic review has indicated that TVEI elements have

been effective, then how might this be measured in quantitative and qualitative terms? The financial implications of sustaining such elements post TVEI will need to be carefully considered by institutions and by bureaucratic agencies like the Training Enterprise Council (TEC) and the Education Business Partnership (EBP). There may need to be some weighting of the factors, or of the individual elements previously supported by TVEI, and research of the type carried out by myself will need to be commissioned so that such weightings are made on an accurate assessment of student value, accorded to their decision making influence.

My research has indicated that key decisions made at 16 are still heavily biased towards 'best subject' and entry to Higher Education for those students in the top quartile of the ability range. Counselling towards a more appropriate form of qualification or towards a suitable and available occupation will not be effective until a tradition of vocational respectability has been established in this country. The evidence of under achievement and of human resource wastage is available in statistical and reported form.³¹ The Executive Summary of this report highlights these deficiencies, and laments the lack of coherence in post 16 initiatives. Research in the future will show whether the NCVQ framework will help build this tradition, or whether it will prove a false dawn. My own TVEI Consortium has tried to bridge the transitional gap that youngsters face at 16, but the plethora of post 16 options, even with a systematic guidance system, is likely to defeat our best efforts. Enter the world of Training Credits upon the scene in the next two years in Hampshire, and the guidance procedures will need to be even more comprehensive. Who will provide this service and who will pay for it? I suspect that the new all age careers service, for all the talk of 'world class targets', will not be able to cope with such an increased demand. Perhaps the TVEI route of self-referral procedures in schools, will of necessity be promoted for all.

It would also be inappropriate to neglect the European dimension in all of these changes: the latest conference held at Maastricht would seem to have cleared the way for a 'coherent and co-ordinated curriculum policy permeating the member states'.³² Perhaps these 1990's developments will help to change the deeply ingrained attitudes to education and training that our society has retained. Pessimistically, the independent sector and political manoeuvring by ministers may prevent a more rational approach to curriculum innovation post 16. Whatever the scenario the student at 14, 15, 16 will still need to be sufficiently self aware, and appropriately advised, to make decisions about their future, that they do not regret later in life. My fear, as well expressed by the Southern Regional Education Adviser for the Department of employment would still be that "Another generation of young people are being driven into narrow specialisms in order to get a University place." In other words, there is a need to continue the work of TVEI in making

vocational skills more generic, and a need to encourage breadth by an appropriate linkage with accreditation.

My research has indicated that there are a significant number of students that base their decisions upon the 'minimum disruption' factor. They play safe in their choices at 16 both in terms of site and course: they are not encouraged by parents particularly to seek breadth, or longer term vocational security. The gender distinctions are still strong.

If TVEI is to be serious about trying to change these historic patterns, then the encouragement of flexible learning methods, of ROA and IAP (Individual Action Plan) use, of the work related curriculum, of guidance procedures to include computer assisted tools, will all need to be consolidated. There is still a need for 'an experiential dimension' to the curriculum so that students can be actively involved in finding out about themselves and their learning outcomes. TVEI has encouraged the notion that learning can be fun: it would be dangerous to ignore the enjoyment factor in the decision making processes of our students.

Squires³³ writes about the alienation of young people and of their 'search for identity': at the age of adolescence support for students in this search is vital. Students must be able to seek expert advice at an appropriate time to their own development: my research has shown that when this match has occurred then the learning outcomes are fruitful.

In my research I have tried to take a logical approach to an area of TVEI work that at the time had little evidence to go with it. Literature from the official sources has been listed in my bibliography, and some of the Hampshire Pilot primary sources were helpful as evidence of the formative processes. By and large however the evidence of student perceptions of TVEI elements has only recently been published, and I believe that more research of this type urgently needs to be done. If not, then statements to the negative about TVEI, as made recently by the Audit Commission, will not be refutable by firm evidence.

TVEI has been responsible for curriculum innovation on an enormous scale: reports of the Pilot experience have now been published, but reports on the TVEI Extension phases inevitably will not be available until 1994 at the earliest. Perhaps this fact, has made my 'impressionistic review', as a current manager researcher, more important, because the issues I have raised will be current for all TVEI Projects nationally. As a practitioner responsible for providing both vision and the means to implement, it has been a helpful process for me to engage in, and consequently some of my plans for the remaining two-and-a-half years of the Project have been framed as a result.

This research has tried to provide a background to TVEI developments, an accurate description of the research procedures and findings, and finally a consideration of the

implications for a variety of audiences that have subsequently emerged. The original hypothesis that the TVEI elements and influences have improved the ability of students to make more informed decisions, I still believe to be true. The scale and quality of this impression, and the weighting of the individual guidance elements would still require further research over a period of time. Consolidation of such elements, should improve their quality of operation and my final hope would be that this would enable the majority of students to make well informed decisions at vital stages in their life. My guiding hypothesis contended that the ability of students to make more informed decisions would be enhanced by the changes that TVEI had implemented. The setting of TVEI elements within the context of a personal development programme being the vehicle for such improved performance. The interviews of students, and my own observations of procedures in 9 Comprehensive schools would lead me to conclude that this process has been successful.

The guiding hypothesis however should be accepted with a cautioning note in that whilst the programme introduced has led to a more comprehensive information service, the second and harder part of that process, namely using the information for effective decisions is less well proven. The provision of information and counselling opportunities has to be weighed against a range of other variables in the decision making process for students. Economic and environmental factors, and historical stereotypes will still make effective decision making less precise than might be desired. Nevertheless the hypothesis does stand up well in the light of the local and national evidence that has been presented. TVEI has played a major role in this process for 14 - 18 year olds, I hope that it can be sustained when the funding has run out. Deep roots are hard to put down, but my research has given me cause for some optimism that our students may be offered a better standard of guidance as a result of this work.

Many staff have worked very hard to develop these better opportunities, and in closing I would want to acknowledge and thank these local teachers, careers and TVEI staff for their co-operation in helping me to write this dissertation. It has been an interesting journey, but I hope well worthwhile in developing our future plans.

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APPENDIX 1

An Interview with the Regional Education Adviser (Employment Dept) S E Region

TRANSCRIPT

(formerly S E Regional Adviser for TVEI)

Venue: TVEI Centre

Date: 4th October 1991

Staying on rates - down to TVEI PSE programmes - look at regional figures from conferences. What has caused this effect?

"Attractiveness of the programmes."

"PSE has built up the expectations of the youngsters."

"Systematic approachesas a part of the TVEI programme in PSE."

"Most important product to come out of the TVEI Pilot was PSE."

"Movement in extension towards package of cross curricular themes."

Work on industry federation front a significant number of employers that will not recruit before 18 (TVEI influence). 'Consistent TVEI messages' eg: CBI Targets document - TVEI programme and Employment Department have brought this back into focus.

Employer research - PSE - a 'demonstration of the effects of cross curricular programmes on leavers'.

TVEI success in participation rates - at the expense of YT programmes which declined. YT to the age of 20, therefore it could be picked up at 17.

FT education staying on rates cut into employment/unemployment /unknown statistics.

Year 12 drop out rate - the guidance process implications. TVEI "challenging on progression issues" a challenge to small 6th forms.

Franchise concept of Post 16 courses as in Kent eg use of Crookhorn Technology room.

Message from the subject specialist "there is a deeper rooted problem than that ". The subject teacher cannot be the sole source of information for vocational routes in their subject". Use of industry placements to get rid of "negative attitudes". Vocationalism v academic debate (priority of subject) "vocationalism not by altruism".

Quotes:

"searching for the holy grail": "education a lifelong activity": "attacking of vocationalism in the narrow sense...." We have not seen the relationship with the adult skills necessary and: education is seen as a "right of passage" to be endured. "TVEI has interpreted vocationalism in a broader way to include GENERIC skills" and "has made an indissoluble linkage between education and training: that is a major change: TVEI has done that and it has happened over the last 2 years".

Guidance on best subjects - "TVEI has not managed to have sufficient impact on Higher Education eg Science 'A' level. "Another generation of young people are being driven into narrow specialisms in order to get a University place" "impossible to get a broad programme" (University).

Delayed decision/minimum disruption theory.

"Notion of a TVEI entitlement is an attempt to get across the idea of breadth: give credit to Higginson. It was TVEI's insistence on progression as an entitlement for everyone.... that created the climate for the current consensus".

1990 Post 16 Submissions - 1990-91 most productive year from all quarters from changes in Post 16 institutions. It led to the White Paper: "TVEI kicked up such a fuss about the discontinuity, and complete failure of the post 16 education to provide a broad programme/curriculum, and where there was breadth there was no accreditation. TVEI promoted Wessex/Cambridge 'A' Level "Therefore TVEI has raised awareness of the need for solutions" eg: RSA beyond GCSE, and the British Baccalaureate discussions. Virtually all papers had TVEI behind them. Baccalaureate information: David Finegold: Warwick. "TVEI raised the profile of the debate about 16-19 issues."

- Work related curriculum issue** - "most obvious change that TVEI has brought about" eg "TVEI had delivered 100% work experience" It dawned on Ministers (from a base of 10%).
- levels of staff that had had contact with industry (eg Teacher Placement 10% - TVEI set about implementing it). TVEI established it as an important aim in "making the curriculum relevant".
 - Statistics required on the Growth of Teacher Placement statistics annually.
 - ROA - parallel with work experience? The penetration of ROA, 100% of 16 year olds in Hampshire ROA Pilot schemes - bogged down in definitions and filing cabinets of paper.

ROA - estimate 70% nationally at 16 - Contact: Richard Parsons, Moorfoot, Sheffield for numbers of Year 11 who have ROA.

National Record has been brought about by TVEI. TVEI concern at proliferation of schemes. An "insistence on the process that underpinned it as more important". It has now moved to individual action planning.

Management structure for TVEI/Accountability

"A consequence of the meeting of 2 different cultures ie education and civil service."

"Education had no notion of evaluation or performance indicators before TVEI."

Accountabilities of the contracting process - "moral became legal".

Interaction of the 2 cultures - Training used "output related funding" eg contract imposed "review" on the education service or "outputs - the region of careers education and guidance eg JIIG CAL - computer programmes.

The dialogues with the Pilots promoted Reviews with institutions: it 'encouraged the process of institutional self review' A link to Development Plans. The framework provides continual evaluation of the programme: an enhancement of exam results.

County Reviews - cascade learning to Consortium Reviews: down to school at a Department level.

"evidence of better management" "transformed by association with TVEI".

Quality Circle Concept - comparison with consortium development committees.

How much of this can be sustained under present circumstances? Ref: "Clusters and Consortia" A powerful management tool which could cause improvements of the quality of the learning experience. The use of CBI Targets documents to bring us up to the level of our European partners by 1996. (The current vision.)

Future - LMS/ERA: the continuity of things like JIIG CAL: probably no at this stage: buying as a service may be more likely eg 2 factors "the Government recognition of EBP is important. The Management of the Careers Service will be through partnership arrangements with the TEC. We are committed to all age guidance systems which are much more broadly based - thus continuity will be taken over by new agencies."

APPENDIX 2

TVEI National Aims

AIMS OF THE NEW TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

a. In conjunction with LEAs to explore and test ways of organising and managing the education of 14-18 year old young people across the ability range so that:

- (i) more of them are attracted to seek the qualifications/skills which will be of direct value to them at work, and more of them achieve these qualifications and skills;
- (ii) they are better equipped to enter the world of employment which will await them;
- (iii) they acquire a more direct appreciation of the practical application of the qualifications for which they are working;
- (iv) they become accustomed to using their skills and knowledge to solve the real-world problems they will meet at work;
- (v) more emphasis is placed on developing initiative, motivation and enterprise as well as problem-solving skills and other aspects of personal development;
- (vi) the construction of the bridge from education to work is begun earlier by giving these young people the opportunity to have direct contact and training/planned work experience with a number of local employers in the relevant specialisms;
- (vii) there is close collaboration between local education authorities and industry/commerce/public services etc, so that the curriculum has industry's confidence.

b. To undertake a. in such a way that:

- (i) the detailed aims can be achieved quickly and cost effectively;
- (ii) the educational lessons learned can be readily applied in other localities and to other groups among the 14-18 year olds;
- (iii) the educational structures/schemes established to further the aims of the initiative should be consistent with progressive developments in skill and vocational training outside the school environment, existing vocational education for under 16 year-old young people, and higher education;
- (iv) emphasis is placed on careful monitoring and evaluation;
- (v) individual projects are managed at local level;
- (vi) the overall conduct, assessment, and development of the initiative can be assessed and monitored by the MSC and the NIVEI Unit it has established for this purpose.

January 1983

APPENDIX 3

The South East Hampshire Interlink Form

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CONFIDENTIAL REPORT ON PUPIL'S SURNAME SCHOOL NAME

FORE NAMES DATE OF BIRTH

DATE OF ENTRY TO THIS SCHOOL DATE OF LEAVING

This reference has been completed by the member of staff, whose signature appears below, from the reports of teachers responsible for the pupil during the past two years.

SECTION A - ACADEMIC ATTAINMENT

- i) Forecasts entered if exams not yet taken or results not yet known. No certainty of accuracy, but school's forecasts are normally a very reliable guide.
- ii) A subject may be ticked as non-exam for a number of reason. The pupil may not have been to exam standard, may have taken up the subject or joined the school late, or it may be a non-exam subject.
- iii) PLEASE DO NOT reveal forecast results to candidate or to any other person.

SUBJECT	Forecast Result				Actual Result				SUBJECT	Forecast Result				Actual Result				SUBJECT	Forecast Result				Actual Result											
	Student Non-exam	C.S.E.	G.C.E. 'O'	C.E.E.	G.C.E. 'A'	C.S.E.	G.C.E. 'O'	C.E.E.		G.C.E. 'A'	Student Non-exam	C.S.E.	G.C.E. 'O'	C.E.E.	G.C.E. 'A'	C.S.E.	G.C.E. 'O'		C.E.E.	G.C.E. 'A'	Student Non-exam	C.S.E.	G.C.E. 'O'	C.E.E.	G.C.E. 'A'	C.S.E.	G.C.E. 'O'	C.E.E.	G.C.E. 'A'					
English									Mathematics									Human Biology																
Mathematics									Art									Biology																
Human Biology									Technical Drawing									Chemistry																
Biology									Home Economics									Physics																
Chemistry									Drama									French																
Physics									Religious Studies									German																
French									Euro Area Studies									History																
German									Physical Education									Geography																
History																																		
Geography																																		

SECTION B - PERSONAL CHARACTERISTICS

- i) The letter circled is the school's assessment in the school environment.
- ii) More than one letter A - E circled under a heading indicates a range of opinion by teaching staff.
- iii) Employers must judge whether an applicant's characteristics may change significantly in their work environment.

RATING	CHARACTERISTIC
<p>1. ATTENDANCE & PUNCTUALITY (No) COMMENT IF NECESSARY</p> <p>Number of days absent in last 12 months <input style="width: 40px;" type="text"/></p> <p>Number of days late for school in last 12 months <input style="width: 40px;" type="text"/></p>	<p>5. RELATIONSHIPS WITH OTHERS</p> <p>A Positively popular and respected by peers and staff</p> <p>B Friendly relationship with peers and staff</p> <p>C Overpowering - tends to bully</p> <p>D Gives in to others - can be easily bullied - needs support</p> <p>E Withdrawn - finds contact with others extremely difficult</p> <p>X See section C below for comment or further explanation</p>
<p>2. RESPONSIBILITY & PARTICIPATION</p> <p>A House Prefect, Sports Captain or Vice Captain or similar involvement</p> <p>B Actively supporting in House, class or school</p> <p>C Co-operative</p> <p>D Indifferent</p> <p>E Unco-operative</p> <p>X See section C below for comment or further explanation</p>	<p>6. VERBAL COMMUNICATION</p> <p>A Can spontaneously debate a point of view</p> <p>B Communicates freely at a conversational level</p> <p>C Can converse with some hesitation at a conversational level</p> <p>D Responds adequately to verbal questions, but does not converse</p> <p>E Is withdrawn and incoherent in communication</p> <p>X See section C below for comment or further explanation</p>
<p>3. CAPACITY FOR WORK ON OWN INITIATIVE</p> <p>A Gets down to work without prompting</p> <p>B May need some guidance but willing to work</p> <p>C Needs clear guidance and direction</p> <p>D Needs personal supervision</p> <p>E Unreliable and likely to do no work even when supervised</p> <p>X See section C below for comment or further explanation</p>	<p>7. MANUAL DEXTERITY</p> <p>A Flair for tasks needing considerable manual dexterity</p> <p>B Fair control and ability in tasks needing considerable manual dexterity</p> <p>C Adequate control in performing routine manual tasks</p> <p>D Tendency to clumsiness in performing routine manual tasks</p> <p>E Difficulties in performing routine manual tasks</p> <p>X See section C below for comment or further explanation</p>
<p>4. ABILITY TO WORK CO-OPERATIVELY</p> <p>A Makes constructive and acceptable contributions in working with others and has leadership potential</p> <p>B Gives positive support and occasionally assumes leadership</p> <p>C Supporting but unlikely to lead a group</p> <p>D Prefers not to be involved</p> <p>E Usually a hindrance in group work</p> <p>X See section C below for comment or further explanation</p>	

SECTION C - ADDITIONAL COMMENTS (Include clarification of Section B, if necessary. Cover pupils participation in any other activity organised by the school)



SIGNED POSITION DATE
 ANY FURTHER SPECIFIC INFORMATION REQUESTED BY THE EMPLOYER IS ENTERED OVERLEAF (INTERLINK/JEP MARCH 1979)

APPENDIX 4

TVEI Aims (Hampshire Submission)

The objectives listed below are associated with three broad aims:

AIM A TO PROVIDE FOR EACH YOUNG PERSON A BROAD, BALANCED, RELEVANT AND COHERENT CURRICULUM

OBJECTIVES

- A1 The curriculum and staff development will be planned and delivered so that:
- (a) students will receive a broad and balanced education both in terms of what they study and in terms of their learning experiences;
 - (b) courses will be developed to encourage cross-curricular work and to avoid unnecessary duplication, through modular or other structures as appropriate;
 - (c) students will be helped to acquire transferable skills and habits of learning, so that they become prepared for the future, through the provision of a curriculum which has greater coherence;
 - (d) courses will be suitably assessed and will in general lead to accreditation by nationally recognised bodies;
 - (e) significant progress will be made towards ensuring that the content, organisation, delivery and assessment of the curriculum are free from gender, ethnic or disability bias;
 - (f) all students aged 14-16 will follow courses which enable them to:
 - (i) have experience both of the processes of technology and of using technology across the curriculum in different disciplines and contexts, and
 - (ii) be better equipped to understand the economic, social and moral implications of science and technology in society;
 - (g) all students at the age of 14 will embark on a science course or courses which will involve them in the study of more than a single science discipline (see also 1.1.7, 3.1.5 and 3.1.6);
 - (h) the proportion of Hampshire pupils aged 14-16 spending the maximum of 20% of the time on science will be substantially increased.
- A2 In order that the learning experiences of students may be better managed and other objectives achieved, staff development opportunities will be designed to achieve significant progress towards the adoption of a more flexible approach to the use of time.
- A3 In order further to develop the relevance of the curriculum to adult life, education employment liaison committees will be set up or strengthened. Serving as focal points for discussion and deliberation, such committees will encourage employers to join with educationalists in considering the curriculum and enable them to participate in the setting and monitoring of aims and objectives.

AIM B TO DEVELOP IN ALL YOUNG PEOPLE AN AWARENESS OF THE ACTUAL AND POTENTIAL OPPORTUNITIES AVAILABLE TO THEM, AND OF THE CONTRIBUTION THEY CAN MAKE TO SOCIETY UPON COMPLETING THIS PHASE OF EDUCATION

OBJECTIVES

- B1** All students will be helped to perceive clear educational pathways from age 14 through to 18, through the development of the following strategies:
- B1.1** Each student will share in the compilation of a Record of Achievement covering personal, academic and social qualities as well as information about achievements;
 - B1.2** All students will follow, throughout the 4 years, a careers education programme with agreed common objectives which will contribute to the development of self-awareness, opportunity awareness, decision making and 'transition' skills;
 - B1.3** Through the continued development of psychometric/computer instruments such as JIIG/CAL all students will receive a computerised profile of careers potentially suited to their abilities, interests and aptitudes;
 - B1.4** All students will be provided with comprehensive and up-to-date careers information through the establishment of 'mini hints' careers libraries (or equivalent) in each institution;
 - B1.5** All students will receive group sessions or individual interviews (as appropriate) with a careers adviser, at each stage of their development;
 - B1.6** All students will participate in planned experiences of the world of work, with appropriate preparatory and follow-up, through programmes of work shadowing, work experience, work observation or work simulation; and all will be given the opportunity to experience activities such as enterprise education.
- B2** It is expected that the proposed enhancement in the content and process of the curriculum will motivate a higher proportion of students to extend their education and training. The objectives are:
- B2.1** to increase the number of young people continuing in some form of education and training post-16;
 - B2.2** to increase the number of young people studying for recognised qualifications post-16;
 - B2.3** to develop procedures to measure the achievement of these two objectives, and to relate the results to changes in the labour market and other variables.
- B3** Through their programmes of personal and social education and other courses, all students will be encouraged to develop a sense of civic responsibility and to gain insights into the economic and political structures of society, the law, the police, health, community and leisure organisations, etc.
- B4** As a first step towards achieving a better balance on all courses, it is intended that the strategies proposed in this submission will, by the end of the scheme, have significantly shifted the balance of students following courses traditionally

dominated by either boys or girls, particularly in the areas of science, technology, business studies and languages. The composition of teaching groups will be monitored.

AIM C TO ENHANCE IN ALL YOUNG PEOPLE THEIR MOTIVATION FOR PERSONAL, SOCIAL AND VOCATIONAL SUCCESS AND THEIR UNDERSTANDING OF THE NEEDS OF OTHERS

OBJECTIVES

- C1 Courses will be framed in terms of process as well as content and will encourage active learning styles.**
- C2 Each student will be given greater responsibility for her/his own learning, through strategies such as the setting of short term learning objectives, shared between teacher and learner.**
- C3 Structured programmes of personal and social education will be designed to give young people greater self-confidence, and help them to acquire personal, inter-personal and group skills which will lead to greater effectiveness in relationships as well as in subject-centred learning.**
- C4 Group work will be designed to enable young people to function effectively in team situations.**
- C5 A counselling process will encourage students to recognise and evaluate the responses of others to their own performance, behaviour and personality.**
- C6 The provision of formative profiling will form an essential part of the academic, personal and social education of all young people.**

APPENDIX 5

TECHNOLOGY QUESTIONNAIRE (Carl Parson's)

This questionnaire is designed to help find out how Students at secondary schools or colleges of further education feel about technology. You are not asked to give your name so any information you provide will be confidential.

During the last century and up to the present day many changes have come about by the development and use of TECHNOLOGY. Many people, such as fuel and rubber technologists, engineers, designers metallurgists, architects, townplanners and others have used their knowledge of the world about them to solve the problems they see. All these people can be described as TECHNOLOGISTS. What we call NEW TECHNOLOGY or the NEW TECHNOLOGIES are based on the micro-chip and the part it plays in computers, robotics, high speed communications and information handling.

Although, compared with our great-grandparents' days, we can see many improvements in our modern way of life, such things as the threat of nuclear war and the pollution of our environment are also the results of TECHNOLOGY.

The questionnaire contains a number of statements which people have made about TECHNOLOGY AND TECHNOLOGISTS. You are asked to show which statements you agree with and which you disagree with.

This is not a test. The way you answer the following statements cannot affect your results on school courses. There are no right or wrong ways of answering. All we want you to do is to go through the statements in the questionnaire and mark each one according to the way you feel about it. We would like your opinion.

Please fill in the following details about yourself by filling in the appropriate box(es) or circling the appropriate code number.

School Identification

What is your age *Please circle the appropriate code* 14 years 1
15 years 2
16 years 3

Are you male or female *Please circle the appropriate code* Male 1 Female 2

Please place a tick in the box beside each subject you are studying at school at present. For subjects not studied leave a blank box.

GENERAL, OR SECONDARY, OR INTEGRATED SCIENCE	<input type="checkbox"/>	TECHNOLOGY OR CONTROL TECHNOLOGY	<input type="checkbox"/>
APPLIED SCIENCE	<input type="checkbox"/>	TECHNICAL DRAWING	<input type="checkbox"/>
MATHS	<input type="checkbox"/>	ENGINEERING DRAWING	<input type="checkbox"/>
PHYSICS AS A SEPARATE SUBJECT	<input type="checkbox"/>	TECHNICAL DESIGN (NOT ART)	<input type="checkbox"/>
CHEMISTRY AS A SEPARATE SUBJECT	<input type="checkbox"/>	CRAFT, DESIGN & TECHNOLOGY	<input type="checkbox"/>
BIOLOGY AS A SEPARATE SUBJECT	<input type="checkbox"/>	CREATIVE TECHNOLOGY	<input type="checkbox"/>
ENGINEERING SCIENCE	<input type="checkbox"/>	METAL WORK	<input type="checkbox"/>
ENGINEERING	<input type="checkbox"/>	WOODWORK	<input type="checkbox"/>
ELECTRONICS	<input type="checkbox"/>	GRAPHICAL COMMUNICATION	<input type="checkbox"/>
INFORMATION TECHNOLOGY	<input type="checkbox"/>	BRITISH INDUSTRIAL SOCIETY	<input type="checkbox"/>
COMPUTER STUDIES	<input type="checkbox"/>	OTHER 'TECHNOLOGICAL' SUBJECT	<input type="checkbox"/>

Please specify

WOULD YOU LIKE A TECHNOLOGICAL CAREER?

Yes	No	Don't know
1	2	3

(Circle the appropriate code)

PLEASE SHOW YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE STATEMENTS BY CIRCLING THE APPROPRIATE CODE NUMBER

The codes are as follows:

- 5 — I strongly agree with this statement
- 4 — I almost agree, but not completely
- 3 — I am undecided or unsure
- 2 — I mainly disagree, but not completely
- 1 — I strongly disagree

FOR EXAMPLE:	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Doughnuts are horrible	5	4	3	2	①
I strongly disagree with this statement so I have circled number 1					

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. It is important to our Country that as many of us as possible get a good Technical education	5	4	3	2	1
2. People who cannot use the new Technologies will find it increasingly difficult to get a job	5	4	3	2	1
3. People who work in Industry have to work in stuffy, smelling places	5	4	3	2	1
4. I do not see how anyone could feel happy working in Industry	5	4	3	2	1
5. Technologists cause more problems than they solve	5	4	3	2	1
6. Everybody needs to be trained in computer use	5	4	3	2	1
7. I think if we all tried to live without Technology, we would be much happier as people	5	4	3	2	1
8. It is a good thing we put restrictions on some of the things Technologists do, because otherwise they would just wreck everything that really matters in life	5	4	3	2	1
9. I would hate to have to learn about Technology as a school subject	5	4	3	2	1
10. Work in Industry is dirty and unpleasant	5	4	3	2	1
11. It is not important for everyone to understand the new Technologies	5	4	3	2	1
12. Technology would be a good subject to study in school	5	4	3	2	1
13. Technical subjects at school are just too hard to understand	5	4	3	2	1

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	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
14. Our Technologists are very clever and responsible people	5	4	3	2	1
15. Everybody should try to master at least one type of new Technology	5	4	3	2	1
16. Technology as a school subject would be of no benefit to me	5	4	3	2	1
17. A Technical training makes you a very useful and practical person	5	4	3	2	1
18. I would love to do more Technical courses at school	5	4	3	2	1
19. The average teenager would gain nothing by having to learn about the new Technologies	5	4	3	2	1
20. A good Technical training is well worthwhile	5	4	3	2	1
21. Technical subjects at school are all right but I would not choose to do any of them	5	4	3	2	1
22. Getting a Technical training is one of the really good things a person can do after leaving school	5	4	3	2	1
23. We should make every effort to use Technology to improve industrial efficiency	5	4	3	2	1
24. I think people would be far better off without all this Technology	5	4	3	2	1
25. A Technical training helps you to do lots of really exciting things	5	4	3	2	1
26. With the job situation as it is only fools would spend their time on a Technical training	5	4	3	2	1
27. No one should be afraid of computers	5	4	3	2	1
28. Technology does not serve us as it should, but makes us live in ways we do not like	5	4	3	2	1
29. To work in industry is a good way of using your education for the benefit of the country	5	4	3	2	1
30. Having a Technical training means that you can get a job almost anywhere	5	4	3	2	1
31. Learning to use a computer is not as important as some people suggest	5	4	3	2	1
32. Working in Industry is monotonous and boring	5	4	3	2	1
33. I would really like to learn more in school about the way in which our Technologists solve problems	5	4	3	2	1

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
34. The average pupil would gain nothing by having to learn Technology	5	4	3	2	1
35. Working in Industry all your life would be like one big nightmare	5	4	3	2	1
36. I think that a Technical training would help me in the future	5	4	3	2	1
37. Technologists are very useful people	5	4	3	2	1
38. It is stupid to get a Technical training, because it does not enable you to get good jobs	5	4	3	2	1
39. People who have had a Technical training usually do well in life	5	4	3	2	1
40. It is not worth the effort to learn about new Technology	5	4	3	2	1
41. People who work in Industry become unhealthy because of their work	5	4	3	2	1
42. Technology is unnecessary and wastes our resources	5	4	3	2	1
43. I can see no value in learning about Technology at school	5	4	3	2	1
44. I want to learn more about how to use computers	5	4	3	2	1
45. If I end up in Industry, it will be a waste of all my education	5	4	3	2	1
46. Working in Industry has nothing to offer me	5	4	3	2	1
47. You are too shut in when you work for Industry	5	4	3	2	1
48. It is not really important for me to understand how new inventions work	5	4	3	2	1
49. Learning about Technology is not important to my education	5	4	3	2	1
50. I do not agree with all this Technology. We should go back to a simpler way of life	5	4	3	2	1
51. I think people should go for a Technical training because in the end they will get the best jobs	5	4	3	2	1
52. Getting a job doesn't depend on how much I have learnt about new Technology	5	4	3	2	1
53. If we had more Technologists it would greatly improve our way of life	5	4	3	2	1

Thank you for your help

Christ Church College, Canterbury TVEI Local Evaluation Unit

With acknowledgement to the original questionnaires produced by R. Page, M. Nash & M. Orr (University of Bath) and G. Breakwell (University of Surrey)

APPENDIX 6

A Summary of 'Brainstorm' outcomes in research planning

What do we want to know?

Expectations/Parental and Peer Influence/Sex/Social Class
Why such a low percentage do Post-16 Tech Courses
Money influence (earnings, availability, distance)
Knowledge of tech courses
What subjects were studied Pre-16 (results)
Choices of course Post-16
Projected career pathway
The way the courses were taught and perception of how useful
Perception of course difficulty:

- (a) in relation to other subjects
- (b) time taken
- (c) mathematical

Equal opportunity factors
Influence of tasters of timing

- how was it marketed
- counselling
- when was the decision made
- was sufficient information given
- use of ROA

Environment - accommodation, size of groups, resources
Influence of work experience
Opportunities to learn in technology in industry/better or worse

The planning outcomes which emerged from a discussion of the Parson's questionnaire were:

1. Technology as a subject
 - was CDT a shift away from traditional skills
 - does this shift make 'A' level more difficult or the subject more/less enjoyable
 - what was the 'image' of the subject (electronics/engineering)
 - what was the assumed level of skills pre-14
 - balance of theory to practical for the student
 - content/project/style of learning
 - competing (technology applied is done)
 - Bias as technology
2. Counselling
 - levels of tutors, careers teachers, careers advise
 - influence of other factors eg R Exp, Music Co, Young Enterprise, ITW programme
 - 3rd year options content of new courses
 - ability range and entry requirements
 - style of learning
 - perception of working in industry
 - is technology too vocational? Life skill applications for tech
 - identification of competences
 - problems of transition

3. Methodology

- use of open ended responses
- options, what do we want? Feasibility
- Parsons Questionnaire
- postal contact. What about 50% non-college
- local emphasis
- teaching to include YTS/employment
- target audience

APPENDIX 7

Havant Students Enquiry: Part 1 Questionnaire

HAVANT TVEI PROJECT
School to College Enquiry

College Students' Questionnaire

Introduction This September, all college entrants are being asked for some details about previous courses of study, courses enrolled at college, plans for the future and opinions about courses and careers. Because a number of students might be interviewed later, and there might be a follow-up study, it is necessary to identify each person's questionnaire with a number code, as shown in the box below. (The list of names and numbers is held at the TVEI Centre in Havant.)

Thank you for your help

(0001) STUDENT'S IDENTIFICATION NUMBER

--	--	--	--

Please tick for
Male Female

001

--	--

PLEASE SHOW THE GRADES GAINED IN GCSE

	GRADES										GRADES									
	1	2	3	4	5	6	7	U	1		2	3	4	5	6	7	U			
002 ENGLISH											023 HOME ECONOMICS									
003 MATHEMATICS											024 NEEDLEWK/FABRIC									
004 HISTORY											025 ELECTRONICS									
005 GEOGRAPHY											026 COMERCE									
006 ART											027 TYPING/OFFICE									
007 MUSIC											028 ACCOUNTS									
008 DRAMA											029 BUS.INFO.STUD.									
009 FRENCH											030 BIOLOGY									
010 GERMAN											031 CHEMISTRY									
011 LATIN/OTHER LANG											032 PHYSICS									
012 ENGLISH LIT.											033 COMB.SCIENCE									
013 PE/DANCE											034 RURAL STUDIES									
014 DESIGN TECHNOLOGY											035 HUMAN BIOLOGY									
015 WOODWORK											036 SOCIOLOGY									
016 METALWORK											037 STATISTICS									
017 COMPUTER STUDS.-											038 FURTHER MATHS									
018 DESIGN/COMMUNIC.											039 PSYCHOLOGY:									
019 DESIGN REALISATN.											040 BRIT.IND.SOC.									
020 INFORMATION TECH.											041 RELIG. EDUC.									
021 BUSINESS STUD.											042									
022 INFORM. STUD.											043									
											044									
											045									

Please write in →
any others

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	<u>South Downs</u>	tick here
075	Get by in German	
076	Hairdressing	
077	Health Topics	
078	Computers in Business	
079	Media and Mass Communic.	
080	Photography & Graphics	
081	Tourism	
082	Robotics	
083	Audio-Typewriting	
084	Social Skills	
085	Electronic Office	
086	Performing Arts	
087	The Wine Game	
088	3-D Work	
089	Vehicle bodies	

	<u>Havant College</u>	tick here
095	Satellites and Robots	
096	The Use of Video	
097	Word Processing	
098	Computer Graphics	
099	Introduction to Graphics	
100	Satellite Communications	
101	Introduction to Meteorology	
102	Electronics	
103	Pottery	
104	Audio Typing	
105	Computer Aided Design	
106	Properties of Materials	

Any other experience of a college
eg: College Open Days

WORK EXPERIENCE

107 Length of work experience

1 week	2 weeks	3 weeks

108 Name of firm or place of work

109 Recent Part-time job (please say what job or type of work)

110 At school, were you in a mini-co. or mini-enterprise scheme?

Yes	No

(please tick)

DID WORK EXPERIENCE INFLUENCE YOUR

111 (a) Choice of course? 112 (b) Choice of careers?

TVEI INVOLVEMENT

113 Were you in a school TVEI group?

--	--

 (please tick)

114 Are you in a college TVEI group?

--	--

 (please tick)

CAREER PLANS (if any)

If you have a job in view, please say what it is

115

--

Will the college course qualify you to start the job?

116

--	--	--

PLEASE SAY WHAT CAREERS ADVICE HAS INFLUENCED YOU

	tick here
117	JIG CAL Questionnaire
118	JIG CAL Questionnaire and course
119	Careers Officer interview
120	Careers Teacher advice

PLEASE SAY IN WHAT WAY CAREERS ADVICE HAS INFLUENCED YOU

121

--

WHAT WAS IMPORTANT IN YOUR CHOICE OF COLLEGE COURSE?

		Very imp't	Fairly imp't	Not imp't
122	The subjects interested me at school			
123	I expect subject or projects to be interesting			
124	My friends from school chose the course			
125	The course qualifies you for a type of work			
126	I do not think it will be difficult			
127	The course will improve my skills in information technology			
128	The course includes a lot of 'high technology'			
129	It is a course usually taken by females			
130	It is a course usually taken by males			
131	My parents were keen for me to take it			
132	The course only lasts for one year			
133	The course has a reputation for being taught well			
134	College publicity			
135	Careers officer advice			
136	Good results will qualify me to enter a university or polytechnic			
137	I could keep on with my best GCSE subjects			
138	I wanted to continue in a TVEI group			
139	The TVEI 'extras' (residential, work experience, college projects, 'profiling')			
140	There would be little Maths in the course			
141	I expect that a lot of the coursework is creative and enjoyable			
142	The college facilities and equipment			
143	My teachers advised me what to take			
144	The profiling done with my tutor at school			
145	The college enrolment week			
146	Careers convention information			
147	Visiting a firm			

AS FAR AS YOU CAN JUDGE, WHAT IS YOUR VIEW OF STUDIES INVOLVING TECHNOLOGY?

		Strongly Agree	Agree	Disagree	Strongly Disagree
148	The projects are too difficult				
149	Workshop and laboratory periods are the best part				
150	There is plenty of information about them				
151	Most of the college equipment is not up-to-date				
152	It is best to learn technology whilst working in industry				
153	A technology, like electronics or computing, limits your choice in the future				
154	Technology really has a low status				
155	You know what you are competent to do, technically				
156	Technology should start in the 3rd year at school, before choosing options				
157	Too much of technology courses is about using equipment, not solving problems				
158	Most technology courses lead to jobs in dull and grimy workshops				
159	There is too much theory				
160	Studies in CDT (Woodwork, Metalwork, Fabrics) are no use in preparing for technology studies				
161	There should be an equal emphasis on social skills				
162	Completing a task in technology or design is very satisfying				
163	An attraction of BIS and BTEC Business Studies is that there is not much technology				
164	You have to be good at Maths to study technology				
165	A lot of technology is really Science				
166	The amount of physics in technology makes it difficult				

ARE THERE ANY OTHER POINTS ABOUT YOUR SCHOOL COURSES, CHOICE OF COLLEGE COURSE, OR WHAT YOU HOPE TO ACHIEVE THAT YOU WOULD LIKE TO MAKE?

167

Thank you for completing this questionnaire; an account of the major findings will be sent to the College for you to see, in due course.

Any further use of this information will be by agreement between you and the staff member concerned.

Havant TVEI Centre
September 1988

©
1988

APPENDIX 8

National Press Release: Part 1 Findings

July 1989

Press Release : Points

- (1) A study by the National Foundation for Educational Research shows that the Hampshire pilot scheme for technical and vocational education continues to reach the objectives agreed between the county and the government's Training Agency. The scheme has run for 5 years at a cost of £2M.

- (2) Six schools and two colleges in the Havant area started to develop their ideas in 1984 and the trial period finished this year. The area now joins the extension of the scheme introduced last year into the whole of Hampshire. In the pilot scheme, groups of Technical and Vocational Education Initiative pupils were given different types of courses, for part of their time. The funds brought in more computers and other high technology equipment and paid for teachers to train in the use of new techniques. There were other TVEI benefits, too, such as short courses given by the college staff to the pupils during taster course weeks, work experience periods and residential courses. Earlier evaluation studies showed that the pupils' examination results were in line with expectations and that they had gained from the enhanced opportunities provided, even though extra effort had been required.

- (3) Both the Further Education College at Southdowns and the Sixth Form College decided to offer TVEI type opportunities to all of their students, following a first year's development work in 1986-7. Students' views on their choice of college course and on studies involving technology were sought, to see what further developments would be desirable. Over a thousand student starting their college courses in September 1988 gave information on a questionnaire about their courses, part-time jobs, careers advice and career plans, and their views on studies involving technology. About 55% of the students who had been in the TVEI scheme at their school went on to college.

- (4) The study shows that there were pronounced differences between the male and female student groups in both colleges. Among those taking 'A' levels, the females tended to take languages and arts subjects compared with the males, more of whom went for mathematics, physical sciences and technological subjects. These differences are well known, and have shown in the national exam statistics for many years. Even so, the students' questionnaire showed that neither sex thought that some courses are more suited to males or females. In fact, the main influences on course choice turned out to be that students liked to keep on with their most successful subjects and that their course should lead to a qualification. Few of the students thought that studying technology would limit their future choices for study or careers, but some had reservations about studying technology in school. In fact, many students thought technological studies should start earlier in the secondary school. The majority appreciated the interest and satisfaction to be had from doing design-technology projects. The students who had been in the school TVEI groups had more favourable views than their counterparts.
- (5) Sixty-five percent of the students had part-time jobs, and most of these required particular skills. Almost half of the students had been on work experience placements with employers for one or two weeks, and most of these students thought it had been helpful, both personally and in choosing a course. Careers advice from the careers offices and teachers had also been influential. Again, the TVEI group in school considered that they had benefitted rather more. They had been given more extensive careers help, including a computer assisted guidance system which is being introduced throughout Hampshire.
- (6) A high proportion of students were aiming for jobs requiring high levels of qualification, in engineering or similar occupations, in service industries or other professions. The groups most capable of training for technological industrial professions were the male students at both colleges, with mathematics and science or electronics as part of their course. The females would be most

likely to train for business or other professions. Both the males and females from the school TVEI scheme expressed more interest in working for professional qualifications or other jobs requiring formal entry qualifications. About a half of the Southdowns students were enrolled for courses qualifying them for particular kinds of work, such as tourism, catering or motor vehicle trades.

- (7) A most significant finding was that a large number of students have not yet developed a coherent view of technological studies. The recent National Curriculum proposals for Design and Technology should improve on this situation, as they will introduce common features to studies, such as Home Economics and Information Technology. The colleges have offered complementary or supplementary courses, in a wide variety, to their students. So, for example, arts students can handle technological equipment when planning and making a video, and the vocational course students may take a short printmaking course. The TVEI scheme embodies an approach to learning that actively involves students in planning group activities and carrying them through, with the support of the tutors. Both colleges now have staff with the training and experience to carry out and support this approach, which fits in with the new system of vocational qualifications and also prepares students for life in our increasingly technological society.

APPENDIX 9

Havant Student s Enquiry: Part 2 Questionnaire

FOR OFFICE USE

001	DME	IT

HAVANT TVEI PROJECT

School to College Enquiry

School Pupils' Questionnaire

Introduction. This February, all school leavers are being asked for some details about their courses of study, plans for the future and opinions about courses and careers. Because a number of students might be interviewed later, and there might be a follow-up study, it is necessary to identify each person's questionnaire with a number code, as shown in the box below. (The list of names and numbers is held at the TVEI Centre in Havant.) You are requested to complete as much of the questionnaire as you can.

Thank you for your help

(0001) PUPIL'S IDENTIFICATION NUMBER

1	0	6	5
---	---	---	---

Please tick for
Male Female

002		
-----	--	--

PLEASE INDICATE WITH A TICK THE SUBJECTS YOU ARE STUDYING FOR THE GCSE

003 ENGLISH	
004 MATHEMATICS	
005 HISTORY	
006 GEOGRAPHY	
007 ART	
008 MUSIC	
009 DRAMA	
010 FRENCH	
011 GERMAN	
012 LATIN/OTHER LANGUAGE	
013 ENGLISH LITERATURE	
014 PE/DANCE	
015 DESIGN TECHNOLOGY	
016 WOODWORK	
017 METALWORK	
018 COMPUTER STUDIES	
019 DESIGN/COMMUNICATION	
020 DESIGN REALISATION	
021 INFORMATION TECHNOLOGY	
022 BUSINESS STUDIES	
023 GRAPHIC COMMUNICATION	

024 HOME ECONOMICS	
025 NEEDLEWORK/FABRIC	
026 ELECTRONICS	
027 COMMERCE	
028 TYPING/OFFICE	
029 ACCOUNTS	
030 BUSINESS INFORMATION STUDIES	
031 BIOLOGY	
032 CHEMISTRY	
033 PHYSICS	
034 INTEGRATED OR COMBINED SCIENCE	
035 RURAL STUDIES	
036 HUMAN BIOLOGY	
037 SOCIOLOGY	
038 STATISTICS	
039 FURTHER MATHS	
040 PSYCHOLOGY	
041 BRITISH INDUSTRIAL SOCIETY	
042 RELIGIOUS EDUCATION	
043 ECONOMICS	
044 GEOLOGY	
045 INTEGRATED HUMANITIES	
046	
047	
048	
049	

Please write in any others →

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PLEASE GIVE THE NAME OF ANY OTHER EXAMS TO BE TAKEN IN THE FIFTH FORM
(E.g. RSA, Computer Literacy, City & Guilds, AEB Basic skills, etc.)

050 _____
 051 _____
 052 _____
 053 _____
 054 _____

EXPERIENCE OF COLLEGE
(Please tick if you had any of the college taster courses listed)

	South Downs	tick here	Havant College	tick here
055	Caring		075	Use of Media
056	Catering		076	Multigym
057	Computers in Design		077	Photography
058	Computerised control		078	Stage Make-up
059	First Aid		079	Starting a Business
060	Get by in German		080	Satellites and Robots
061	Hairdressing		081	The Use of Video
062	Health Topics		082	Word Processing
063	Computers in Business		083	Computer Graphics
064	Media and Mass Communic.		084	Introduction to Graphics
065	Photography & Graphics		085	Satellite Communications
066	Tourism		086	Introduction to Meteorology
067	Robotics		087	Electronics
068	Audio-Typewriting		088	Pottery
069	Social Skills		089	Audio Typing
070	Electronic Office		090	Computer Aided Design
071	Performing Arts		091	Properties of Materials
072	The Wine Game			
073	3-D Work			
074	Vehicle bodies			

Any other experience of a college
e.g. College Open Days, Link Courses, etc.

FUTURE PLANS

At present you may not be sure what you will do when you go on from school. You are asked to show what you think will be most likely by answering only one of the sections A to D below; for example, if you think you will try for a training scheme please answer the TRAINING SCHEME question and ignore the others.

A. **HAVANT COLLEGE.** List the subjects for A levels, AS levels or other examinations you might want to take (give no more than six)

092	_____	095	_____
093	_____	096	_____
094	_____	097	_____

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B. SOUTH DOWNS COLLEGE. Give the course (e.g., Vehicle Mechanic, Hairdressing, A levels) and any subjects you might want to take.

	COURSE e.g. City & Guilds	SUBJECTS, if known e.g. Hairdressing
098		
099		
100		
101		
102		

C. WORK. Write down the job you hope to get and say whether you would like to attend a part-time (e.g. a day a week) college course to obtain qualifications while you work.

	Type of job				
103					
104	Would you like to study for qualifications part-time?	Yes		No	

D. TRAINING SCHEME. Give any information you have.

	Type of work			
105				
106	Type of Training Scheme			
107	Allowances paid weekly during the training period?	£		
108	How long is the training period?			

WORK EXPERIENCE

109 Have you been out on work experience? Yes No

--	--

1 week 2 weeks 3 weeks

110 If yes, length of work experience

--	--	--

111 If yes, name of firm or place of work

--

112 Recent part-time job (please say what job or type of work)

--

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113 At school, have you been in a mini-co. or mini-enterprise scheme?

Yes	No

 (please tick)

HAS WORK EXPERIENCE INFLUENCED YOUR

114 (a) Choice of course?

Yes	No

115 (b) Choice of careers?

Yes	No

TVEI INVOLVEMENT

116 Were you in a school TVEI group?

Yes	No

 (please tick)

PLEASE SAY WHAT CAREERS ADVICE HAS INFLUENCED YOU

tick here

117	JIIG CAL Questionnaire	
118	JIIG CAL Questionnaire and course	
119	Careers Officer interview	
120	Careers Teacher advice	
121	No careers advice	

FINANCIAL ASPECTS

Please say how money might influence your immediate plans

122 I need a wage to keep myself or help the family

Yes	No

 (please tick)

123 I want the training scheme allowance for my keep or pocket money

Yes	No

 (please tick)

124 I can stay at college and earn from a part-time job

Yes	No

 (please tick)

125 I can stay at college and will not need to earn

Yes	No

 (please tick)

WHAT IS IMPORTANT IN YOUR CHOICE OF FUTURE COURSES OR TRAINING?

		Very imp't	Fairly imp't	Not imp't
126	The subjects I would take interest me at school			
127	I expect the new subjects or projects to be interesting			
128	My friends from school will take the course or do the training			
129	The course will qualify you for a type of work			
130	I do not think it will be difficult			
131	The course will improve my skills in information technology			
132	The course or training will include a lot of 'high technology'			
133	My parents are keen for me to take it			
134	The course or training only lasts for one year			
135	The course has a reputation for being taught well			
136	College publicity (e.g. brochure, open days)			
137	Careers officer advice			
138	Good results will qualify me to enter a university or polytechnic			
139	I can keep on with my best GCSE subjects			
140	I could continue in a TVEI group			
141	The TVEI 'extras' (residential, work experience, college projects, 'profiling')			
142	There would be little Maths in the course			
143	I expect that a lot of the coursework will be creative and enjoyable			
144	The college or training agency's facilities and equipment			
145	My teachers' advice on what to do			
146	The profiling done with my tutor at school			
147	Careers convention information			
148	Visiting a firm			

AS FAR AS YOU CAN JUDGE, WHAT IS YOUR VIEW OF STUDIES INVOLVING TECHNOLOGY?

		Strongly Agree	Agree	Disagree	Strongly Disagree
149	The projects are too difficult				
150	Workshop and laboratory periods are the best part				
151	There is plenty of information about them				
152	Most of the school equipment is not up-to-date				
153	It is best to learn technology whilst working in industry				
154	A technology, like electronics or computing, limits your choice in the future				
155	Technology really has a low status				
156	You know what you are competent to do, technically				
157	Technology should start in the 3rd year at school, before choosing options				
158	Too much of technology courses is about using equipment, not solving problems				
159	Most technology courses lead to jobs in dull and grimy workshops				
160	There is too much theory				
161	Studies in CDT are no use in preparing for technology studies				
162	There should be an equal emphasis on social skills				
163	Completing a task in technology or design is very satisfying				
164	An attraction of BIS and BTEC Business Studies is that there is not much technology				
165	You have to be good at Maths to study technology				
166	A lot of technology is really Science				
167	The amount of physics in technology makes it difficult				

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ARE THERE ANY OTHER POINTS ABOUT YOUR SCHOOL COURSES, CHOICE OF COLLEGE COURSE, OR WHAT YOU HOPE TO ACHIEVE THAT YOU WOULD LIKE TO MAKE?

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Thank you for completing this questionnaire: an account of the major findings will be sent to the school or college for you to see, in due course.

Any further use of this information will be by agreement between you and the staff member concerned.

Havant TVEI Centre
January, 1989



1988

APPENDIX 10

Part 2 Enquiry: Questionnaire instructions for teachers/tutors

PART 1 - QUESTIONNAIRE

ALL students entering Year 6 are to complete one of the attached questionnaires during MONDAY'S EXTENDED REGISTRATION. This can be done while administration is being carried out with Year 7.

NB: GCSE GRADE A = 1, B = 2, C = 3, etc.

The questionnaire is part of a research project on factors affecting Post-16 choice of course. The research has been commissioned by Hants TVEI and is being carried out by the National Foundation for Educational Research (NFER).

ALL STUDENTS AT HAVANT COLLEGE AND SOUTH DOWNS COLLEGE ARE COMPLETING THE QUESTIONNAIRE.

APOLOGIES TO STAFF AND STUDENTS FOR YET ANOTHER FORM AT THIS TIME BUT IT IS PROBABLY BEST TO DO IT NOW RATHER THAN HAVE DISRUPTION IN THE NEAR FUTURE.

SOUTH-EAST HAMPSHIRE TVEI

PART 2 - SCHOOL TO COLLEGE ENQUIRY

SCHOOL PUPILS' QUESTIONNAIRE - STAFF GUIDELINES

General

- Please make it clear that this is not a test - there are no right or wrong answers. We are asking for pupils help by giving us some information about their school experience so far, their plans for the future and their opinions about courses and careers.

Please ask them to be as honest as possible and give as much information as they are able.

- Please make it clear that this information is to help us plan for the future and that no names or individual answers will be published at any time.
- Tutors may need to help some pupils with the language/terminology used. There is no time limit other than what the school makes available.
- Please ask the pupils at the end of the session to check that they have completed as much as possible.
- Please return completed questionnaires and spare copies to the School Co-ordinator.
- Many thanks to yourselves - would you please thank the pupils for their help on our behalf.

Andy Tubbs
Chris Haines
TVEI Centre

PAGE1

- 1 Pupil identification numbers should already have been entered in box 0001. A year list or tutor group list will need to be completed to show pupil names and questionnaire numbers. Please record any absentees.
- 2 Pupils should tick all subjects that they are studying for GCSE. Note for example that Business Studies and Business and Information Studies are in the list and pupils may need some help to differentiate between them.

Please ask pupils to add any other subjects not listed.

PAGES 2-3

- 3 Please stress that any examinations other than GCSE should be entered here.
- 4 Experience of college taster courses should be ticked. 072 should read THE WIRE GAME. We realise that these will mainly apply to TVEI pupils only.
- 5 FUTURE PLANS: This may be difficult for some pupils to answer accurately at this stage. Please ask them to enter what they think they are MOST likely to do. ONLY ONE of the sections A - D should be answered

PAGE4

- 6 If the school no longer has a clearly identified TVEI group then pupils may have difficulty with this question - guidance should be given by School Co-ordinators.

PAGE5

- 7 Please stress that they are being asked about what further courses/training would be important to themselves not others.

PAGE6

- 8 Please stress that they are being asked about their own views on studies involving technology - even if they do not feel that they are currently following a "technology" course at school.

PAGE7

- 9 The final section is open for them to make any further comment which they feel would be helpful - but it is not obligatory.

APPENDIX 11

TVEI PILOT SCHEME : TECHNOLOGY ENQUIRY

S E HANTS CONSORTIUM

RECOMMENDATIONS FOR TVEI EXTENSION

The TVEI Technology Enquiry (Part 1), a questionnaire survey of college students, suggests the following implications for TVEI Extension:

- A General
- B Guidance and Counselling
- C Technology

A1 GENDER ISSUES

Consortia should gather factual data on composition of courses pre 16 and post 16 to be used by teachers and students as evidence of gender biased choices being made by boys and girls and lead to useful discussion/action. In colleges this data could also be used to support the need for complementary activities or courses.

A2 INSTITUTIONAL APPRAISALS

Instruments of the kind used in the study should be used by consortia as part of systematic institutional appraisal and development.

A3 SCHOOL EXAMINATION RESULTS

Consortia should compile examination results into a form that could be used by pre and post 16 institutions. Such data would assist

- course planning and progression
- student course choice
- the matching of abilities to an appropriate course
- monitoring and accountability

B1 STUDENTS' POST 16 COURSES

Consortia should examine closely the destination of students upon completion of their post 16 course programme - this will provide valuable information for use in student guidance and counselling.

B2 BALANCE

In order to achieve greater balance, the structure and guidance procedures associated with additional studies programmes post 16 needs to influence student choice more positively.

B3 INFLUENCE OF CAREERS EDUCATION

In the selection of Post 16 courses the careers guidance and counselling of students should take a more significant account of the fact that course choice is heavily influenced by "my best subjects at school are..." Students should

receive help in applying a wider and more objective set of criteria in determining their choices.

B4 PRIOR EXPERIENCE OF POST 16 COURSES

Consortia should consider strategies for offering students and teachers a greater opportunity to extend their knowledge and understanding of post 16 courses eg through - tasters, link courses, subject panels, etc. These have proved to significantly influence student course choice.

B5 EXPERIENCE OF WORK

Institutions need to collect more information from students about their experiences of work: these can then be utilised within a course or curriculum context, eg performing skilled tasks, discharging responsibilities and handling inter-personal relationships.

B6 STUDENTS' CAREER PLANS

A larger number of students should have given a more explicit consideration to the careers side of their future; careers guidance systems such as JIIGCAL might be a suitable method during TVEI(E).

C1 TECHNOLOGICAL SKILLS

The development of Technological skills and understanding across the curriculum needs to be mapped and recorded. This should include such aspects as insights into work and part-time jobs as well as all curriculum subjects.

Such information should be used to help negotiate and plan future choices of course or employment. Suitable profiling/recording instruments need to be developed which are able to reflect a student's technological capability and potential.

C2 TECHNOLOGY IN MAINLINE COURSES

In order to avoid polarisation in the curriculum, between arts and technology, all teachers/lecturers should consider the extent to which "any subject" can be taught or learned "technologically" or "aesthetically/socially".

C3 TECHNOLOGICAL UNDERSTANDING AND AWARENESS

All institutions should do more to encourage a broader understanding of what is meant by technology and its relationship with society. This should be dealt with as a cross curricular theme, which looks at broader issues and values as a part of developing the full technological potential of all students.

In order to address these problems there is an urgent staff development need within TVEI Extension to explore ways of developing technological understanding and awareness throughout the curriculum.

Chris Haines
Andy Tubbs
September 1989

APPENDIX 12

TVEI Technology Enquiry: Part 2

Recommendations*

- * See also Section II: Implications (Ray Sumner)
- 1 Schools should review the option choices possible for students, in order to ensure Technology for all. This should include opportunities for designing and producing, as well as for applying Information Technology.
 - 2 TVEI should encourage the use of a wider range of learning methods to include Flexible Learning.
 - 3 Schools need to quickly develop an integrated whole school policy for IT which encourages the use of an agreed set of software tools across the whole curriculum.
 - 4 More needs to be done to address the technology/arts gender split between boys and girls. Schools need to examine this more closely within the institution.
 - 5 Technology based courses need to include work based in contexts which are more attractive and familiar to girls - including a stronger human/social dimension.
 - 6 Technology courses need to be reviewed in the light of the demands which they make upon pupils - especially in terms of their mathematical and scientific content.
 - 7 A larger number of students should have opportunities to obtain first hand knowledge of the colleges, their facilities, range of courses, and what is expected of them.
 - 8 There was a significant number of students who were undecided about their next step after school. Guidance and counselling arrangements should make allowance for such individuals.
 - 9 The suitability of certain combinations of subjects/courses, Post 16, in terms of relevance to work or future study needs to be examined.
 - 10 "Bearing in mind the requirements of the National Curriculum and the desirability for each student having a balanced course, the possibility of providing students less capable of dealing with more than a handful of GCSE entries with a course embodying aspects of relevance and enterprise, might be worth exploring." (p.35)
 - 11 A significant number of students claimed not to have received any careers advice. "As course choice as well as settling on a career should be influenced by careers advice, there is an implication that this component of PSE needs to be given greater emphasis or that other strategies are needed."
 - 12 "Perhaps consideration of the ways in which studying or training can be combined with earning from part-time employment should form part of the PSE or guidance programme."

- 13 Some concern about the practice of keeping on with best GCSE's, and the threat to some TVEI aspects of which students approved, may require institutional discussion.
- 14 "A number of implications for practice were identified; perhaps the most important is that schools (with pupils help) could/should survey students' views and activities in order to obtain information of relevance to curricular arrangements and communicating with parents, colleges and training organisations or employers, and the students themselves."

C Haines
A Tubbs
July 1990

APPENDIX 13

1988 - TVEI Cohort Statistics

Extract Page 3, Part 1 Report

Composition of the Student Group

Table 1: School TVEI Group/non-TVEI

	<u>No.</u>	<u>Percent</u>
In school TVEI group	138	12
Not in school TVEI group	791	69
Not identified (probably not in TVEI group)	218	19
TOTAL	<u>1147</u>	

Table 2: College TVEI group/non-TVEI

	<u>No.</u>	<u>Percent</u>
In college TVEI group	62	5.4
Not in college TVEI group	837	73.0
Not identified (probably not in college TVEI group)	248	21.6

Table 3: College attended

	<u>No.</u>	<u>Percent</u>
South Downs	689	60.1
Havant	458	39.9

Table 4: Sex of Student

	<u>No.</u>	<u>Percent</u>
Male	537	46.8
Female	602	52.5
Omitted	8	0.7

APPENDIX 14

Student/staff interview schedule

STUDENT INTERVIEWS

NAME		DATE
DATE		PREVIOUS INSTITUTION
TVEI STUDENT	YES	YEAR 6
	NO	YEAR 7

COURSES/SUBJECTS STUDIED:

1. How did you first get to know about TVEI in your school?
2. What do you think TVEI tried to offer students pre-16?
3. In the 5th Year what did you consider to be your best subjects?
4. What subjects or course did you apply for at college?
5. Why did you decide to study these subjects or course(s)?
6. Did you receive any careers education or guidance whilst you were at school?

	YES
	NO

If yes what form did it take?

Careers Adviser	Careers Teacher	Careers Course
JIG CAL	Visits	Other
7. Do you think that CEG influenced your choice of future subjects or course followed?

	YES
	NO

Reason
8. Do you think the choices made by your friends influenced your final choice of subject or course?

	YES
	NO

Reason
9. In making your decision at 16, did you consider whether or not the subjects or course involved Technology?

	YES
	NO

Reason
10. In your current subjects/courses, have you been encouraged to develop your technological skills?

	YES
	NO

eg

11. What contact(s) did you have with the college prior to starting your full time studies?
- Interviews Tasters Open Evenings Link courses Talks/visits
12. How useful were these contacts in deciding your future choice of subjects/courses?
13. Did you go out on work experience whilst at school? YES
NO
14. Name of firm/type of placement.
15. Do you think work experience had any influence upon your final choice of subjects or course? YES
NO
- Reason
16. Did you participate in a profiling or Record of Achievement scheme at your school? YES
NO
17. If yes, do you think it had any influence upon your final choice of subjects/course? YES
NO
- Reason
18. In your choice of subjects/course, do you think you were influenced by the gender bias in some subjects or courses? YES
NO
- Comment
19. At 16, do you think you had a clear idea of the subjects/course that you wished to follow? YES
NO
- Comment
20. Why did you choose to go to college instead of (a) Employment
- Comment
- (b) Training
- Comment
21. What do you intend to do at the end of your college course?
22. Finally, please look at this list and tick your response in one of the 3 columns:
- WHAT IS IMPORTANT IN YOUR CHOICE OF FUTURE COURSES OR TRAINING?
- Rank order top 3 choices if possible
23. Any other comments.

THANK YOU

Proforma used for the collation of response
to interview questions

Student	Institution	Year	Previous Institution	TVEI Student	Question: How did you first get to know about TVEI in your school?
Steven					Through 1 lesson of Careers - beginning of 4th Year.
Sarah					My brother did it - he hated it! Couldn't do Art!
Virginia					Told about it in PSE in 3rd Year. Decided against because of subject choice: couldn't do specific subjects I wanted.
Mark					Asked as a 3rd Year group if we wanted to do it. Chose Comp St. or BIS, Electronics
Rebecca					Told 40 students allowed to take it: Told about Residential Experience BIS
Andrew					Not known
Richard					Some of the students were sent letters to see if they wanted to be on a TVEI course - Calshott Residential Group. 3rd Year Options. Chose Design & Realisation: IT, Bus St.
Sandra					Information leaflet: students told of TVEI selection. Did single option Bus St. - TVEI did double option
Adrian					Told by letter that I was in it. 3rd Year, Bus St. (BIS) Double option.

APPENDIX 16

Student biographical notes: An A4 example from interview

Sandra used to have an old 'Mini' in the garage at home which her father worked on for several years. She used to help him from an early age, and subsequently decided upon an engineering career. Therefore any Careers Guidance was only likely to confirm eg JIIG CAL printout. Her sister had attended South Downs and enjoyed it. Work Experience at Fleetlands helped to confirm Sandra's choice of career: she would like to work on helicopters, and has now applied for an apprenticeship with Day Release at Fleetlands. On Work Experience she was the only girl: this concerned her a little when she applied for her course, but she was always going to follow the course. Sandra chose College first because she wanted to test her commitment to this vocational area: an Apprenticeship was 3 - 4 years.

APPENDIX 17

Further Education participation rates

GUIDANCE AND CAREERS SERVICE: DESTINATION STATISTICS OF YEAR 11 (FORMERLY 5TH FORM) LEAVERS 1991

	6th Form School	6th Form College	FE or Tertiary	TOTAL	Entered Employment	Entered YT	Unemployed	Moved Away	Unknown/Unavailable for Work	TOTAL
HAVANT	0	102	222	324 51%	105 17%	48 7%	102 16%	6 1%	50 8%	635 100%
WATERLOOVILLE	173	109	357	639 65%	140 14%	76 8%	67 7%	16 1%	51 5%	989 100%
PORTSMOUTH	67	382	251	700 55%	179 14%	124 10%	151 12%	17 1%	97 8%	1268 100%
COGHANI	0	70	128	198 54%	60 16%	29 8%	57 16%	7 2%	15 4%	366 100%
FAREHAM	0	73	631	704 69%	111 11%	100 10%	46 5%	21 2%	35 3%	1017 100%
GOSPORT	1	284	145	430 60%	75 11%	102 14%	45 6%	17 2%	46 7%	715 100%
SPECIAL SCHOOLS	20	3	21	44 54%	7 9%	15 18%	7 9%	7 9%	1 1%	81 100%
TOTAL	261	1023	1755	3039 60%	677 13%	494 10%	475 9%	91 2%	295 6%	5071 100%
1990	237	819	1615	50%	24%	12%	5%	2%	7%	100%

South East Divisional Office
Portsmouth (0705) 756756

18 November 1991

APPENDIX 18

Staff interview question schedule

SECTION A

STAFF INTERVIEWS

HAYLING AND COWPLAIN

- Introductory Statement - Background to the Enquiry
- Purpose of the study
- Reason for the interview
- Reason for school selection

All questions relate to the TVEI 'Pilot' students 1987-1988, 1988-1989.

3rd Cohort 1986-87 = Part 1 College students in 1988-89 (now Year 2 (all)

4th Cohort 1987-88 = 5th Year (1988-89)

Part 2 (now 1st Year College)

INTERVIEWEE.....SCHOOL.....

POSITION DURING 1987-89.....

SECTION A: CO-ORDINATION ONLY

1 In September 1986 did your school still have a TVEI 'cohort' on discrete groups?

Yes
No

If yes, how were these students selected?

If no, would all students see themselves as TVEI students?

Yes
No

2 In September 1987 did your school still have a TVEI 'cohort' or discrete TVEI group?

Yes
No

If yes, how were these students selected?

If no, would all students see themselves as TVEI students?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

3 How were the 3rd Year Option choices organised in relation to TVEI subjects
 ie Electronics
 Computer Studies
 Modular Technology
 Craft Technology
 BIS
 BRIS

- (a) in 1986
- (b) in 1987?

4 What guidance was provided for 3rd Year pupils about these option choices?

Options Evening	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5 During the 4th and 5th Year did TVEI students participate in the following activities?

	Tick	All	TVEI Only
Residential Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JIG CAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Industrial Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taster Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Profiling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did all 4th/5th Year students between 1986-88 participate in these activities?

SECTION B

SCHOOL STAFF QUESTIONS

Interviews for Week Commencing 5 February 1990

- 6 What was the main consideration for your students in the selection of 4th Year courses?
- 7 What other criteria for the selection of 4th Year courses were generally applied?
- 8 What other courses/activities were provided for 4th/5th Year students during 1986-88 that might enhance their ability to make future career decisions?
- 9 In what ways would students have been advised as to
 - (a) future employment
 - (b) future training
 - (c) future college course?
- 10 Look at the list below and tick the 3 columns to give your opinion.
- 11 Which 3 of the criteria that have been mentioned would you consider to be most influential in a student's choice?
- 12 What influence do you think College 'taster' courses had on student choice?
- 13 Do you think that work experience was a significant factor in a student's choice of future career/course?
- 14 How much influence do you think part time employment had on student choice of future career/course?
- 15 What form of career's advice were provided for your students?
- 16 What influence do you think Profiling and Records of Achievement had on student choice of future career/course?
- 17 Do you consider that as a result of the TVEI 'Pilot' the arrangement for guidance and counselling of your students has improved?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes; which elements of this process would you regard as the most important?

- 18 Do you consider that the TVEI 'pilot' was successful in increasing the technological skills of your students?
- Yes
- No
- 19 Do you think the technological skills learned by your students influenced their final choice of course?
- Yes
- No
- 20 Are there any final comments that you would like to make about the choices of college course made by your students between 1987-89?

Thank you

SECTION C

TVEI Project Co-ordinator and Careers Service.

QUESTIONNAIRE A:

21 In the period 1986-89 what guidance and counselling strategies were you trying to encourage in:

- (a) Cowplain School
- (b) Hayling School?

Res Exp	<input type="checkbox"/>
Work Exp	<input type="checkbox"/>
JIG CAL	<input type="checkbox"/>
Ind visits	<input type="checkbox"/>
Tasters	<input type="checkbox"/>
Careers Int	<input type="checkbox"/>
Profiling	<input type="checkbox"/>
Other	<input type="checkbox"/>

- 22 How were these strategies to be implemented at these schools?
- 23 In what ways would TVEI pupils at these 2 schools be advised as to either:
 - (a) future employment
 - (b) future training
 - (c) future college course?
- 24 Look at the list below and tick your opinion.
- 25 Which of the criteria that have been mentioned would you consider to be most influential in a student's choice?
- 26 What influence do you think College 'taster' courses had on student choice?
- 27 Do you think that work experience was a significant factor in a student's choice of future career/course?
- 28 How much influence do you think part time employment had on student choice of future career/course?
- 29 What forms of career's advice were provided for your students?
- 30 What do you consider to have been the key role of the TVEI Manager/Careers Service during 1986-88 in influencing student course choice?

SECTION D

Colleges only

QUESTIONNAIRE B:

31 During the period 1986-89 how did you inform students about College courses at:

(a) Cowplain School

(b) Hayling School?

32 What TVEI experiences had these students received that might have influenced their choice of course?

Res Exp

Work Exp

JiIG CAL

Ind Visits

Tasters

Careers Int

Profiling

Other

33 What criteria would be used in order to advise students upon a future College course?

34 Look at the list below and indicate your opinion. Show or tick.

35 Which of the criteria that have been mentioned would you consider to be most influential in a student's choice?

36 What influence do you think college 'taster' courses had on student choice?

37 Do you think that work experience was a significant factor in a student's choice of future career/course?

38 How much influence do you think part time employment had on student choice of future career/course?

39 Technological skills.

40 Overall.

THANK YOU

APPENDIX 19

WHAT IS IMPORTANT IN YOUR CHOICE OF FUTURE COURSES OR TRAINING

1ST CHOICES

		1ST CHOICES			
		* Totals	Staff	Students HC	Students SDC
126	The subjects I would take interest me at school	16	7	5	4
127	I expect the new subjects or projects to be interesting	12	3	4	5
128	My friends from school will take the course or do the training	1	1		
129	The course will qualify you for a type of work	21	4	5	12
130	I do not think it will be difficult				
131	The course will improve my skills in information technology	1			1
132	The course or training will include a lot of 'high technology'	1			1
133	My parents are keen for me to take it				
134	The course or training only lasts for one year	1			1
135	The course has a reputation for being taught well	6	1	2	3
136	College publicity (eg brochure, open days)				
137	Careers officer advice	1			1
138	Good results will qualify me to enter a university or polytechnic	1	1	5	4
139	I can keep on with my best GCSE subjects	7	1	2	4
140	I could continue in a TVEI group	1	1		
141	The TVEI 'extras' (residential, work experience, college projects, 'profiling')	1			1
142	There would be little Maths in the course				
143	I expect that a lot of the coursework will be creative and enjoyable	5		1	4
144	The college or training agency's facilities and equipment	6		1	5
145	My teachers' advice on what to do	1			1
146	The profiling done with my tutor at school	1			1
147	Careers convention information	1			1
148	Visiting a firm	2			2

* Some students gave 1st equal or no preference.

APPENDIX 20

Review 90 extract: TVEI Pilot and extension comparison

HOW WAS EXTENSION TO BE DIFFERENT?

TVEI Extension was intended to differ from the Pilot stage for conceptual, contextual and developmental reasons, viz:

- (i) the scale and scope of the Extension would be much greater;
- (ii) the introduction of TVEI Extension would take place alongside and interact with the introduction of GCSE, the National Curriculum in England and Wales and continuing curriculum and assessment reforms affecting 14 - 18 year olds in Scotland;
- (iii) national criteria or models (eg on Records of Achievement) had developed as a result of TVEI experience.

On this basis the key differences are as follows:

Pilot	Extension
(a) Small number of schools and colleges involved.	(a) All schools and colleges involved.
(b) Small number of students involved.	(b) All students 14-18 in full-time education.
(c) Only about 30% of the school curriculum involved, increasing to 70% over 4 years, mainly in technology, information technology, business studies and personal and social effectiveness. Also an expansion of "balanced" science took place.	(c) TVEI seeks to influence the whole curriculum.
(d) A minority of teachers were involved.	(d) All teachers of the 14-18 age group are involved.
(e) A minority of careers officers were involved.	(e) The whole careers service is involved.
(f) Was concerned with the trials and testing of new methods, which meant that it was sometimes in the early pilots peripheral to developments within the authority.	(f) Is concerned with delivery of the whole curriculum and should be integrated into the management structure of the authority.
(g) Limited work experience.	(g) Work experience for all.
(h) Many new "pre-vocational" examination subjects introduced.	(h) Some "pre-vocational" subjects have been phased out in the context of the introduction of the National Curriculum; others have illuminated National Curriculum developments eg in emerging Technology proposals. In Scotland, vocational awards were brought within the scope of national curriculum and assessment development.

Pilot

(i) TVEI pilot did not significantly influence staying on rates beyond 16.

(j) Records of Achievement being developed within pilot schemes.

(k) Little work done on Performance Indicators.

(l) Consortia working strongly encouraged.

Extension

(i) There are indications of increased staying on rates sustained over a 3 year period, despite an overall drop in numbers in the age group. The target is that all students aged 16-18 should follow a work-related curriculum including work experience, communication skills, numeracy, information technology and personal effectiveness(see section on 16-18 phase).

(j) A Record of Achievement is required for all TVEI students.

(k) National Performance Indicators for TVEI introduced by the Training Agency.

(l) Consortia working obligatory.

Extract from TVEI Unit, Technical and Vocational Education Initiative. Review, 1990, Pp. 12-13

APPENDIX 21

Interview Transcript: University of Leeds Researcher

CROOKHORN/GEN/911016/1

Interview with South-East Hampshire TVEI Consortium Manager Chris Haines. Conducted in his office in the TVEI Consortium Centre.

DY Can you tell me about the developments there have been under the TVEI Extension in non-vocational and non-technical curriculum areas?

CH Right, I think that we've consciously gone to move right across the curriculum, whereas the pilot was heavily focused in terms of Business and Information Studies and Technology now we've gone right across the board and one of the ways we've done that was by appointing what we call curriculum support teams and in the first year we had five of those. Those were made up of teachers who were seconded on a day a week basis from their own schools and colleges and they would then do support work in the consortium and obviously we put the attached funding to their work as well, by way of in-service, etc. Those were in a range of areas and this is a bit of a memory test but....technology, humanities was on a Tuesday, languages that was Wednesday I think, Thursday was Expressive Arts and Friday was Personal and Social Education. So in the first year those five teams ran and they had four members in each team. In the second year of the extension we wanted again to run five teams but when we advertised we were only able to fill three, again it was technology, humanities and expressive arts. We had hoped to do something in the area of science but we were not able to attract the candidates. We did not re-advertise in Personal and Social Education. The third year, which is what we are currently in, we could no longer afford to fund the curriculum support teams in those areas because the inflation has taken it's toll, 2.5% is not sufficient, and so we have gone for a different model and we've tried to appoint six consultants in the consortium who would be on, not on a seconded basis, but would be paid a sum of money to work within the consortium supporting mainly cross-curricular work, they're not subject-specific. We're trying to get six, we've got two, one in the area of differentiation, the other doing work on language and learning. The money that was saved by not appointing in the other four consultant areas I've been asked to target that money on particular individuals and get tasks done in areas like vocational course development, supported self-study, IT across the curriculum, there's one other.....continuity and progression. So in that way, yes, I think we have put in quite a lot of funding into supporting those areas. Over and above that obviously we have had functioning during all of that time the TVEI subject groups, with representation from our 14 establishments. So again we have put some funding into that, we have meetings of panel chairmen and I certainly see the way forward as a whole curricular development, led clearly by the Curriculum Committee who've got the overview of that. The other major development I suppose is in the way that we do things we have development

plans, and we've had development plans not only for the institutions but also from the panels and committees that have worked. They have been able to identify the objectives within those groups, perhaps funding it where necessary, and hopefully to go some way towards measuring it in that respect. The way those development plans were obtained was using the framework that came down from the TVEI Directorate in Hampshire and they identified the key areas that we were supposed to look at, which included obviously the wider curriculum that you've just asked about.

DY Right. Going back to your curriculum support teams, did they set their own agenda's?

CH No....

DY Was it within the framework of the development plans?

CH Certainly in year two it was within the framework of the development plans, year one not so really, because that wasn't really far enough advanced at that stage. So they were answerable to me and I helped them to set their agenda based on the priorities that as manager I picked up from the panels, from other sources and indeed from the information that the Management Committee gave me about what they wanted to be happening in their own institutions. So I think the agenda was.....we had those groups evaluated by Ray Sumner, who is doing the evaluation still for the county, and a report was done on the work of those groups in their first year. The criticism within that, most of it was I think, well pretty well all of it was positive, but the only criticism of note was that there needed to be a greater interaction across the five teams, they tended to operate separately, and I think I must take some criticism for that as the person who was clearly managing it. But I think they were very effective, we'd like to have continued them.

DY Do the curriculum panels meet during school time?

CH No, we set up even before extension started, there was an agreement that six hours of directed time would be awarded for this purpose, so that usually took the form of either three two hour meetings or more recently four meetings of one and half hours. They take place in twilight time. That did cause some difficulties in the first instance because the old GCSE panels had been operating in school time. There's been quite a ground swell of opinion that anything that takes people out of the classroom is not good and I think many teachers were happy with the idea of them being in twilight time and it's been one of the features I think of extension as far as I'm concerned has been the difficulty of actually getting teachers out of classrooms for any pretence, the fact that INSET courses and things of this type, supply cover is there in the budget but it's seldom used, because there's almost an embargo on having people out in that time, so we have to work around that, and that's

where the curriculum support teams were useful because they were out on a seconded basis, they could go in to the establishments and do work alongside.

DY So in terms of Crookhorn they wouldn't be represented on each of the curriculum support teams?

CH No, in terms of Crookhorn.....

DY Ian Andrews I think told me.....

CHIan Andrews was a member of the technology team, that's right. They didn't have representation on any of the others and in fact I think in the second year of operation nobody came forward from Crookhorn. The process was that the advert would go out and if the headteacher was willing to support the application then the name could come forward for interview and from that the teams were sorted and obviously in some cases it was not possible to release staff for a day, it just didn't work in timetable terms, I think that was the problem for Ian Andrews in the second year, I think he would probably have quite liked to have come forward. But I think they have been useful in taking things forward, certainly in helping people to come to terms with the change to national curriculum technology, certainly in terms of progression knowledge and in establishing tighter links with industry, I think in those ways they were effective. In terms of Crookhorn.....difficult, I think there's a case of those members of the team who took part would have received good staff development for themselves and therefore those institutions which put people forward they probably actually got the most out of it, in the way they were inconvenienced the most, but I think in terms of development of the staff that were on the teams they reaped the reward, and also taking the ideas back, and so I feel that Crookhorn in not putting anybody forward in the second year, or a member of staff being able to come forward, or whatever the reason, probably missed out by that, because although the teams would have a brief to work in all institutions, it would be very much on a reactive basis I think and go in on request. I think they were able to do quite a lot of work in areas like languages, for example.

DY I talked to the business studies teacher in Crookhorn and she was very appreciative of the work that someone called Jan Thompson used to do.

CH Yes, Jan was a part of the TVEI central team during pilot phase, then she left to work on industry-education links in West Sussex. I feel that the business studies scenario is a very interesting one because it was built up very much through TVEI and hand-in-hand with the Ben Kelsey empire. Therefore you have a situation where people like Linda Hilleyard at Crookhorn would have been teaching the double option Business and Information Studies, it was a growth area, attracting lots of new equipment, methods of learning

were excellent and then what's happened subsequently is it's been squeezed, it's gone down to single option, now being brought under the technology national curriculum umbrella and there's a lot of business studies teachers out there who feel, I think, very bitter. Therefore it has not been very easy for them, and I think TVEI needs to take on some of that responsibility because if we built them up then we need to also help them to find a new role, and to merge into what's required under the technology area. One of the symptoms of that demise has been that the support which went with it has largely vanished, to the extent that there is currently no business studies teacher adviser in the area for the division, the links that they used to have through Ben Kelsey and the set-up that he had have vanished, Jan Thompson's gone, and therefore the only support that they get is through the TVEI business studies panel and what they can do themselves. We've been quite fortunate, we've had one or two people who've been very helpful and have been in the area a long time, but I'm sure that people like Linda Hilleyard at Crookhorn have found it very, very difficult to come to terms with the way roller coaster has gone.

DY Yes I think that's true. I was talking to the head yesterday and he pointed out the obvious conflict between TVEI on the one hand asking schools to collaborate in the way you've explained and the competition which is being promoted in other respects to get students. How do you handle that conflict?

CH I would suggest that it's becoming more of a problem. I think the number of consortium events have become less frequent and we are therefore looking to support institutions rather more than consortia. I think it's a great shame, one of the publications that's just come out, this one on 'Pathways to implementation: clusters and consortia' makes all the points about how consortia can work together. I think the key is in the TEC, if the TEC come forward with more funding and use TVEI as the education arm for that funding, then we can actually put in some more money, use the consortium structure for a range of projects and that will give the impetus for the consortium to hang on in there. If that doesn't happen it will be on a downward spiral and the nature of the support that the centre here can provide with dwindling resources is not going to be very much. So I've got to look at it in terms of: Can I attract funding in any other way? Do I start to sell services here in some way? Do I try to attract industrial sponsorship? Do I look at Compact arrangements? Do I look at trying to work more closely with the TEC? We're already involved with the business partnership. I can look at those sort of options. How do we play a role? If at the end of the day I feel there is no role I shall go, because I'm not going to hang about and take a salary for something that's not required. It's a problem because it is a five year contract, from my point of view, and I haven't got anything else to go to, but I feel that I could

probably offer some sort of deal to the Management Committee where they take me into one of the schools or colleges, continue in name, but that consortium function maybe won't be there. It could go one of two ways, I think it's in the balance now, it's either going to tilt and go down for ever or as the TEC comes in, as I hope they will, and I think they should, because I mean they've got a good structure there, it's made for bringing in and closing the links between education and training, we've got the networks and they're just about still there, if they leave it too much longer they'll be gone, for the reasons that John Adam has said. So I'm very frustrated at the moment, I feel there is an element of being frozen out by national curriculum, by the new post-16 developments in the White Paper, it could be an opportunity but having spoken to the post-16 providers I know that it's very difficult to do anything collaborative with them, unless you take the soft areas, I don't mean it in a demeaning way, but like equal opportunities, safe areas, teaching and learning styles, so I've got to pitch in at the safe areas. And the same with the schools really, we've already improved our management structure, we made changes last year, we got rid of several groups, merged one or two others, all the time slimming it down, I think at the moment the heads have said they want to continue with the subject groups but I've got a feeling that we'll have to trim those as well. The reality is that things are based within institutions, unless there's an effective route back into those institutions via departments and there's a good meet between the consortium group and the department then we may have to look at other ways. That's part of the challenge for me as a manager, to look at the other ways, how can I do it, how do I still be as effective as possible with the funding we've got and not be marginalised? Now we've gone the route of providing resources in teaching and learning, we've got an excellent supported self-study set of materials that's been developed by teachers in this area, they're selling well nationally and I think will be used by teachers in our consortium. We're working on a student's guide to research which I hope we will be able to provide for all the students in our area and again may have a market outside. So maybe the route in is having identified the expertise in the 14 establishments, I contract out and commission work and make some money for the consortium or at least recoup the investment and make ourselves more effective, so you're developing materials which you know are going to be used within your own schools and colleges. The latest one of those we're looking at is in terms of what we call transition packages, materials that we can use to help students make the jump between GCSE and A-level courses particularly, and do that in a supported self-study way. So we've got ideas of the things we want to do and I think it can work in spite of the conflict that John Adam has rightly described, I mean I wouldn't deny it's there and it's a problem and all the time we're looking for ways to react to that problem and still hold together. I think we're lucky, we've had a supportive group, a good group, but

it's there, and I'm not about to pretend otherwise and if I was a head of a school or college and I looked at what TVEI can provide now, and where it sits on my list of priorities, you know, I think it's quite a good facilitator, it's not going to provide you with much funding any more, it can help to top up my staff development arrangements and it has a warm feeling about it still. That's the difference, when we went through the reorganisation of the LEA and went into divisions, we were, if you like, the good guys looking in. There was a lot of suspicion about the creation of the inspectorate, I don't want to be seen as an inspector, I go into my schools and colleges and I think I'm made welcome and be seen in a supporting role. It does create an interesting dilemma when you go to the review situation; Are you inspecting or not inspecting? I've always said I'm not going in in that capacity, it's for you to tell me how far you've met your objectives and what we can do to support the one's you haven't got to, so there is an interesting change of role there, it could be much heavier, maybe I have to become much heavier to keep the consortium together, maybe I have to go to those institutions down the road who I think aren't playing ball and say "Right you haven't come to those meetings, you haven't done that, you're not getting any money, it's not much but you're not getting it anyway". I don't think I shall play it that way, it's an interesting scenario.

DY OK. One of the things I'm trying to do is to map the boundaries of TVEI, if there are any, so two related questions really, Chris; Are there things that the LEA has wanted to do which TEED has stopped you from doing or are there things which TEED has required you to do which you wouldn't otherwise have done? Or perhaps it doesn't work in that way, I'm not sure?

CH Let's take the relationship with the LEA first, we're structured into four divisions and you won't find TVEI in any divisional diagram, not even as a dotted line, so unlike some counties where the assimilation has been quite tight I would suggest that in Hampshire it's been awful. The fact that we do have some local representation mainly through the fact that there are some.....for example the senior inspector is very good and we have some divisional development meetings, but there's nothing in the structure to say where we fit. When they created the divisions they set up five patches, they didn't use the consortia framework, you know. What sort of message does that create? And so there have been funny games going on I think at county basis about the way TVEI assimilates into LEA, etc, etc, that causes problems. We want to work with the inspectorate, we want to work with the teacher advisers, but they can't quite see what our role is and sometimes vice versa and to keep the communication going is not easy, therefore if I'm looking to the future I'm looking to the TEC, to be honest. I think that for us that is more likely to be the point of contact. If you ask me about the

curriculum things I would say that I think I can continue to support, I can continue to look to the inspectorate for help there, I can use funding for staff development of teachers in a range of subjects, but if I've got a problem it's in the area of industry-education links, particularly in this economic recession, in the area of the coordination of those links and the development of the work-related curriculum. The only way I can build on the work that TVEI has done over the last eight years is going to be through business partnership and the TEC, without them that lot goes down the drain. So that will be in a sense why I hope TEED will come in and support the TECs and put their weight behind them. From discussions I've had with people like Stanley Davey saying "Come on there's frustration at the moment, we're marking time here, we should be moving in to that area, we should be setting up some sort of brokerage in the south-east division of Hampshire which handles the links with industry something like Trident do for work experience we could actually bring this thing together". We've got a database, a database that's been developed on industry-education links right across the division, started here, spread to Portsmouth, Gosport and Fareham, we've looked at the software and hardware's in place but we need a few bodies to actually provide the access and to make the connections. It's nearly there and it could be good, but we need support from the TEC. So in one sense I'm less concerned about the curriculum things because they will take care of themselves, they will be handled within institutions, I can continue to support, the LEA will continue to support, it's that other wedge which bothers me and that's why I'm looking more to the TEC and to TEED to help me with that than perhaps I'm looking at the other area. Other managers may see it differently but that's my problem and it's accentuated by the fact that the industry-education coordinator we have here, Terry Smith, was only appointed on a three year contract, he finishes in July. The other person who helps, Bill Tucker here, was originally seconded to us from industry, with the economic recession they could no longer afford to do that, we've managed to cobble together some finance to keep him going till August. So come August-July time I could be faced with a situation where I do not have any staff to handle education-industry links, careers education guidance support, JIIG-CAL support, things like that, so if it's not picked up on a division basis, funded to some extent through business partnership and the TEC then all that investment is gone. So if you were looking at a statement of priorities for me that is the greatest one. And it affects Crookhorn and if you take John Adam's position at Crookhorn, John loves to be involved in that he would like us to set up a database which they could access, he would like to be a pilot school related to that, to use it to help sort out the work experience placements and the other work-related activities. I think they have a maturity in those areas at that school where it could happen. So what I hope might happen is between now and July we might arrive at a situation where they would be the pilot

for the area, for the consortium or maybe for the division. But there's a lot of ifs and buts in that and a lot of it hinges on how the TEC goes forward. They've just made an appointment of an Education Manager, which has taken a long time, and I hope now things will start to move now on the education arm of the TEC, the training arm they've had personnel from YT who were there, they could handle the bids related to YT, they couldn't handle any bids that relate to education. What's interesting is that now for the first time they've shifted some funding into the TVEI set-up, looking at action plans. That could be the way forward, that we pick up projects administered through the TEC, accountable perhaps by the TVEI consortium, using our networks, building on the sorts of things that the TEC want doing. I think that's where the agenda lies, not in the LEA, the LEA has no power now, it's just not really a player, the inspectorate will gradually get pruned more and more, I think they've appointed too many, you can see the way forward with the pronouncements about HMI and the way they're going, same will be true of local inspectorate, so they're not really players in the game as far as I'm concerned, that's why I'm not greatly concerned about our relationship with the LEA.

DY I suppose in times of recession Chris, I suppose in education-industry work the impetus always has to come from education in a way, but that's even greater in times of recession?

CH Yes, it's been one of the difficulties in mounting the business partnership, but there is that accusation, a lot of the contacts we've made over a long period of time have now been made redundant, you know, training departments in big companies have been slashed. We're trying to be positive about it, we've just joined the Chamber of Commerce and we're going to use their networks, get involved in that more deeply, try and pick up some more. That's the sort of thing that we could do as a consortium and I can do as a manager, spend more time in that sort of area and hopefully that will build something positive. I don't know if it's ever happened but the sort of thing in my mind is with the Chamber collectively fund somebody to handle the industry-education links for them. Why not? Make a lot of sense, I don't expect the idea has been floated to them before. Once we get in there we can begin to make these sorts of suggestions. Yes I think we do have to create the agenda, education does have to go into those areas and you won't get a corporate response from industry, what does that label mean anyway, how do you get to the little firms? But if we can get the message of coordination across, I view it like an egg-timer, on the one side you've got the education half of the egg-timer whereby what we're working on is we've now got Hampshire Education Business Partnership coordinators in each school/college, they will have a role and a responsibility to coordinate within their own establishment. In the middle of that egg-timer you have the staff who will

have to make those connections and will handle a lot of the contact work for them, Trident staff, the two education-business partnership managers that have been appointed, TVEI staff whilst we're still around we can help to do that. I think there's a crying need to have a post-16 person in there to handle a lot of the placement work that's required there, particularly on vocational courses. But you need to persuade the TEC that that's what's required. It doesn't have to be a bureaucracy, if you had about ten people down there you could actually handle all the coordination of industry-education links, placements, things like that in the Portsmouth travel to work area, a very neat geographical area, we're lucky. That's one half of the egg timer. The other half I see is the industry half and to try and persuade large companies that they should have some sort of coordination within a large company, but also to give the smaller companies and the Chamber a reference point and that's where it goes back up into that filter. That would be my vision of what I would like to see happening, some would say it's naive, some would say it could work, at the moment with the situation out there we're lucky to get anything working. It's a shame because the demand has grown, has gone through the roof, enormous, in terms of, well work experience I don't even think about now, it happens, it's done, all the kids do get out. Work shadowing, we've got over 400-500 people in this division who go out work shadowing, that's what our secondees from industry has been working on, Havant College send out 200 alone, A-level students going out work shadowing placements. Those sort of things are there, I'm not saying there's a lot we can't still do, but at least what I want to do is make it curriculum-driven, get the message into the A-level people, you know, "OK you can go out for careers guidance reasons but why can't we tap it into the curriculum more tightly?" There's one or two good examples of business studies, sociology, areas like that where they're doing it. So coming back to your question about, yes it is education-driven, and I think it has to be, because I think we have to give a clear message to those companies out there about what we want, we need to give that message with plenty of warning, we need to negotiate with those firms as to when they can deliver and on what scale, we need to know what sort of range of curriculum projects they can support us with and we need to continue to consolidate areas like work experience, work shadowing, things of that type and then move on of course with the post-16 work, there will be an increased demand through BTEC courses and the sorts of things that sixth form colleges are getting involved in now, which they haven't done traditionally. There is all of that. One further one of course is we're being urged to look at things like Compacts, I'm going up to look at one over half term, Bristol, I don't think it's a runner for the moment, but I have to look at it for all sorts of reasons one of which is: Can we make some money out of it? Does it make a nice contact? Will it generate some income? If we're going to work down here we're going to need some.

DY I think at the school level that sort of work is an area where there have been quite a lot of contacts between individual teachers and firms, which may have existed for a number of years, I think very good work has often come out of that, so how do you sort of systematise it, if you like, but still retain the good things that have come out of those more individual sort of ad hoc contacts?

CH Right, I would want to systematise it by making it part of the appraisal process, that when you are looking at staff development of one teacher, that part of that appraisal interview should be to say "Have you had contacts with industry this year? Have you used industry in your curriculum work? Have you done that once this year?" Simple performance indicators, has every member of staff done an industrial visit this year? Why not? That way we get beyond that small tip of the pyramid in the staff room where there are people who are regularly involved. It's grown because of work experience, tutor visits for work experience, you get beyond that, is there much more? In some cases yes, Crookhorn's not a bad example, excellent careers days, industry days, super, they're very good on good traditional work experience. Then you go into other areas and you say: Well, what's the work-related activity in Maths? What's the work-related activity in, I don't know, Expressive Arts? Is there any? So if you're looking at systematising, to use your word, I think it has to come through it's presence on the School Development Plan, it is to be clearly resourced, because most of the time what a lot of people have done they've bolted it on and they haven't actually allocated any resources to it. So let's have the statement up front, let's say: This is what resource we're going to give to it. This is what we're going to do in staff development terms. This is the way we're going to appraise it and this is the way it's placed within our development plan, so the objectives are there. That's what I'm saying when I go out, and currently Terry Smith and I are having a round of meetings with the HEB coordinators and the curriculum deputy from each establishment and that's the message I'm giving them. Now most of them are at this stage saying "Yeah, we're not there" and I wouldn't expect them to be, but if you want a vision of where they might go I think that's where they should take it, if they're going to build on the very good foundations that have been made. I'm not being critical, I think we have moved a long way, now take it further.

DY Right, OK. What's your assessment of the way in which TVEI has been implemented in Crookhorn?

CH Let me say something about the way it has been done. We've moved away from the pilot situation where you had obviously close involvement by headteacher, his role has been very important, I think we need to refer to that, but I mean the idea of a TVEI coordinator has long gone really, that label has ceased to exist for us in extension. Again I've made

an important statement, I think for TVEI coordinator read curriculum deputy or curriculum coordinator. So in pilot it was about a few people, business studies teachers, technology teachers, TVEI coordinator, head, careers, maybe five, six people. Now it's gone broader than that and one of the vehicles for that has been the use of TVEI incentive allowances, the way we've used our staffing money under a formula each school has been allocated staffing money and that runs right through to the end of the scheme, although the fifth year is looking pretty dodgy at the moment, but it should run through to the fifth year. But I think that's very important because they have been able to say: These are the people we wish to give an incentive allowance for this year or this two year period and they've been able to move into all sorts of areas of the curriculum. In Crookhorn I think they've used it to strengthen quite considerably the role of their year groups and head of years and the work done with tutors, so it has been used in that, but it has been used in some subject examples, I'd have to look out the exact information as to who's had the incentive allowances and for what reason, to tell you that. What we've done is pushed out forms at the end of each year to those people who have been in receipt of TVEI incentive allowances and asked for information about what they set out to do at the start of the year and how far they think they have achieved it. We've got that on record, we haven't got this current academic year obviously. I feel that we have, in a sense, tried to audit that and within Crookhorn therefore they will have been part of that same process. The role of TVEI there it has spread out and it has touched all staff and things like industry days and work experience are there for all staff now, teaching and learning styles, the role of technology, tremendous inputs on the information technology side down there, they are always among the leaders there in what's likely to happen, so I suspect they will start to go towards suites of PCs now rather than Archimedes, they've already got their senior management team, heads of year using laptop PCs for administration. I think TVEI has played a part in the funding for all of those things, to make that awareness. The head is a very interesting figure there, he is a character, he's a very shrewd man in terms of his use of funding, he will be into every pot that's going by his own acknowledgement, I'm not telling any secrets. His management style has changed I think quite significantly, in that he has started to delegate more, still managing, but he will delegate more to the senior management team and that I think has had the effect of spreading TVEI out more, down to other staff, into other curriculum areas, he couldn't hold onto it like that all the time. He's been particularly influential in the area of industry-education links, he chaired the world of work panel we used to have over a long period of time, he was a representative on our employers group, he belonged to the Industry Matters group, very active in that area. That is reflected in the way they've used industrialists creatively in the staff development route that they've taken with their

courses with Portsmouth Polytechnic which they developed, the fact that they've had an industrialist in who's helped the staff to write their job descriptions. You can see the steps that have been taken, they've been very deliberate, very clear and TVEI has been able to support in all of those areas. Take the staff development link with Portsmouth Polytechnic, staff doing their masters degrees, we pay for a module of that, doing that course. So it has been very much like that and I think we can point to all sorts of ways in which TVEI has impacted in Crookhorn and I think if you talked to staff down there you would get the same message. The difficulty with TVEI becoming so embedded in the culture is that sometimes they won't know it by that label, and that is a problem, and it's a problem that Stanley Davey has said about making ministers aware of the impact of TVEI. I don't think it's any problem, I could take a minister into any one of our schools or colleges and say "That's where TVEI has been, or there, or there", no problem, I'm not worried about whether the initials are known, really, I mean it's part of the culture, I can see whether it's meeting things on school development plans. So if you come to the school development plan whereas we used to have a separate school development plan, a separate TVEI plan, this year we have a school development plan with I would think probably ^{has} areas highlighted that relate specifically to TVEI things, great, we're totally in there, we're totally embedded and in a school like Crookhorn it can be seen. I think it's been a tremendous impact right across and I don't think many people will contradict that statement. Strangely enough the one's that might contradict it are the one's who probably feel a little bit bitter, business studies, CDT and IT, because they were the flagship and really they're not now, they are just players in the game same as everybody else, it's much more a whole staff thing, rather than just those few people who received the lower classroom ratios and the nice equipment.

DY I think that's what I had Chris, unless there's anything else you want to say really.

CH Yes, there are some things. One I think it's very interesting to see the change of role that people are being asked to play, that shouldn't be underestimated. If you look at for example the business studies area, people like Linda Hilleyard and how that's changed, and IT coordinators, no longer Computer Studies to do, no longer IT as a subject in it's own right on the timetable, finding some sort of role as an IT coordinator, how do you do that across a whole staff? How do you feed in IT attainment targets into the area of technology under national curriculum? We built them up again and they've now got a big problem, an identity problem, and I don't think we've actually done too well. How do we support those people to play that role? I think we have a moral responsibility perhaps. Careers teachers, the same thing is happening to careers teachers. Where does that figure now in the school curriculum? It was built up

by TVEI, it's now so embedded and with the national curriculum the pressure on cross-curricular work I can see casualties. That's going to be bad for staff morale unless we're able to channel that positively into something good. What message should we be giving to the IT coordinator, to the business studies teacher, to the careers teacher, to the CDT teacher? Those people who were a legacy of what's gone before, have now got considerable staff development skills, have worked with innovation and are now finding that they've been left in some sort of time warp. That concerns me greatly and I would want to register that on what we have now.

DY I think certainly the IT one is one that I've picked up in just about every school I've visited, I think there's a real problem there, there isn't a model is there for them?

CH No, no.

DY I mean I think the guy in Crookhorn has got 75-80% contact time and that's common in the schools I've been in and yet they've been charged with this enormous job of promoting and auditing IT across the curriculum. How can you do it when you're teaching 35 periods out of 40?

CH That's right.

DY How you can sell that role to heads and to governors in these days, I think is another problem.

CH That's right and I haven't found a solution, I'm registering the problem perhaps in the same way, I'm aware of it and you do what you can to support those people and still use them as experts and hopefully they feel good in that way. I continue to ask them to do things on behalf of the consortium using their talents but within their own institution I'm not sure that's still happening. I think there's a feeling of being dropped in some cases.

DY One of the things I've noticed in fact, certainly in Crookhorn and one other school, Computer Studies and in some cases IT, discrete courses in those subjects are being used as a selling point for the school, to say to parents, you know "Come here and this is where your kids will get this subject" which is running against.....

CH That's an interesting area because if you start to look at the ways in which parents will choose a school or college then once you get beyond the exam results, yes you can go into an area and that brings in the area of industry-education links again, industry days and those sorts of things as the shop window. That in a way may help me as a consortium person because if they're all wanting to do that then they may want to support the structure. The other thing I would want to say something about is the special schools because we haven't taken them in our dialogue yet.

I think they have probably been a group that have added so much to consortium working in the realisation of what sort of opportunities we can open up for students from those groups. We've got things that we're trying to do collaboratively and that's still quite a strong area, I think that is an area of collaboration that the consortium can still help in. If you talk to the special schools they are glowing in their praise of TVEI and what it's been able to do to the extent that they will often write off what the authority has done, so you know the only help they have had has been through TVEI. We are in the middle of a big special needs review in the county and I think they've been very, very grateful for what TVEI has been able to provide. Not just in funding terms but in terms of the network support that comes with it. I hope that doesn't go as a result of any move to disintegrate. It's also helped I think because there's a much greater awareness, and I think this is where the county does take credit, the county differentiation team that they set up, I think working with our own special needs group and the county differentiation team, that's another very significant development in teaching and learning styles and also in teacher awareness generally of what's required to make the curriculum more accessible to a whole range of students and not just this top percentage who will go through successfully with their GCSE. Crookhorn has begun to move, they've now appointed the person who was the leader of the county differentiation team in their own school, his term of office had finished and they in a sense snapped him up, and if I was looking for the Achilles heel of that particular institution I think it has been in their special needs support and I think that, for me, completes the jigsaw in making that a good school. They have a lot of strengths, but I felt it was weak in its provision in that area and I think they knew that and said it publicly and that appointment to me was a very big statement that they'd begin to get that together. So I'm very pleased about that, I'm pleased for the consortium because it brings Peter Gilhouléy, who was the differentiation leader, into the consortium. We had one of the differentiation team based here last year and that was also very effective in moving that debate forward. So there's another area of support which I think we can still do collaboratively which is important. But I would want to highlight the role of the three special schools in our consortium, because I think it's been highly significant in what they've been able to input and I don't know what the head of Crookhorn would say about how it's impacted on their school and their curriculum but I suspect that it has. I think that's probably as much as I want to say.

DY Right, OK, good, thanks very much.

APPENDIX 22

1990 Student Destination Statistics in South East Hampshire

DESTINATION STATISTICS - YEAR 11 LEAVERS 1991

AS AT 31ST OCTOBER, 1991

WATERLOOVILLE TOWN

SCHOOL	6TH FORM SCHOOL	6TH FORM COLLEGE	F.E./TERT. COLLEGE	%	EMPLOYMENT	%	Y.T.	%	UNEMPLOYED	%	MOVED AWAY	%	UNAVAIL-ABLE FOR WORK	%	UNKNOWN	%
COMPLAIN	-	13	76	48.5	44	24	24	13	14	8	5	3	5	1.5	4	2
CROCKHORN	-	42	105	60	30	21	21	9	24	10	2	1	3	1	16	7
HORNDEN	111	15	78	72	36	12	12.5	4	10	3.5	3	1	-	-	19	7
OAKLANDS	62	34	47	79.5	16	5	9	3	8	4.5	6	3	2	1	-	-
PURBROOK PARK	-	5	51	57	14	14	14	14	11	11	-	-	-	-	4	4
TOTAL	173	109	357	64	140	76	14	7	67	7	16	2	8	1	43	4

DESTINATION STATISTICS - FIFTH FORM LEAVERS 1991

AS AT 31ST OCTOBER, 1991

HAVANT TEAM

SCHOOL	6TH FORM SCHOOL	6TH FORM COLLEGE	F.E./TERT. COLLEGE	%	EMPLOYMENT	%	Y.T.	%	UNEEMPLOYED	%	MOVED AWAY	%	UNAVAIL-ABLE FOR WORK	%	UNKNOWN	%
WAVLING	-	22	72	70	21	16	7	5	9	7	3	2	-			
PARK	-	2	40	30	27	20	10	7	36	26	2	1½	2	19	19	19
STAUNTON PARK	-	16	43	38	28	18	15	10	32	21	1	½	3	16	16	10½
WARBLINGTON	-	62	67	61½	29	14	16	7½	25	12	-		-	10	10	9¼
TOTAL	-	102	222	51	105	16½	48	7½	102	16	6	1	5	45	45	7

The National Training Targets

- 1 Employers, employees, educationalists, trainers and Government are agreed on the need for action to improve the nation's skills base and much activity is already underway. This report looks at where the nation should be heading. It offers a vision of a Qualified Society in which each individual has the opportunity to make maximum use of their potential. It presents world class targets for the achievement of young people, adults and employers to which all the organisations named in this report will contribute in their own ways.
- 2 The targets we are all committed to seek to achieve are:

Foundation learning

- Immediate moves to ensure that by 1997 at least 80% of all young people attain National Vocational Qualification/Scottish Vocational Qualification (NVQ/SVQ) level II or its academic equivalent in their foundation education and training
- All young people who can benefit should be given an entitlement to structured training, work experience or education leading to NVQ/SVQ level III or its academic equivalent
- By the year 2000, at least half of the age group should attain NVQ/SVQ level III or its academic equivalent as a basis for further progression
- All education and training provision should be structured and designed to develop self-reliance, flexibility and broad competence as well as specific skills.

Lifetime Learning

- By 1996, all employees should take part in training or development activities as the norm
- By 1996, at least half of the employed workforce should be aiming for qualifications or units towards them within the NVQ/SVQ framework, preferably in the context of individual action plans and with support from employers
- By the year 2000, 50% of the employed workforce should be qualified to NVQ/SVQ level III or its academic equivalent as a minimum

- By 1996, at least half of the medium sized and larger organisations should qualify as 'Investors in People', assessed by the relevant Training and Enterprise Council or Local Enterprise Company.

What the targets mean

- 3 All those who support this report believe that the UK must know where it is going on skills and that world class targets will help each organisation set and pursue relevant objectives within their area of responsibility.
- 4 The report offers a vision of the future. It is a vision which will be realised if attitudes towards education and training continue to become more positive. Cultural change is critical and the targets provide the required challenge for the nation. In setting out where the UK needs to be they do not claim to set out how to get there. That is not the purpose of this report but is the role of all those who support these objectives.
- 5 The targets are challenging but achievable. They are challenging in that they will not be achieved without greater commitment and extra effort from all involved; achievable in that they represent realistic objectives that can be met between now and the end of the century.
- 6 These are national targets. They identify where the country as a whole needs to be in the year 2000. That does not mean that each part of the country, each sector of employment, or each organisation must achieve each and every target, but each contribution will add to the aggregate performance of the nation. It is the achievement of that aggregate performance which the targets seek to promote.
- 7 They are valid for Scotland as much as for the rest of the UK albeit that Scotland has its own education and training system. For the purposes of this report Scottish Vocational Qualifications equate with National Vocational Qualifications and Local Enterprise Companies with Training and Enterprise Councils.

Daily Telegraph

Thursday, December 5, 1991

Vocation in a void

ABOUT four in five of our young people continue in some form of education and training after the end of compulsory schooling. In international comparisons of educational attainment, our 18-year-olds come in the top three with Hong Kong and Japan. Our graduates are acknowledged throughout the world to be of high quality.

So why should education after the age of 16 be seen as a problem? Why should numerous bodies, from the Royal Society to the Confederation of British Industry, suggest that all is not well and urge the Government to make changes? An answer is to be found in *Beyond Compulsory Schooling: a Numerical Picture*, published today by the Council for Industry and Higher Education. It shows the picture to be far less rosy when we ask what young people are getting out of education rather than how many are getting into it.

Only about half of 18-year-olds are heading towards a qualification of any sort. Moreover, less than a quarter of the age group are on A-level courses; the only clear goal of secondary education, and only half of those obtain three A-levels. As pupils in

dependent schools do disproportionately well, in fact only eight per cent of comprehensive school children pass in three subjects.

With three A-levels, therefore, a remote prospect for most pupils in state schools, it is perhaps not surprising that the overall level of performance in schools should be poor (the general run of 14-year-olds are near the bottom of the international attainment league) or that many pupils should become alienated and truancy be a problem.

Even where good results are achieved, there are doubts. In contrast to most other countries, our sixth-formers typically take only three subjects, and this raises the question whether there is adequate breadth of study. One consequence of specialisation

is that too few young people go on to study maths and science in higher education. Technical education in schools needs to be more broadly based.

It is one of the curiosities of English education that there has never been a clear practical/technical ladder to complement the academic/theoretical. This has long been realised, but when reform was first mooted in 1868 it was rejected as "too Prussian", and some of that feeling persists even today.

At present, vocational qualifications are essentially a route for people who have failed something academic. They are seen as second best and lack esteem. Not surprisingly, those who have BTEC (Business and Technician Education Council) qualifications, for example, are less acceptable to higher education and do less well there. Nor is it surprising, in the circumstances, that our workforce is seriously underqualified compared with those of our European neighbours.

How might things be improved? There are two main areas of concern:

whether the present academic pathway based on A-levels is the most appropriate one; and the lack of coherent technical

and vocational tracks. These may, in fact, be one and the same problem, since the prestige of A-levels and the opportunities to which they lead make it difficult to establish desirable alternatives.

It is unlikely that practical education will take its proper place until a range of recognised school qualifications in technical and vocational subjects is put in place alongside GCSE and A-levels. Probably, GCSE and A-levels, if they remain, will need to be extended to cover a wider range of practical studies.

The aim must be education for all; the qualifications must reflect what society wants of its education and training system.

□ Alan Smithers is Professor of Education at Manchester University.

**IN MY
VIEW**

**ALAN
SMITHERS**

APPENDIX 25

Guidance theory information (Super and Ginzberg)

Extract from Hopson and Hays 'Theory and Practice of Vocational Guidance', Pergamon Press, 1968, Chapter 27.

The Ginzberg Theory

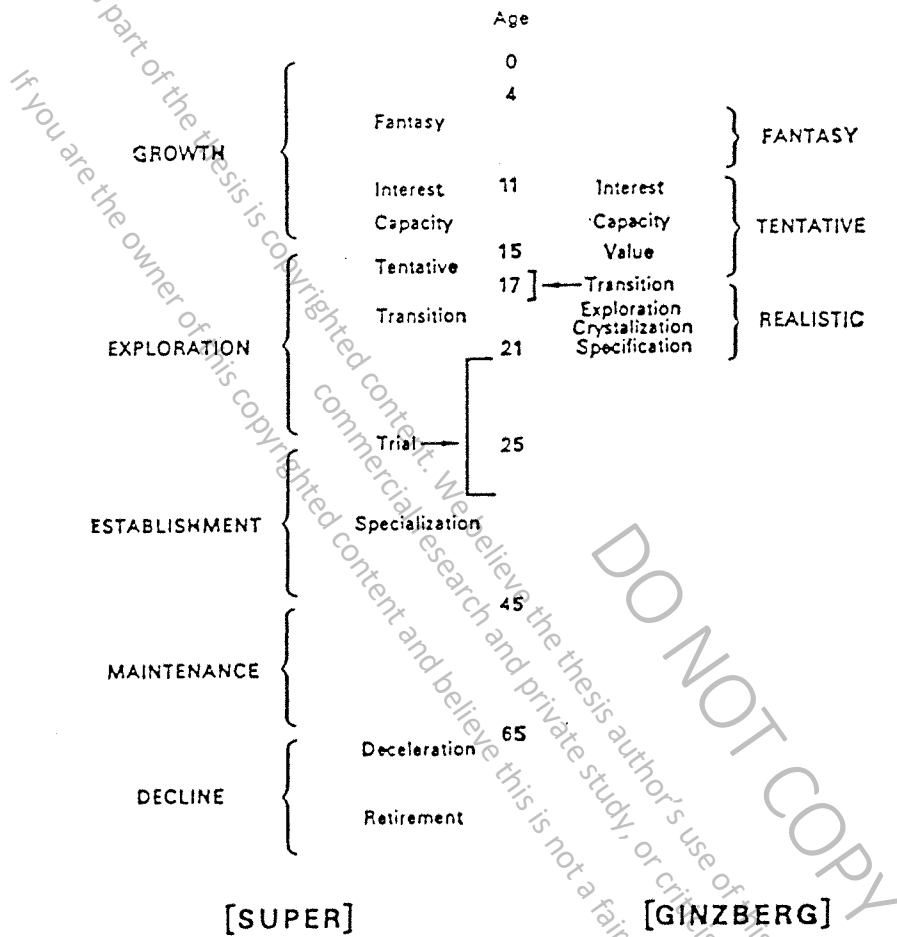
- 4 elements:
1. Occupational choice is a developmental process which typically takes place over a period of some ten years.
 2. The process is largely irreversible.
 3. The process of occupational choice ends in a compromise between interests, capacities, values and opportunities.
 4. There are 3 periods of occupational choice:
 - fantasy
 - tentative
 - realistic

Super: A Theory of Vocational Development, P16-21

Main elements:

1. Individual Differences
 2. Multi-potentiality
 3. Occupational Ability Patterns
 4. Identification and the Role of Models
 5. Continuity of Adjustment
 6. Life Stages
 7. Career Pattern
 8. Development can be Guided
 9. Development the Result of Interaction
 10. The Dynamics of Career Patterns
 11. Job Satisfaction: Individual Differences, Status, and Role
 12. Work is a way of Life
1. People differ in their abilities, interests, and personalities.
 2. They are qualified, by virtue of these characteristics, each for a number of occupations.
 3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
 4. Vocational preferences and competencies, the situations in which people live and work, and hence their self concepts, change with time and experience (although self concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.
 5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

The Main Stages of Vocational Development Described by Super and Ginzberg



[SUPER]

[GINZBERG]

- The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
- Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.
- The process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural and endocrine make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
- The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.
- Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

APPENDIX 26

HCC Confidential Report

HAMPSHIRE EDUCATION COMMITTEE
CONFIDENTIAL SCHOOL REPORT

NAME _____ BORN _____ FORM _____

ADDRESS _____

PARENT OR GUARDIAN _____

HEALTH.

GENERAL HEALTH: Good/Average/Below Average OTHER RELEVANT FACTORS _____
(e.g., left-handed)

VITALITY: High/Average/Below Average _____

ANY DISABILITY (No: or specify) _____

EDUCATIONAL ATTAINMENTS.

NATURE OF COURSE TAKEN (specify) _____

Classification should relate to the level of your own school's work as a whole and not merely to the pupil's own stream

SUBJECT	Very Good	Good	Average	Fair	Poor	
English						
Arithmetic						
Other Mathematics						
History						
French						
Geography						
Science						
Rural Studies						
Boys Girls						
Woodwork Housecraft						
Metalwork Needlework						
Technical Drawing						
GENERAL ABILITY.						
Assessed on school work ...						
Assessed on other activities ...						

APTITUDES

ANY SPECIAL ACHIEVEMENTS
(including certificates, examinations)

POSITIONS OF RESPONSIBILITY _____

ANY OTHER REMARKS ON SCHOOL RECORD (attendance, punctuality, etc.) _____

SIGNED _____ DATE _____

(Headmaster/Headmistress)

E. 91.

This report may be shown to the parents on request

APPENDIX 27

Evaluation Models, Killeen J & Kidd J, Learning Outcomes of guidance: a review of recent research: Learning Outcomes Measures

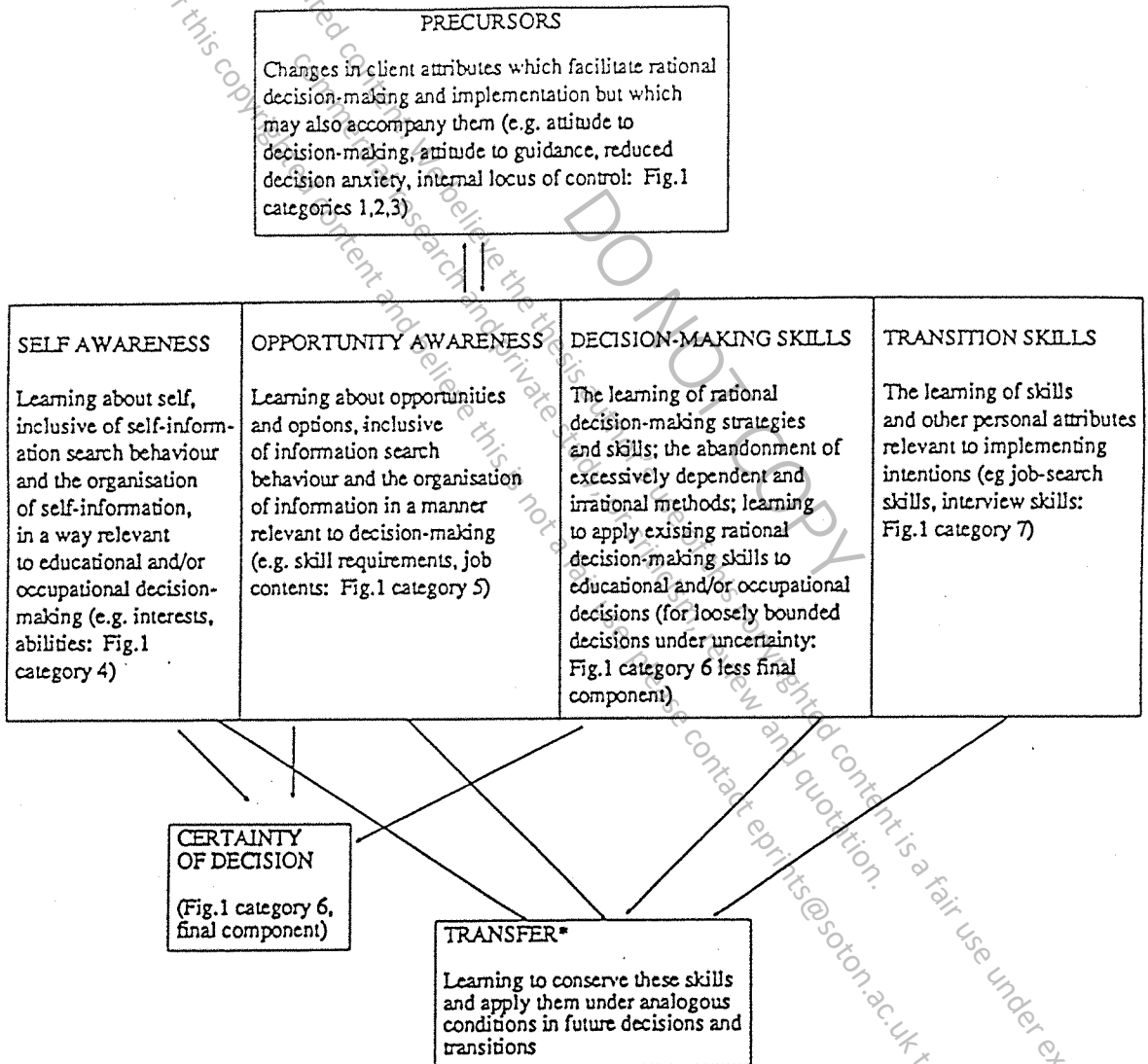
Outcome measures in recent evaluation studies of guidance interventions, exclusive of ultimate outcomes and client-satisfaction measures

<p>1. Subjective belief in capacity to take decisions/ put them into effect; desire to do so</p> <ul style="list-style-type: none"> - confidence in ability to act independently - confidence in ability to plan - locus of control (internal) - self-efficacy (career decision-making) - self-esteem - growth motivation 	<p>2. Reduced conflict and anxiety of kinds tending to inhibit decision-making and implementation</p> <ul style="list-style-type: none"> - transitional self - personal conflict - personal barriers (to decision-making) - anxiety (career decision-making) - approach approach conflict (or, 'spoilt for choice')
<p>3. Subjective importance of decision, involvement in rational decision-making and/or need for external resources</p> <ul style="list-style-type: none"> - salience of work; salience of occupational role - involvement in decision-making - independence/rational decision style - attitude to compromise - commitment - need for guidance - need for occupational information 	<p>4. Self-appraisal skills and self-knowledge</p> <ul style="list-style-type: none"> - self-appraisal; self-evaluation and appraisal - uncertainty about self - vocational identity - knowledge of self - occupational self-concept
<p>5. Opportunity information search; option knowledge acquisition</p> <ul style="list-style-type: none"> - awareness of information resources - frequency of information-seeking - range of information sources - specific knowledge tests related to intervention (various) - knowledge of selection criteria - knowledge of world of work (job contents, etc.; various) - knowledge of preferred vocational field (incl. supply and demand, selection criteria, locations, etc.) - number of options open (self-assessed) - perception of external barriers (component of indecision) - reaction to exploration - beliefs about future exploration 	<p>6. Decision-making skills and decision-taking</p> <ul style="list-style-type: none"> - goal selection - planning - rational problem-solving - 'ability to plan' (self-assessed) - crystallisation - specification of goals - 'sureness', 'certainty' of decision <p>7. Transition skills; implementing decisions</p> <ul style="list-style-type: none"> - implementation (CDI) - awareness of steps/tasks in job search - judge ratings, etc. of specific skills (interview, telephone, CV writing, form-filling, letter writing, etc.) - general attributes and skills (e.g. time management, assertiveness, interpersonal skills)

APPENDIX 28

Evaluation Models, Killeen J & Kidd J, Learning Outcomes of guidance: a review of recent research: Learning Outcomes and Closely Associated Outcomes of Guidance

Figure 2 Learning Outcomes And Closely Associated Outcomes Of Guidance



* The final outcome category conforms with current conceptions of good practice and with the general philosophy of learning outcomes. Evaluation studies of learning transfer have not yet been reported.

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- 4 Curriculum Managers in Further Education Colleges
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