

inspiring learning

...it just clicked





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contents

1 foreword2

2 core curriculum

- maths – real world maths5
- maths – maths at work in Bristol6
- english – crimestoppers8
- english – marketing, media and english9
- science – how science works10
- science – sharing science learning12

3 high flyers

- making professional contacts13
- working knowledge14

4 student conferences

- connecting education and business15
- media17
- public services18
- sport20

5 broadening the curriculum offer

- film for the community22
- improving achievement23
- young apprenticeships24
- partnerships with private providers25

6 employer engagement

- practical steps for working with employers .26

7 ...with thanks28

foreword

Most of those working in education know that work related learning is a statutory requirement. But what is work related learning, and how does it link with ideas like applied, contextualised or personalised learning, with functional skills or personal, learning and thinking skills?

More important, what has it got to do with learners and teachers getting energised or excited? What has it got to do with achievement? What has it got to do with teaching maths on a wet Tuesday afternoon?

This publication gives us some practical answers to these questions.

I was part of the team that evaluated the West of England Learning and Skills Council Work Related Learning Project – a unique initiative that worked with four local authorities, setting out to “contribute to raising the levels of 14–16 year olds’ participation, achievement and progression through high quality work related learning”. Amongst many other things, the Project gave rise to this booklet. As well as raising some challenges, our evaluation concluded that across the many and varied activities supported, work related learning had made a positive difference to many learners’ experiences and achievements. It had also enthused many teachers.

But what was it? How could we define it?

Some definitions of work-related learning are more useful and interesting than others. One starting-point is used by the QCA (now QCDA) which suggests that there are three types. Firstly, there’s “learning through work: for example, placements in the community, work experience, part-time jobs, school enterprise activities, vocational contexts in subject learning”.

Secondly, there’s “learning about work: for example, vocational courses and careers education”. And thirdly, “learning for work: for example, developing employer-valued key skills and career management skills”. Whilst these are all important, it is likely that the last of these has had more exposure, than the other two.

“Helps me see what school has to do with my future”



Activity in the Project went right across these three types, and well beyond them. We found it was important that work relatedness appeared authentic to learners. But in the best examples, 'work related learning' quickly became an inadequate title for what was happening. Work related learning was more like a catalyst or vehicle for something more fundamental, which I would call creativity. By this, I mean problem-solving that is achieved by finding new connections between things that have become separated or compartmentalised in the minds of learners, teachers and schools, or in syllabus and assessment documentation.

Some really exciting examples of work related learning emerged where teachers felt they had both the capacity and the right to innovate, plus some support and encouragement. It is possible that in England, our recent history of heavy curricular and pedagogic prescription, together with an unwarranted emphasis on certain kinds of examination outcomes, has made it more difficult to unlock the creative potential of teachers. However, doing exactly that is as urgent and necessary as it has ever been. This booklet makes a valuable contribution in that direction.

Professor David James

Bristol Centre for Research in Lifelong Learning and Education (BRILLE),
University of the West of England, Bristol



developing problem solving skills in maths

creating curriculum links with local employers

sharing workplace opportunities and contacts

rediscovering "why I came into teaching"

energy and enjoyment in science

vocational programmes as a community resource

real world maths



Work related learning includes using good, work-based scenarios to bring to life important aspects of the curriculum.

One Advanced Skills Teacher, at Priory School, influenced in part by the materials on the website of the National Centre for Excellence in the Teaching of Mathematics (NCETM), decided to generate new, differentiated materials and approaches for his maths classes. He chose workplaces and businesses that would be familiar to the students (a garage, a pub, a hairdressing salon and an airport).



With each of these, he visited the premises and talked to key staff to ascertain how mathematical processes were used in a range of day to day tasks. He then generated activities using actual data and used these in lessons, together with some video material from NCETM.

This teacher had spent a short time working in engineering, and this helped him identify ways of helping students to understand the importance of maths.

He did however feel that his approach was different to that of some maths teachers who seem not to appreciate the need to innovate in such ways or

appear wary of doing anything that might change what they currently do with students predicted to gain higher

GCSE results. As a result, he sometimes felt as if he was “going out on a limb”.

The lessons were very successful. The young people who were interviewed said “it was better than doing plain maths, and watching a video first made it more interesting”.

They also said that they valued learning that was “helping us to see what maths has to do with our future life” and was “not just doing sums”. Several agreed with the student who said “We remember what we do in these lessons”.

The teacher is now working with the Head of Maths in Wyvern School to

extend the range of work related learning activities. These include maths in the school kitchen and Junior

Maths Challenges. In the main these activities are used as starters for lessons. The starters are built on later in the lesson and in subsequent lessons. The contribution to

achievement of this approach to the teaching and learning of maths will be evaluated in the summer.



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“helping us to see what maths has to do with our future life”

Student

maths at work in Bristol

Many maths teachers have heard the comment “when are we ever going to use this in real life?”, and will know that some students fall away from mathematics easily because, as well as not seeing its relevance to their lives, they also perceive it as difficult and even boring. So what can teachers do?

One answer is to make frequent links with real life examples. The Maths at Work in Bristol posters are based on an idea initially piloted through the Show You're Working project at the Kingswood School in Bath. Central to this concept is finding professionals who have studied at Bristol schools, which helps to ensure Bristol students can identify with them as role models. The resources use the experiences of former students to generate material illustrating how mathematics is used in the workplace. They also aim to address perceptions of mathematics prevalent in society today. Engagement

is the key to achievement, hence activities which present learning mathematics as dynamic are needed.

The project was led by Paul Williams (Senior Mathematics and Science Consultant, Bristol City Council). He worked with local schools, Education Business Partnership West, and contacts from industry with an interest in supporting learning via “Ambassador” schemes, to identify former pupils from Bristol and build case studies which were then developed into poster materials. The project highlighted the challenge for schools in locating former students.

Maths at Work in Bristol

Liz Coombs:
I went to a Bristol school.
Now I'm Sales Operations Manager at Bart Spices.
In my work I use Mathematics every day for costing products, reporting on sales, forecasting, calculating profit.

To do this I need to understand percentages, graphs and spreadsheets. I calculate variances in sales over time and apply those to predict future sales, service levels (as a % of what was agreed in a contract), sales vs. budgets

I enjoyed Maths as a way to use logic: you could learn a process and then apply it to different things. I found statistics very interesting, and how you can make them say nearly anything you want. When adverts state that a % of people enjoyed their product, you start asking what the remaining % said. To me Maths is thinking and questioning, not just adding up.

You'll be surprised how much you'll use the Maths you learn at school.

BRISTOL CITY COUNCIL

Whilst a small number of schools have alumni networks, most do not and are not necessarily aware of their former students' progression routes into employment. A high level of enthusiasm from local businesses and ex-students meant that over 20 posters were developed covering professions such as nursing, engineering, marketing, science, computer games, accountancy, construction and zoology.

Feedback from the mathematics subject leaders group in Bristol about the posters has been extremely encouraging and they have requested copies of the posters for use in their schools. These have now been distributed to all schools in Bristol for display in classrooms and public areas.

Following the success of this approach in Bristol, these posters are now also available for schools in South Gloucestershire.

Whilst maths provided the context for this resource, this model could be easily utilised in many other subject areas.

The next step for the project is to build on this practice including inviting former students into schools to deliver maths-focused presentations and workshops to classes.

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"Feedback from the mathematics subject leaders group in Bristol about the posters has been extremely encouraging and they have requested copies of the posters for use in their schools."



crimestoppers



Crimestoppers is a seven week programme for Year 9 students at Gordano School run at the beginning of English Key Stage 4.

Its purposes are:

- to promote independent and reflective learning;
- to foster the skills needed for GCSE and functional skills;
- to bring the wider world into school to help get students engaged;
- to give students an awareness that they bring skills to the classroom and that they can use these skills elsewhere in and beyond school.

The programme begins with a reconstruction of a crime filmed by A Level Media students and is followed by a presentation by a magistrate. The students then research a particular

aspect of crime, working towards a report and a presentation. Police officers visit classes to talk about crime in the neighbourhood.

The Year 9 students who were interviewed for the evaluation of Crimestoppers said that it was “fun and engaging” and that they were “learning more and



were more confident”. The parents interviewed said that their children were more interested in English as a result of Crimestoppers.

The students were also very clear about the skills they had developed. These included “greater confidence about working in groups, giving presentations and writing reports”. The teachers confirmed the acquisition of these skills and added that they were impressed with the quality of the students’ reports. These reports were marked against GCSE criteria. All the students attained a grade and were on track to achieve their target grades. Some had already achieved these grades.

A governor involved in Crimestoppers observed that “letting go” was one of the main challenges teachers faced in this sort of activity. This view was reflected by some of the teachers who said that the programme had given them more confidence in students doing things

for themselves. One said “I had to let go of the reins and step back more. It was good for my development”.

Gordano is planning an improved version of Crimestoppers and an event introducing the initiative to English teachers in other schools.

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“There must be something in it as he is interested which is half the battle – normally it is just about PE”.

parent

marketing, media and english

An English teacher, from St. Bede's Catholic College, Bristol, wanted to pilot working with a local business to engage and inspire Year 10 students studying English.

The teacher started by exploring what the young people's interests were and common amongst the group was an interest in media and technology. The students have now started a Mobile Phone Project linking with the company Phones 4U as part of their Study Plus course. They already had some knowledge of Media, having studied aspects of the topic as part of their GCSE English coursework, so the aim of this unit was to give them the opportunity to put into practice in a real life situation some of the skills they had already learnt.

The students started off by researching mobile phone offers currently on the

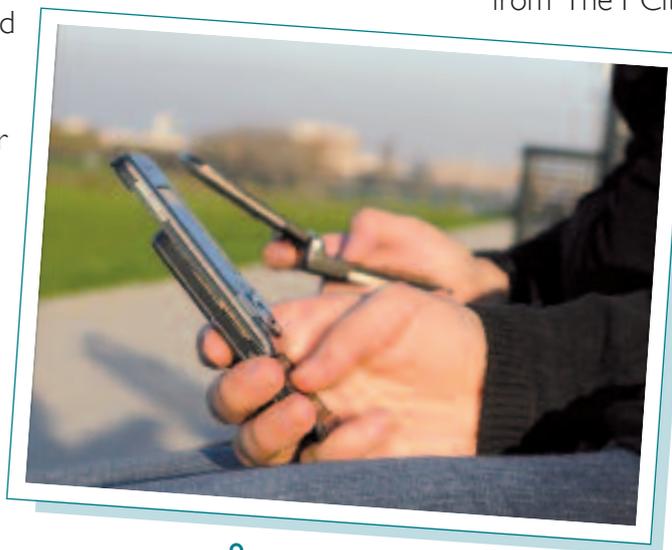
market and looking at posters and websites to identify the language used to target certain markets. This enabled them to gain skills which would be useful in their GCSE reading paper. A representative from Phones 4U came in to give them a talk about the target consumers of the company and how they found out what each group wanted. The teacher commented that "the students especially enjoyed being able to handle the models of the products which were brought in for them to see and to hear about new applications and features of the most up-to-date phones. It was particularly interesting for the class to hear from someone behind the company with experience rather than

just seeing examples in a text book. They really enjoyed being talked to as if they were 'in the business' rather than as students and responded well to the activities they were asked to undertake, like grouping different makes of phones into different target markets."

After the visit, the students were set the task of storyboarding and filming a mobile phone advert to sell a new type of phone, using the information they had gained from Phones 4U. This is currently underway, utilising support from 'The I' City

Learning Centre in the form of Project Boxes and help from a Media Consultant. Phones 4U are due to return to judge the winning advert at the end of the unit as well as the students completing a speaking and listening presentation which will be marked as group orals for their GCSE coursework.

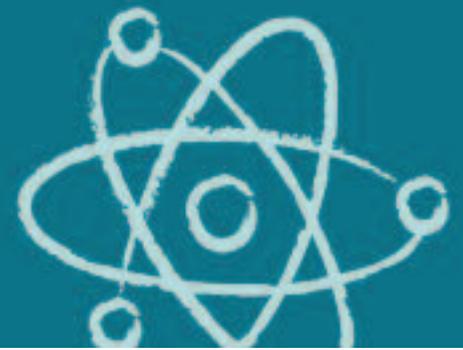
This project is good preparation for non-fiction reading and writing in the GCSE English exam. The next steps are to evaluate the impact of the work on the students' engagement and achievement and to disseminate this work through English and Media networks to encourage similar activities.



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how science works



Two South Gloucestershire schools have developed projects to help students to understand how science works. The projects were supported by Science, Technology, Engineering and Maths (STEM) Ambassadors and planned by them in partnership with teachers. One of the schools also saw this as a vehicle to develop personal learning and thinking skills (PLTS) and the social and emotional aspects of learning (SEAL).

At Mangotsfield, where the project focussed on nuclear power, the highlights for the students were the 'Moving the Nuclear Waste Safely' activity and the debate; "when we were given different roles. These included the government, a Green Peace supporter, a family living near the proposed power station and a local business".

All the students enjoyed the project and particularly valued "working with

specialists" and "having the debate about the advantages and disadvantages of nuclear power". Some also said that the activity would help them "do better in science and particularly in physics".

The students reported that they had developed the following skills from the project: team working, problem solving, listening, considering the views of others, picking out information and increased confidence. They also described how the skills they had

developed in the activity had been used or could be used in other subjects including maths, English, geography, textiles, resistant materials and PE. Some students also said that they had used these skills outside school. Examples were "in my football team" and "teaching at Brownies".

The Head of Science at Mangotsfield, valued the project because it engaged the students and could be repeated with future Year 10 groups. He said:

"Engagement is the critical bit, getting an engaging curriculum is the driver for success".

At The Grange, the project focussed on 'protective materials' and the school was supported by STEM Ambassadors from the Ministry of Defence.

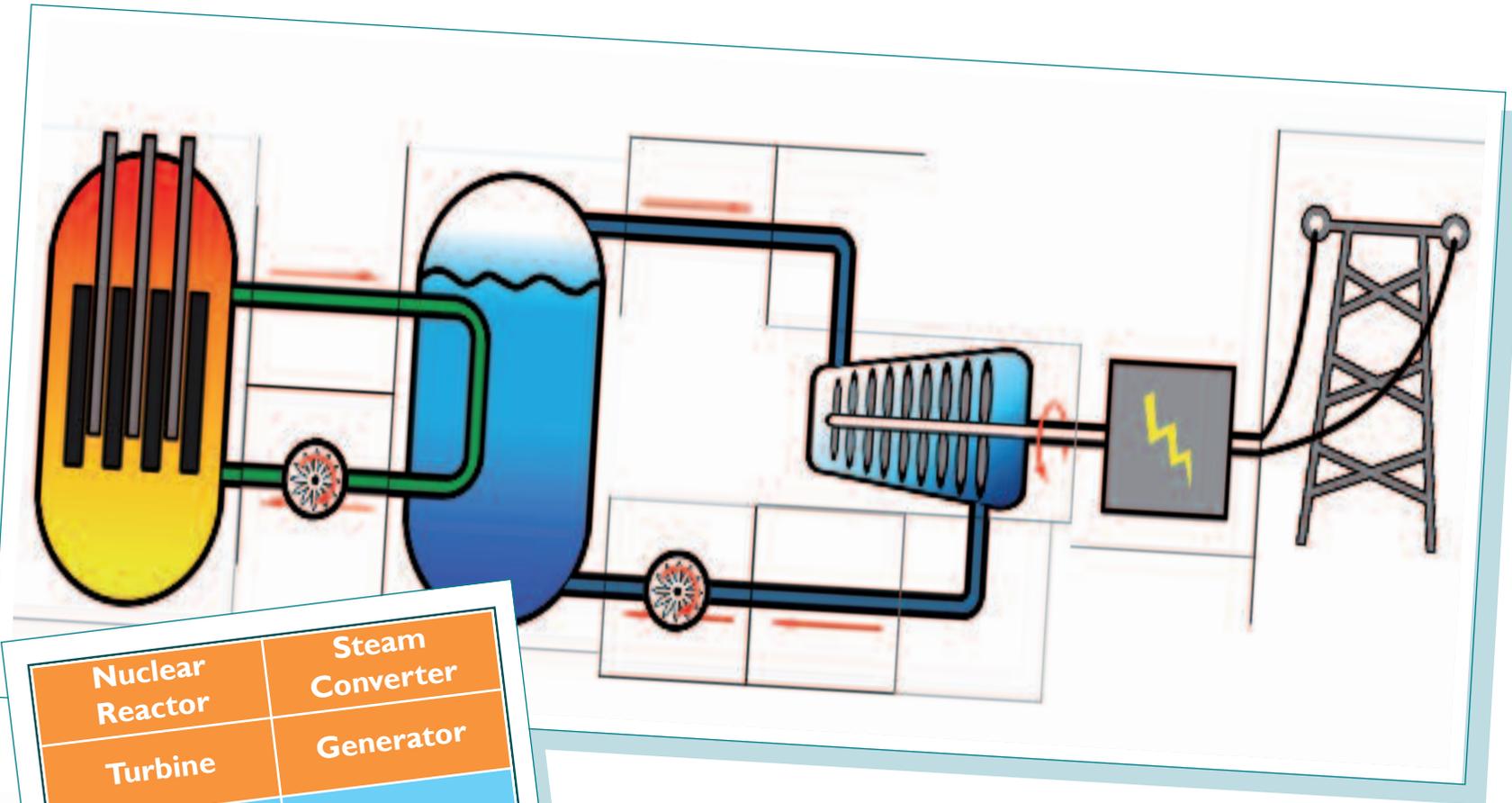
It is anticipated that students will be better engaged and motivated in their science subjects so that they make better progress and more stay on to science courses Post-16.

"This has given me the opportunity to relate complex work issues in a simpler way to school students, with the benefit of helping me in my work when explaining complex problems to colleagues. It has also allowed the MoD to engage with the local community"

Rob Pattison, Ministry of Defence

Next steps

Staff from the two schools recently presented the projects to Heads of Science in South Gloucestershire at a Best Practice Forum. The project packages, which include sample lesson plans and all the necessary resources, can be used in a variety of ways to engage students. South Gloucestershire LA has funded hard copies of the resources for its schools and they will also be available electronically for all West of England teachers.



Nuclear Reactor	Steam Converter
Turbine	Generator
Cool gas	Hot gas
Cold water	Hot water
To national grid	Pump
Nuclear fission takes place and releases a lot of heat energy	Gas circulates through the reactor and becomes very hot
Energy is transferred from the gas to the water to make high pressure steam	Steam is forced through the turbine blades and makes them spin
The turbine makes the generator spin and this produces electrical energy	Electricity is passed to the consumer through the national grid

"Involving the STEM Ambassadors in both the curriculum planning and the delivery has contextualised science for students and teachers"



Steve Edwards, Teaching and Learning Adviser
for South Gloucestershire



sharing science learning



Eight Bristol schools have introduced BTEC Applied Science in an attempt to widen their curriculum provision and ensure that all student needs are met in Key Stage 4.

One of the key strengths of BTEC Applied Science programme is the scenario based assignments that the students undertake. Students are encouraged to work independently on tasks with clearly defined outcomes. Most find this very engaging and a great motivator.

The first step was to identify teachers with the capacity to deliver good quality, imaginative work based assignments and provide them with the basic kit of a willing employer and crucially, time to go out of school to visit the employer. Three schools participated and worked with Didcot Power Station, University Hospitals Bristol NHS Foundation Trust and FarmLink. Employer brokers were

particularly important in helping to identify the organisations that had a business focus which linked to a particular BTEC unit. The teachers were then given time to make a visit, to write the unit and to share and disseminate the assignments at a conference with all eight schools.

All schools have now arranged for students doing the BTEC to visit the organisations prior to undertaking their assignments. The visits have been an integral aspect of the course with students commenting that they have “done better in the unit because of the visit”. The teacher also acknowledged that the visit “had made a heck of a difference in giving depth and seeing how things come together”. Further opportunities to

explore science in action are now being incorporated into the schemes of work with visits to a pharmaceutical company and a Forensic Science visit to UWE. The students commented on how they looked forward to taking part in such activities.

In one school where students visited FarmLink as part of the habitat/environment strand, the farmer had also visited the school to answer questions. This visit was recorded and used in future sessions and this was also useful for the students to go back through what he said. The teacher acknowledged that the visit had been “very useful” and had impacted on the student engagement and attainment of the unit. As one student commented,

“it helped our understanding, made the strand easier and helped us do better”.

This project has significantly improved the quality of work based assignments on offer to students, improving student engagement and achievement.

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making professional contacts

This North Somerset initiative is aimed at Year 11 gifted and talented students with aspirations for careers in architecture, medicine, engineering, physiotherapy, law etc, but who have limited professional contacts.

As a result they are likely to be hampered when writing the personal statements in their UCAS application forms and at admissions interviews.

At this stage the initiative involves about 30 students from St Katherine's, Gordano and Churchill Schools, staff in the three schools, the Gifted and Talented Learning Manager and the Work Related Learning Co-ordinator. It will start this summer with students making learning visits to architectural, engineering, law and town planning firms and to health centres and hospitals. Education Business Partnership West and Graphic Science have been invaluable in providing contacts for these visits.

The students will do some preparatory research on what universities are looking for and on the opportunities and challenges facing their chosen careers. They will then discuss their findings and identify questions to ask and topics to explore on their learning visits. Some of these students will also be visiting universities to help with the preparation for their futures.

Plans are being made for further learning visits/opportunities for these students when they are in Year 12. These plans include the extended

learning projects which seem to be giving potential high flyers the insights, skills and confidence to write persuasive personal statements and to do well at interview.

At this early stage of the initiative the challenges include: developing the students' skills so that they can become increasingly independent in managing the process of applying for university and in making best use of the professional contacts provided for them; making effective links with existing processes in the schools including information, advice and guidance, work experience and the personal, learning and thinking skills; and getting the organisations hosting the learning visits to understand that they have a different focus to work experience placements.

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Year 11 Aspire: Learning Visits

In order for you to make the most of your Learning Visit, it's important that you take the time to reflect on your experience and what it taught you. Please keep any notes safe as they may help you when applying for university/for interview.

Before the Visit

- Be clear about what you want from the visit
- Have you researched anything about the company itself?
- Are there any questions you have about the career/job?
- What aspect of the job are you particularly interested in?
- Are there any ethical/moral issues that you want to discuss?

During/immediately after the visit

- What have you learnt about the profession?
- What skills did you notice employees using/displaying?
- Was there an issue/topic that grabbed your interest?
- Did you experience anything exciting/new/interesting?
- What surprised you about the job/area of work?

Evaluation

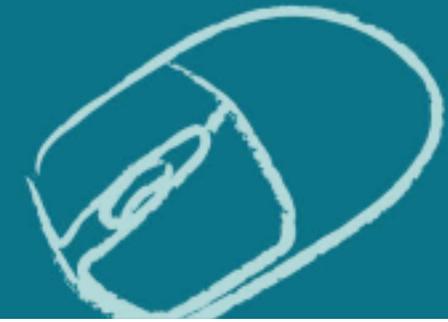
We are hoping to repeat this process for next year's Year 11. In order for us to make the programme as useful as possible, it's really important that we hear your views about the meetings and the visits themselves.

In order to do this, please take a few minutes to complete the questionnaire that has been emailed to you.

Additionally, we'll be asking the companies involved for their evaluations and will be arranging a meeting in September to evaluate the visits.

Prepared by Head of Learning, Gordano School

working knowledge



High-achieving AS level students often have little or no contact with a curriculum related to work, and may be unaware of the nature and importance of certain skills in the eyes of employers. City of Bristol College developed an employment related challenge for high achieving AS level students, precisely to meet both these goals.

It was expected that the students, through involvement in the challenge, would be better placed to demonstrate interest in and knowledge of their chosen career for UCAS purposes and/or job applications.

The project sought to work with 15 students and identify individual work placements for each one linked to their career interests. Unfortunately there was insufficient staff time available to successfully identify appropriate placements, but this meant that the project evolved rapidly, and through working with a partner

organisation, The Working Knowledge Group, developed into something else. It became a series of five modules, which aimed to provide students with the opportunity to engage with and develop solutions for a key business, economic or community issue faced by the City of Bristol College. The modules included support from local business people as 'experts' who set the students an ambitious challenge around the Digital Britain agenda. During the final module the teams were invited to present their completed solution to the panel of experts that first outlined the problem. The experts interrogated

each solution for robustness and appropriateness and ultimately identified one of the competing solutions as a winner.

The students who took part in the project felt "privileged to be selected" though some found it difficult to find the time to do it justice. One student commented "it didn't feel like a priority to us due to other commitments at college".

Lessons learned and next steps

The programme demonstrated that:

- Engagement in this type of activity will be improved if the students have some input or choice into the topic or issue or it is related to a subject area the students are studying
- The programme needs to be effectively marketed and its purpose communicated to all those involved so that the time invested by students is valued and supported by all college staff

- 'Breaking the ice' between students and experts should be done in a social and informal way to facilitate effective communication between students and staff
- The engagement of students in more structured meetings with the experts was very good but the students needed more support in certain aspects of time management and organisation of the unstructured elements
- A qualification as an outcome could be useful/more attractive

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connecting education and business

Vocationally specific one day activities arose from a need identified by teachers for greater involvement of local businesses and organisations in delivery of the BTEC programmes. However these conferences also support the delivery of Diplomas, functional skills and core subjects.

The aims of the conferences are:

- To enrich the 14–19 experience of students through real world experiences
- To increase levels of engagement in education and progression to further education, training or work
- To give staff access to specialist industry professionals to support subject delivery and their own professional development

The events have provided teachers with opportunities to share ideas, materials and practices, and have helped to set up new links between teachers in different schools.

Evidence shows these events to have been highly successful and to have made a real contribution to the authenticity of BTEC programmes. In many cases these programmes would otherwise have very limited connection with work places and teachers have been highly appreciative of direct support from employers.

Bristol City Council have co-ordinated 18 different conferences covering a wide range of vocational areas including sport, business, performing arts, health and social care, public services and media supporting over 1000 students. As a result of their success, South

Gloucestershire has recently become involved and there have been collaborative conferences between the two LAs, in addition to South Gloucestershire specific events.

Although the conference format varies depending on the needs of the BTEC course and student needs there are common principles:

- A unit of the BTEC programme is selected to provide the focus and ensure the day enables young people to collect evidence for their BTEC portfolio

- Teachers are influential in the design and development, and so each conference responds to the needs of the course
- The conference provides an experience which can be built on in subsequent lessons and discussions
- The conferences take place off school premises and at employer's premises, for example, health and social at a hospital, sports at a sports facility





- The conferences bring together a broad range of organisations from the private, public and voluntary sectors to enrich the students understanding and experience

Lessons learned

- Convincing senior business professionals to support the conferences is most successful when they are given clear briefs for their input and know that they can reach young people from many schools at one event
- The conferences need to have the support of school and college SLTs, ensuring that staff and students can attend

- There need to be clear and tangible links with the BTEC programme and clear outcomes for the students
- Students must be well prepared for the conferences if they are to gain the most benefit from the event

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conference

PUBLIC SERVICES STUDENT CONFERENCE Speed Networking Interview Workshop

In your group you are going to conduct 6–7 short interviews with a range of employees from the public service sector.

The purpose of your interviews is to gather information for you to use in your course.

Use your interview research to fill in the grid with as much information as possible. Here are some sample questions you can use, make sure you also ask your own:

- What is your job role?
- What does your job involve on a daily basis?
- What are your working hours?
- What are the best aspects of your role?
- What qualifications do you need for your job?
- What skills and qualities do you need for your job?
- How do you work with and relate to other roles within the industry?
- How did you get into your career?

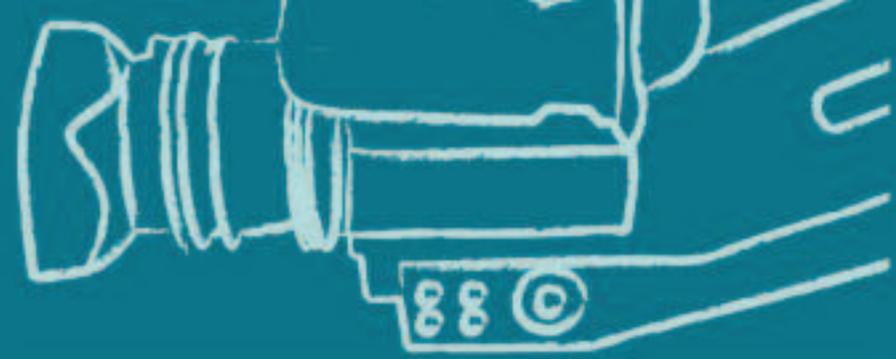
Please also ask any other professionally related questions you may have.



“It was a joy to be able to talk about my passion with young people who seemed genuinely interested”

Speed networking volunteer





The Media Conference, attended by both Bristol and South Gloucestershire schools, followed a similar format to the other conferences and was held at Watershed, Bristol.

Watching the video clips, and hearing how they were made, were a highlight for many, though the tour around Watershed was very informative. Many students explicitly stated that the insight gained into the different careers and opportunities in media was the most valuable aspect and they would now consider a career in media. The speed networking session is seen as a key activity on these days by both the students and the staff:

- “Now know more about media jobs.”
- “Learning new skills to do with media.”
- “Many of our students had never had the opportunity to speak to anyone from industry. They have been inspired by the day.”

- “Made them think – inspired about what possibilities there are.”
- “Should have more events like this across the vocational board. Students have learned much more than possible when delivering this aspect in the classroom.”

Media Challenge

The Media Challenge builds on the very successful student conference, with two South Gloucestershire schools working with the key note speaker, Helen Brunsdon. She is a freelance consultant who has worked for both Aardman Animations and the BBC, on a film project. The students working in small groups, were given the theme “What it’s like to be a 14–19 student today”.

One school is using the Challenge as part of their Creative and Media assignment and another school is using it as a cross phase enrichment project.



After launching the Challenge, Helen will work with the schools, both in person and virtually, through idea generation and storyboard creation. The films will be judged on commercial criteria – cinematography,

originality, and interpretation – in early July followed by a public screening. The winners will visit a commercial studio for a day to gain a greater insight into the media sector.

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“Working with a media professional on such an exciting, vibrant and real brief gives students the opportunity to develop their media and employability skills in preparation for their working lives”.

Tony Johnson, Head of ICT and responsible for Creative & Media Diploma, Downend School.

the role of prison – punishment or rehabilitation?



The BTEC Public Services Conference, which is now in its third year, has extended its scope from a post-16 event to work across the full 14–19 age range.

Teachers from City of Bristol College, Bedminster Down School and Ashton Park School set the students the topical theme of “the role of prison – punishment or rehabilitation?” The day began in the Council House with 120 young people engaging in a speed

networking session asking questions of a broad range of professionals from public services, including HM Revenue and Customs, NHS, Bristol City Council, RAF, Army, Fire Services, Police, Councillors and Victim Support. The aim of this session was to enable young people to develop

their communication skills by working in small groups with professionals. “It was good to have a one-to-one with the speakers”.

The Deputy Chief Executive of Bristol City Council and the Director of the Safe Bristol Partnership gave inputs on crime and its impact on society. The Special Prosecutor for Anti-Social Behaviour in the South West and the Deputy and Assistant Directors of Ashfield HMP Young Offenders Institute were questioned by the young people. Questions focused on sentencing, custody costs, prison facilities, impact of anti-social behaviour and the possibility of redirecting the prison funding to preventative measures.

One group of young people presented the argument that prison should serve to rehabilitate offenders and the other that prisons should punish offenders. The groups were supported by volunteers including magistrates, the police, prison officers and the Crown Prosecution Service, to develop their

arguments and the day closed with the debate taking place in the Council Chamber. The Bristol Diploma Champion for Public Services commented “*the debate at the end was memorable for the students – lively, enthusiastic and hugely enhanced by the use of the Council Chamber*”.

The student evaluations were very positive with 100% of the young people saying that they had further developed their understanding of public services at the conference, 89% that they had collected information that they could use for their assignments and 87% that the conference had challenged them to develop and use new skills.



"I thought the young people were marvellous. Invariably, they were so refreshingly clear sighted in their questions. These activities make a difference to the students' perspectives of what the public sector could offer them after their education, and shows them how their course is preparing them and the range of jobs and roles that might materialise. I hope that the event will have broadened horizons and raised aspirations of what is on offer."

Councillor Volunteer, Public Services Conference

- This conference was filmed by Diploma Support as good practice in preparation for the delivery of the Diploma in Public Services. The videos can be found here: www.diploma-support.org/resourcesandtools/insidework/ee/PS#2612 under 'Developing a Strategy' and 'Barriers and Safeguards'



Contacts

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conference

Motion for Debate

"The role of prison – punishment or rehabilitation?"

Guidelines

Chair

One person from the conference has been chosen to chair; this person is neutral and can offer no opinion in the debate to ensure a balance of views is presented.

Speaker

Although the main speaker will do most of the talking all members of the group need to have a view and research the evidence (interview workshop in morning to supply some evidence).

How the debate will run

The Chair runs the debate, allowing speakers to make their points in the following order:

- Main speaker for punishment
- Main speaker for rehabilitation
- Second speaker for punishment
- Second speaker for rehabilitation
- Other students are then invited to raise points or questions; the chair ensures speakers from each side respond
- Main speaker for punishment gives a short summing up
- Main speaker for rehabilitation gives a short summing up
- All students are asked to vote to see if their view is carried or not.

Ensure that everyone knows they have to make up their minds where they stand personally, before voting for or against the motion.

Write a balanced summation of your own and the other view to finish and create evidence for your portfolio.

Basic rules:

- 1) Listen to each other
- 2) Be prepared to be challenged
- 3) Justify your arguments with evidence not prejudices



"It's been really good to get to speak to all the organisations like the police, the fire and other not so well known organisations like the volunteer ones."



sport

There have been two Sport Conferences for South Gloucestershire schools, with another planned for July 2010.

Past key note speakers include Kate Grey, paralympian at Beijing (and ex-Castle student), and Heather Fell, pentathlon silver medallist in the Beijing Olympics.

In the workshops students are able to explore aspects of the sports industry in depth, and the speed networking session involves over 15 volunteers with roles from across the sports sector.

Benefits according to teachers who attended:

- It gave students the knowledge and understanding for the assignment – it wasn't just a day out of school. It was real

- There has been a step up in quality from all the students. Nobody was left behind and it gave a chance for the better ones to fly
- It gave me a chance to update my own knowledge and skills

The students were similarly positive:

- Getting information from real people; much better than from books or the internet. It makes you more willing to learn
- Getting name badges, a conference pack and knowing what you are going to be doing makes me feel treated like an adult

Professionals' perspective

The success of the conference was due to the generosity of the volunteers who freely gave up their time to work with the students. Learning is brought to life when students are shown the real life relevance of their studies. All the professionals were overwhelmingly positive about the conference and the students, and although the speed networking was exhausting, they found it refreshing talking to young people about their industry.

"I hope they now realise you don't have to be the next David Beckham or Serena Williams to work in the sports industry"

Long term impacts

Evaluations show that even some months after the conference students and staff still believe the conference has had a beneficial impact. Kingsfield School believe the October 09 conference has clearly contributed to the students' achievement defined by their engagement, attainment and planned progression.



Photo courtesy of Bristol Evening Post

Contact

- Caryl Nurse,
Teaching and Learning Adviser,
caryl.nurse@southglos.gov.uk

"We went to the conference to learn about people's jobs in the sports industry and to give us information for the assignment, and we used it in other assignments"

Kingsfield student

conference

Year 10 BTEC Sport Student Conference

Thursday 22 October 2009
WISE Campus, Stoke Gifford

8:45 am	Registration
9:15 am	Welcome and Introduction to Conference Keynote Speaker: Heather Fell
10:00 am	Speed Networking session – organisations representing the range across the industry
11:00 am	BREAK
11:15 am	Workshop 1 The Olympic Experience Workshop 2 Sports Provision & Participation Workshop 3 Tour of the Facilities
1:00 pm	LUNCH
1:30 pm	Assignment preparation – break out rooms available for each school group to work with their teachers
2:30 pm	Evaluation
2:45 pm	Close

South Gloucestershire
Council

"This has been fantastic for both students and teachers – the information and experiences could not have been acquired in any other way and nor could it be replicated in school."

Tim Shears, Head of Sport at Kingsfield School, South Gloucestershire



● ● ● ● ● broadening the curriculum offer

a film for the community



Work related learning can mean re-shaping the curriculum and teaching in quite fundamental ways. In one school, Somervale, a teacher met for four hours each week with a group of Year 10 students, who were working towards a media qualification (Media OCR National).

The students made a film on the local area for an external client, a community association, and this included writing a proposal, costing it, and negotiating with representatives of their client. It also included storyboarding and the many other activities that go into film making.

Once underway, the group took responsibility for different parts of the task and the teacher co-ordinated, acting as overall producer, executive

producer and director. Making the film involved the young people learning a great deal about their own community and locality, as well as requiring them to work as part of a team. Like the teacher, the young people were very enthusiastic about what they were achieving. One of them described it as 'the best thing about school'. Another said 'we make decisions all the time and it makes a difference not doing things just because the teacher says'. They liked having a 'real deadline'.



What happened next?

The OCR National has proved a useful rehearsal for working in different ways and the subsequent introduction of the Creative and Media Diploma at the school. Building on the community contacts made through the commissioning and completion of the community film, the local Chamber of Commerce gave the students a further brief to market the town using the skills they are learning as part of their Creative and Media Diploma.

Students have devised a series of advertisements which are broadcast on the local radio, Somer-Valley FM. They have also designed a logo, and used photography and graphic design skills to create a map of the High Street for local shoppers. They have had to both cost and present their campaign to the Chamber of Commerce as well as local residents,

using the local farmer's market as a venue to reach their target audience. This has meant developing high levels of team work, presentation skills and working to specific client briefs within a given budget. It has been a pressured but exhilarating experience having to learn and combine a variety of skills for a very real purpose.

Contact

- Andrew Barker
14-19 Strategy Manager
andrew_barker@bathnes.gov.uk

"Projects like this change the dynamics of learning. It's no longer pupil-teacher, but we are all a creative team working to the same goal".

Al Hannan, Media teacher

● ● ● ● ● broadening the curriculum offer

improving achievement



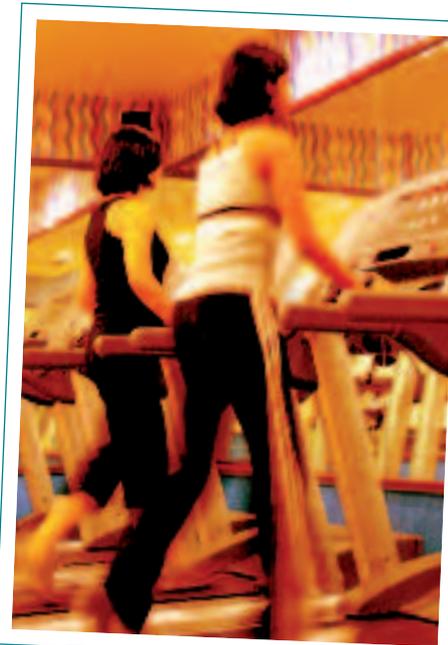
The BTEC First Certificate in Sport was introduced alongside a number of applied courses in one school to “provide a more suitable style of learning for some youngsters for whom GCSE was not working and so give them a greater chance of achievement”.

The teachers describe the approach to teaching and learning as “tying theory and practice together” and enabling the students “to be independent learners as soon as possible”. Focussed visits to Bath University and Bath Rugby provide context for the course learning.

The Assistant Head said that an early task for the school was “to get the curriculum team leaders on board so that they come to believe the BTEC is valid and worthwhile”. The school was also fortunate to be able “to appoint a teacher with successful BTEC Sport experience”. He was also clear that

“you need to create a climate” in which BTEC can thrive by having a BTEC presentation to staff “as they are the providers of information to students”, a BTEC presentation to parents, and a re-vamped options booklet which describes courses in terms of level rather than by course title, eg level 1, 2 etc, rather than GCSE. In addition the Senior Leadership team reviewed the criteria for lesson observations, recognising that these need to be appropriate to the learning style of BTECs.

The students like the course because “it combines practical and theory which helps you see what it is all about”. The teacher valued school BTEC meetings where good practice can be shared across courses, and stresses the developmental nature of BTECs which provide scope to be flexible and do things better.



What happened next?

BTEC numbers have grown as staff, parents and students have understood and gained confidence in the difference in learning style, and their currency in terms of progression.

The school has become the lead for the Sport and Active Leisure Diploma, which is a reflection of the confidence gained in looking at a range of learning styles to suit the different needs of all their students.

Contact

● **Andrew Barker**
14-19 Strategy Manager
andrew_barker@bathnes.gov.uk

● ● ● ● ● broadening the curriculum offer

young apprenticeships

An evaluation to assess the impact on achievement of Young Apprenticeships in hairdressing at Weston College was carried out in March 2009.

Structured discussions took place with three Year 11 students, three Year 10 students, the Hairdressing tutor and Deputy Heads from two of the schools providing students for the course. It showed that Young Apprenticeships were having a marked impact on the engagement, attainment and post 16 plans of the students involved. They particularly valued the way in which "theory was linked to the assignments" and "being treated as adults". They also commented on the greater sense of responsibility and independence they had than on other courses.

Midway in the second year of their course the tutor was expecting the nine Year 11 students to achieve a pass, which was also broadly in line with the schools' predictions. In the

end the students far exceeded these expectations achieving two passes, three merits and four distinctions. All nine have continued in learning post 16 with five gaining further qualifications in hairdressing. However those who progressed to and achieved NVQ Level 2 in hairdressing had to achieve the practical assessments on clients and some felt it was repeating work covered in the Young Apprenticeship programme.

Some of the Young Apprentices felt that there was a positive "knock on" from their college experience to their

progress in other subjects. They said "we are more confident in classes now. We put our hands up. And we are much more organised now". Both Deputy Heads agreed with this analysis. One of them thought that this was because of "increased confidence as well as better organisational skills".



The students were very clear about the reasons for their success. These included "the practical nature of the course and being given independence and responsibility".

They also talked about the patience shown by the tutor who "helps us till we get it. She explains it rather than just telling us". The Deputy Heads added that "the students enjoyed the special status of being apprentices, the adult environment on the course and the salon placements".

Contact

● Marie Horton,
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"I particularly enjoy the practical nature of the course, doing different things each week and the way the work is linked to assignments you have done or are about to do".

Young Apprentice

● ● ● ● ● broadening the curriculum offer

partnerships with private providers

Norland College, based in Bath, has an international reputation for childcare training and education, offering level 3 and degree courses.

In partnership with three schools in B&NES, which wanted to extend the range of courses available for KS4 students, the College introduced the BTEC First Certificate in Children's Care, Learning and Development, for 12 students.

Funding for this has been provided by the local authority, anticipating the introduction of Diplomas and developing models of collaborative working. In return, Norland College has been able to use one school's Food Technology facilities for their level 3 and degree students.

The teachers, all early years' practitioners, describe their role as 'sharing our knowledge and experience' enabling students to become reflective practitioners.

Students are expected to conform to the high expectations of the College, and find the course challenging but feel they are very well supported. In particular, they enjoy the course because "it is about the real world and it is practical". Students say that they are developing new skills such as communicating with other adults through the visits and work placements, working more independently, and observing and thinking about what they are seeing when working with young children. Some students are able to transfer these skills to other subjects back at their school, although many feel that this course is very different in the way that they are being asked to apply their learning; "even the lectures include talk about practical things".

Next steps

Norland College is a partner in the development of one of the units for the Diploma in Society, Health and Development. Students from a fourth school in the LA have been recruited, and the BTEC First Certificate at Norland will be part of the aligned partnership offer on the common day from September 2011.

Parents have been supportive; "my parents are really pleased that I am on the course", and students can describe what a difference the course has made to them in terms of the confidence and wider skills they have gained.

Contact

- Andrew Barker
14-19 Strategy Manager
andrew_barker@bathnes.gov.uk



"When I first arrived at Norland College, I was shy and did not interact with the adults much. As it was new surroundings and new people, I did not feel comfortable and at home. Over the weeks I got to know the adults and the other students and started to feel more at ease. I started to use more eye contact with the adults and started to smile more. Now I feel completely at home and can talk to both students and adults with confidence and I am not shy to use eye contact and interact with them."

Partnership student

practical steps for working with employers

A step by step guide to help you when you are planning the involvement of employers or outside organisations. Remember employers are busy too and will appreciate professionalism and courtesy from schools and colleges. Effective and responsive communication underpins developing a strong and successful relationship.

1 activity

- Decide on activity and purpose
- Where, when, learner numbers involved, support needed
- Check school/college procedures for activities happening on/off site and risk assessment

2 finding employers to support

- Speak to your school/college WRL Co-ordinator
- Contact Education Business Partnership (EBP) West or other broker organisations for support they will require information about:
 - Objectives and details of the activity
 - Area of curriculum and learning outcomes
 - Date, timing, location, numbers and year group of students
 - Remember most organisations need six weeks notice to help with requests
- Regularly liaise with EBP West or brokerage to ensure clarification and confirmation of request

3 effective briefing

Once an employer has been confirmed:

- Create a detailed brief for the employer including course background, type of support/activity required, group size, age, ability, learner knowledge – meet face to face with the employer if necessary
- Ensure you provide general information about the school/college including address, contact details, arrival time and who to ask for on arrival at the school
- Ensure you make clear your expectations for the activity e.g. presentation, interactive workshop, demonstration and make sure the employer is comfortable with the format – this may involve some negotiation
- Ensure you know what equipment and what sort of classroom layout the employer would like
- Brief other staff who may be involved, e.g. other teachers and support staff
- Inform local media (if appropriate)
- Brief students prior to activity delivery, involvement from outset can raise student interest
- Obtain letters of permission (if needed)

4 planning the environment

- Check what resources are required e.g. paper, pens
- Check what IT equipment the employer needs e.g. web access, PowerPoint, access to PCs
- Ensure the room space and layout has been arranged

5 on the day

It is important to ensure that employers are made to feel welcome. Lessons should not be simply handed over as employers should never be left alone with a group.

- Ensure reception/office/other staff are aware of employers
- Assign a host to collect the employer from reception (in case of sickness, is there a back up?)
- Is there a member of SMT who can attend the session to show interest and encourage employers?
- Ensure parking facilities are available
- Explain domestic arrangements and provide an escort
- Ensure suitable refreshments are available
- Introduce employer to the group by giving some background information
- Help to ensure the group remain engaged throughout
- Classroom management remains teacher responsibility
- Ensure the employer is thanked at the end of the session by the students
- Provide an evaluation opportunity for the employer
- Escort the employer from the premises. This can be a good opportunity to discuss future support. If you cannot do this ask a student to do this on your behalf

6 review and evaluate

Students

- Review activity with students – consider how they will record their participation
- Were the activities engaging/interesting? If yes, why and if no, why not?
- Was it aimed at the right level for them? Did they understand?
- Too much/too little information?
- Did the speaker talk for the right amount of time (too long/too short)?
- What did they learn?
- Could the students have prepared better for the session? Could they have asked more questions of the employer?

- Have they gathered information which will help them in their course or progression plans? If not, what follow-up activity is required?

Employer

- Review activity with employer
- How well prepared do you think the students were?
- Are there any suggestions for improvement?
- How well do they feel the group responded?
- Would they be happy to visit in the future and work with the same or other groups?
- Review the feedback and produce a short good news story to share with the employer, SLT, school newsletter and students

7 keeping in touch

- Send a letter of thanks from the group
- Ensure that the employer's name is included in any publicity generated about the activity
- Invite employer to any follow up activity or related events
- Keep a record of the employers' details to keep in touch (e.g. newsletters)
- In any self-assessment reports mention employer engagement with employers under area such as "connections with the local community"
- When you want employer support in the future ensure maximum possible notice and start at the beginning again!



...with thanks

If you have been inspired and would like help to extend curriculum provision; develop different approaches or an electronic version please contact the following from your local authority:

● **Bristol:**

Ali Rouncefield-Swales
ali.rouncefield-swales@bristol.gov.uk



● **Bath and North East Somerset:**

Andrew Barker
andrew_barker@bathnes.gov.uk



● **North Somerset:**

Marie Horton
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● **South Gloucestershire:**

Caryl Nurse
caryl.nurse@southglos.gov.uk



Other organisations to support you in engaging employers

● **Education Business Partnership (EBP) West**

If you would like practical help to engage with employers there are many organisations that can help. Your first step should be to contact the Education Business Partnership (EBP) West.

EBP West is funded by the four local authorities of Bristol, Bath and North East Somerset, North Somerset and South Gloucestershire to support schools to establish links with employers. It maintains a database of employers who are able to engage with schools to provide or support work related learning experiences for young people.

It also provides Professional Development Placement opportunities for teachers throughout the year in a wide range of subject areas.

Contact EBP West
0117 907 4450
ebp@lpw.org.uk

● **Graphic Science, STEM (Science, Technology, Engineering and Maths) Ambassadors Scheme**

STEM Ambassadors are volunteers working in science, technology, engineering and maths who are available to support activities within schools in order to help enthuse and inspire young people about these subjects and careers from them. This is a free resource available to all schools and colleges.

Claire Dimond
01275 474 948
claire@graphicscience.co.uk

● **Industrial Trust**

Both the Industrial Trust and Engineering Development Trust (EDT) provide work related learning programmes in Science, Technology, Engineering and Maths (STEM) and STEM enrichment activities for schools, ranging from short visits to the work place to longer term projects and work placements.

Mark Tinsley
0117 317 3881
mark.tinsley@industrialtrust.org.uk

Thank you

The team who worked on this book would like to thank all the individuals and organisations who have contributed directly and indirectly to the development of the Work Related Learning Project in the West of England.

June 2010

• Care Ambassadors

The Care Ambassador Scheme takes enthusiastic, committed, experienced social care professionals into schools across the West of England to talk about their passion for the work they do.

Caroline Tarbuck
0117 303 5096
caroline@carelearning.org.uk

Plus don't forget that the universities provide a range of activities designed to raise awareness of and aspirations towards higher education and improve achievement for secondary school students

University of the West of England

0117 32 82162
outreach@uwe.ac.uk

University of Bristol

0117 928 8870
wpur-office@bristol.ac.uk

University of Bath

01225 384 281
outreach@bath.ac.uk

Bath Spa University

01225 876 223
s.griffin@bathspa.ac.uk

Postscript

I hope you have seen something in this booklet that sparks off a new idea or gives you a new avenue to explore, or perhaps an indication of the support that is available. It's difficult to convey in print the excitement that many teachers and students feel when they are engaged in activities that really grab their interest, seem inherently worthwhile, and contribute to their achievement. Yet these things lie behind all the examples given.

I spend a lot of my professional life trying to understand the pressures that teachers, schools and colleges are under, and how this affects what is possible on the ground. I am particularly concerned about a narrowing of the idea of professionalism itself, so that in some places it has come to mean little more than doing a job well. But apart from complaining about past policy, what can be done about this? One thing we can do is to help teachers to ask themselves a fundamental question, which is

"do I have the courage to be a professional educator". If the answer is yes, then we need ways to offer them support to think expansively, to be imaginative and creative.

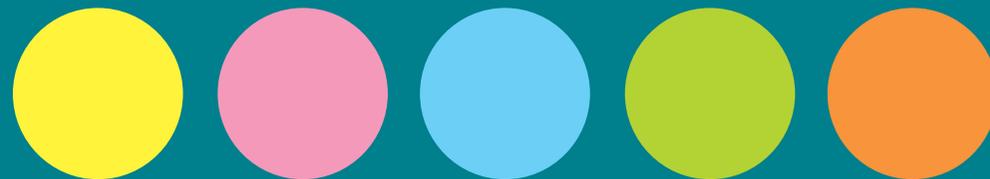
As the examples in this booklet show, work related learning is an important vehicle for some exciting developments to curriculum and pedagogy. In our evaluation of the project on which this booklet is based, we recommended ways of taking this even further, drawing on both positive and negative aspects of the world of work to build skills, connections, awareness and criticality. My own view is that in an age characterised by financial and ethical crises, globalisation, recession and rising social inequality, we owe it to our students to bring the world of work much more into their lives and their learning.

David James,
Professor of Education,
BRILLE, University of the West of England, Bristol.



inspiring learning

...over to you



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**Bath & North East
Somerset Council**



University of the
West of England

