

Welcome to the working week II

An evaluation of year two of
SloughActivate @ Sara Lee

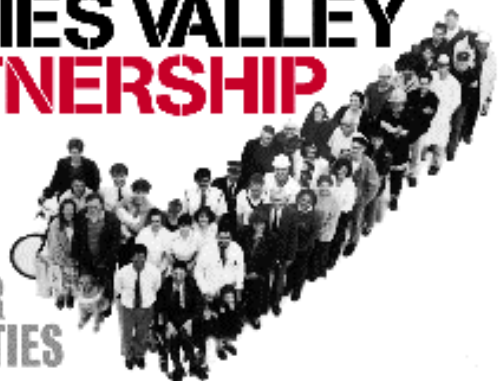
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**THAMES VALLEY
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Contents

	<u>Page</u>
1. Executive Summary	3
2. Introduction to Activate and context for year two	7
3. The intention and methodology of this report	11
4. Attendance, attainment and costs	13
5. Voices – the experience and opinions of those involved	19
6. Conclusions	31
7. References	33
Appendix A: Attendance and Statistics	
Appendix B: Qualifications	
Appendix C: Cost Summary	

1. Executive Summary

Attendance

Average attendance at core sessions for 26 full time trainees during 2002/3 is indicated as **74.5%**. This represents a significant improvement on 2001/2 (60.7% for 18 students) and also compares favourably with recent NfER Evaluation of Alternative Education Initiatives (DfES 2002) which shows average attendance figures ranging from 56% to 71%.

Qualifications

The importance to these young people of gaining a taste of academic success, perhaps for the first time, cannot be overstated. The extended offer and take up of qualifications probably represent the most impressive development during year two of operation at Activate.

Headline achievements for full time trainees are as follows: -

AOA Basic Literacy and Communication level 2,3 – 14 trainees + 4 entered and awaiting results

Skills for Working Life (full 6 unit qualification) – 14 trainees

Keyskills Level 2 - Communication and Number – 14 trainees

OCR work Preparation Certificate – 14 trainees + 4 entered and awaiting results

CLAIT (general IT qualification) – 17 trainees +2 entered and awaiting results

European Computer Driving Licence - 9 trainees completing between 2 and 6 modules (6 completed the full 7 modules & 3 completing between 2 & 6 modules)

Extended access to the IT curriculum was a particular goal and very substantial progress has been achieved for all trainees as a result of close partnership working with both East Berkshire college and the training department at Sara Lee.

Work Experience

16 of the 21 trainees who continued with Activate to the end of the year took part in one or more work experience placement, achieving an average of 80% attendance.

Participation in work experience was identified as an area for development after year one and this year's figures represent a significant gain. There is, however, still room for development, particularly in supporting sustained placements for more trainees and with regard to clearer briefing of placements and three way contracting at the outset.

Destinations for trainees

Destinations for year one Activate trainees, verified through the Connexions service, indicate eight in training or further education, four in employment and six unemployed.

The best indications of probable destinations for the current full time trainees suggest that 17 can be expected to go directly to further training or into employment.

Costs and Cost Effectiveness

Realistic costings are difficult to determine, particularly given the extent and importance of partnership working and free giving. However, a range of calculations indicates a cost per student broadly consistent with those for other Alternative Education initiatives (see NFER research - DfES 2002). Given the quality of provision this is considered to represent good value.

How the project is valued by those involved

Most trainees felt very positive about their time at Activate and placed particular value on the respectful, adult relationships with the Activate staff. Most felt that they had achieved better as a result of attending Activate and that they had made significant personal progress, specifying increased confidence and improved ability to communicate appropriately in a variety of situations.

Parents agreed that their children had responded well to being treated in an adult way and valued the project's ability to respond flexibly to their individual circumstances and look beyond a narrow educational definition of need.

Colleagues in referring schools had a high regard for the quality of provision at Activate and considered it a highly relevant resource to be accessed with discretion for the most appropriate students. There was interest in the scope to develop part time courses as a motivating component in programmes for year 10 students.

Part-time Provision

A new part time programme (*Opening Doors*) was piloted this year. The intention was to provide a one day respite from mainstream schooling for challenging or disaffected year 11 students and, ideally, to re-engage those students through relevant learning opportunities. In the event, this programme didn't match the needs of mainstream schools and failed to attract the intended number of students. On the other hand, the six core students (out of an intended 20) who did participate clearly benefited considerably from their time at Activate, achieving 73% attendance and significant qualifications in the limited time available and placing a high value on the experience.

A revised part time programme for year 10 students has been developed and will be in place for next year. This will be more manageable, working with one designated school, and is likely to provide a better match with the needs of students and the operational requirements of the partner school.

Selection

It became clear last year that careful selection was vital if trainees were to gain maximum benefit and if the project was to avoid being overwhelmed by inappropriate numbers of young people presenting severe behavioural problems (one teacher observed; *'it must avoid being used as a dumping ground'*).

Most trainees this year have experienced Activate as a highly constructive and appropriate environment, although those few who felt wrongly placed serve to emphasise the importance of ongoing care over the recruitment process. A number of students have felt ill at ease in the common areas shared with Sara Lee staff and some have behaved inappropriately in that public setting. However, the project has responded firmly to such behaviour and learned lessons for next year. There is every indication of ongoing adaptation all round, as Activate and Sara Lee learn how to make this experiment work. It looks like recruitment to the core full time programme is broadly on the right tracks - after all, there wouldn't be much point trying to recruit young people who are perfectly adjusted and socially competent to a project designed for the disaffected and disengaged!

2. Introduction to Activate and Context for Year Two

Introduction

Slough Activate @ Sara Lee is an innovative, work related learning provision for 15 and 16 year olds who are considered unlikely to thrive in mainstream school. The project, which started in September 2001, is located in a discrete office suite generously provided by Sara Lee within its headquarters building in Slough.

The following extract from the project's business plan captures its purpose: -

Through an educational programme, to re-build, develop and maintain self-esteem, confidence and a sense of purpose in the target group of young people and, by so doing, develop a 'spring board' from compulsory education to either further education or work based training, thus allowing the target group to achieve qualifications/accreditation beyond that which would have been possible at school.

... For the project to be able to prove its success, the trainees should have, or be on the way to, the achievement of securing work related qualifications

Year 1 of operation (2001 - 2002) is evaluated in *Welcome to the Working Week* (available from Thames Valley Partnership) which also outlines the initial set up process and the ongoing benefits of partnership working between business and education.

The purpose of this report is to consider the development of the project in its second year of operation. During this year the core full time programme has been expanded and consolidated and a new, part time programme has been piloted with the intention of supporting and sustaining students in mainstream school.

How does the project work?

Activate has been created through close partnership working between the LEA, local businesses and training organisations. Each sector is represented on the project steering group with line management provided through the LEA.

The partnership with Sara Lee Household and Body Care UK has been crucial to establishing the project and the support of the company continues to be a key factor in its development. Sara Lee is a multinational company, with its UK headquarters in Slough. As well as housing the company's managerial and administrative staff, the Sara Lee building in Slough serves as a packaging and distribution base, thus providing a significant diversity of working environments and job types. In a bold and tangible development in community involvement, Sara Lee have refurbished a section of their headquarters building to purpose and provide it rent free to Activate. The project base is a discrete unit within the building, sharing access and all general facilities with the rest of the work force. Where appropriate opportunities occur, trainees benefit from specialist skills available at the company. A particularly successful development this year has been access to higher level IT training through Sara Lee's in house training department.

Other local businesses (under the umbrella of Slough Business Community Partnerships) along with Slough Borough Council and Berkshire Learning and Skills Council, contributed in kind and financially to equipping the project and setting up its initial operation.

Staff salaries account for 69% of the running cost of the project and come from a variety of sources. The salary for the Centre Manager is met by the LEA (Slough Borough Council). This year, two full time posts, an Assistant to the Centre Manager and a Learning Mentor, have been provided through ESF funding while income generated through a charge to referring schools has covered a further 0.8 tutor post and additional LSA hours. IT Support has been provided by East Berkshire College on an hourly basis, they have also contributed to some IT costs.

An overview of project delivery during year two

The core full time programme has built on the model established in year one (see Welcome to the Working Week - Thames Valley Partnership 2002). The 26 full time trainees accessing the programme during 2002/3 are year 11 students who were either excluded from school, liable to be excluded or self excluded. Trainees continue to be on roll at their referring school. Potentially relevant candidates for Activate are considered to comprise up to 5% of the mainstream school cohort. These are all young people who have been referred through Slough's Education Other than at School (EOTAS) system, which serves as a clearing house to determine the most suitable placement for all students needing to be educated outside of mainstream schools.

Work experience and college placements have provided a significant (and growing) element of trainees' programmes but the bulk of their time (three days per week) has continued to be dedicated to **work related learning** within the project base where each trainee has their own work station and computer. These three days focus on a range of work related qualifications (the project does not offer GCSEs or other 'academic' qualifications in house). Enhanced personal and social skills are recognised as crucial for trainees and the aim is to develop these skills through ongoing individual and group work and the maintenance of clear boundaries and expectations.

The main objective in this second year has been to sustain a larger cohort of appropriate trainees and to stretch and challenge those trainees more fully through work related activities and qualifications. This has been substantially achieved and is considered in detail in the body of this report

The part time 'Opening Doors' programme is a new development for year two has had a less obvious trajectory, which requires some explanation at the outset.

I should first clarify that this was originally described as a 'roll-on, roll-off programme' but that I refer to it throughout as the 'part time programme', which I consider this to be a more useful and accurate description of its purpose and delivery.

The intention was to work with approximately twenty year 11 students one day per week (8.30am to 1.30pm with two 10 minute breaks). Students would be provided with high quality work related learning opportunities, similar to those undertaken by trainees on the full time programme. The intention was to provide a respite from mainstream schooling for challenging or disaffected students and, ideally, to re-engage those students through

relevant learning opportunities, resulting in better retention and achievement in mainstream school.

In the event, only six appropriate referrals were forthcoming (four of these coming from Northbrooke Pupil Referral Unit). The model proposed seems not to have been sufficiently attractive / applicable to mainstream schools. I believe that this was because of timetabling constraints in conjunction with doubts about the benefit of part time placements for challenging or struggling students. One teacher spelled this out during last year's evaluation: -

'There is a problem with part time placements for the fairly obvious reason that these students are already struggling in school and if they lose curriculum access it is even more difficult for them to cope if their attendance at lessons is fractured. Even success at Activate can throw the problems at school into even greater relief.'

Activate was aware of professional reservations at the outset and also understood that part time trainees were likely to be at least as challenging as their full time counterparts. Nonetheless, the evident need for wider and more applicable curriculum for year 11 students encouraged this development in year two.

We should now be explicit about what worked and what didn't. In terms of recruitment this model of part time provision clearly did not work out as originally envisaged. I believe that this was because it was neither attractive nor adaptable enough to the needs of mainstream schools catering for large numbers of year 11 students. In effect the target marketing was at fault. This should not be confused with or detract from the internal operational successes of Activate. Throughout this evaluation I continued to track the reduced cohort of 6 part timers and it is evident they were sustained throughout the year and that they did benefit considerably from their time at Activate. Their distinctive voice is indicated in the relevant sections of this report and provides a useful additional commentary on the underlying practice and culture of Activate.

Having failed to recruit the intended numbers to this part time year 11 programme, Activate has developed a new scheme of part-time vocational learning for implementation in September 2003. This year's experience has reinforced understanding that a successful part time offer needs to be better integrated with the constraints of school timetabling. Schools have more capacity to introduce an element of work-related learning into the options process in year 10. Moreover, they will have already identified appropriate students by the end of year 9. The revised programme will work closely with staff and targeted year 10 students from one local school for one afternoon per week in order to offer a GCSE Vocational Applied Business over two years. It is hoped that this will provide a relevant and motivating curriculum offer, as well as a valuable opportunity for sharing ideas and practice between Activate and school staff. Limiting this arrangement to one committed local school will reduce the breadth of its impact but is likely to enhance the prospect of a successful pilot, with possible wider application in the future.

3. The Intention and Methodology of this Report

The purpose of this report is to evaluate the work of SloughActivate @ Sara Lee during 2002/2003 (see *Welcome to the Working Week* for an evaluation of year one of operation). The original intention was to follow up the progress of the existing full time programme of work-related learning for year 11 students. However, an overview of the introduction of a new part time programme was requested and has also been undertaken.

This second year of operation has seen substantially increased and improved data collection. Section 4 of this report reviews this data and is substantially concerned with quantitative findings.

Section 5 reports on the qualitative elements of the evaluation, reflecting the experiences and opinions of those most directly involved. The views of trainees at Activate have been actively sought, a substantial sample of trainees being consulted on three occasions during the year, using a range of group activities as well as individual interviews. The views of colleague agencies, business partners and Activate staff had already been canvassed during year one. This year, wider stakeholders are represented through interviews with four parents or carers, four referring schools and five work placement providers.

Selected quotes are offered as accurately as possible from notes. Where a particular point of view is unique or exceptional, this is indicated in the text. Otherwise quotes can be taken as illustrative of a more widely held point of view. Thanks are due to all the adults and young people who assisted with the evaluation.

Comparative Data

A recent report from the National Foundation for Educational Research (*An Evaluation of Alternative Education Initiatives*, DFES 2002) has provided useful material for comparison and verification. This is referred to throughout as 'the NFER Research'. The projects evaluated are not identical to each other or to Activate but the data does provide a relevant context, which was not available previously. In addition certain common themes emerge, in particular the central significance of adult like and respectful relationships along with flexible provision which allows these young people the opportunity to succeed.

4. Attendance, Attainment and Costs

Attendance

The recording of attendance and participation has been more sophisticated as well as more reliable during the second year of operation. A full breakdown attendance data for full time trainees in year two is provided in appendix A.

At the end of the first year of operation 18 trainees were recorded as having achieved an average attendance of 61.%. Improving levels of attendance was identified as a key goal for the second year.

Taking the most simple measure of attendance for this year (ie that for the three core days at the project base), 26 full time trainees achieved an **average attendance of 75%** (this discounts three trainees who attended only once). This represents a significant improvement as well as a considerable achievement with year 11 students, most of whom were predicted to have poor or very poor attendance at school.

[The six core participants in the part time programme attended 73% of the available sessions.]

The six Alternative Education Initiatives evaluated the NFER research indicate average attendance figures ranging from 56% to 71%.

Participation in additional activities, beyond the three core days of work related learning, has developed significantly in year two. It should be understood that involvement in a range of activities can represent a significant extension to the life experience and personal capacity of some trainees, particularly where this is sustained over a period of time.

Most significant in this respect is the take up of Work Experience placements (reviewed separately below). In addition, three students sustained regular external training placements and some continued to study for GCSEs (see also qualifications, below). Eleven selected trainees took part in a residential trip. 15 trainees took part in some form of sporting activity, although for most this represented an isolated session (increased involvement in sport, specifically as a team building activity, is identified as a development for next year when it will become an additional, compulsory element of the core programme).

Vocational and General Qualifications

The extended offer and take up of qualifications probably represent the most impressive development during year two of operation at Activate. A detailed breakdown of qualifications can be found in the Qualification Progress Tracker (Appendix B)

All full time trainees studied for the Skills for Working Life qualification (a vocational preparation course indicated as between NVO levels 1 and 2 in difficulty). This course has replaced the Vocational Access Certificate which trainees studied for last year and was

completed much earlier in the year by most trainees. **14 trainees completed all six units and achieved the full Skills for Working Life certificate.**

[One part time trainee also gained the full certificate.]

Full time trainees studied for KeySkills level 2 qualifications in Communication and Number through 'the Bedsit project'. This extended piece of work was devised to address trainees' urgent need for independent living skills at the same time as providing a basic skills qualification. **14 trainees achieved KeySkills level 2 qualifications in Communication and Number through the Bedsit project.**

14 trainees also passed the AQA Basic Literacy and Communication exams (levels 2 and 3), with four entered and awaiting results

14 full time trainees achieved the full OCR work preparation certificate (with a further four entered and awaiting results).

[Five part time trainees achieved this certificate]

In addition five full time trainees sat a total of 16 GCSEs through their referring schools or other providers.

While these results are impressive in themselves, it is important to bear in mind that actual achievement will fluctuate from year to year according to the academic ability of the intake. A more fundamental achievement for Activate as a whole lies in the project's verified capacity to offer of a range of qualifications which can be both **relevant** and **challenging** for trainees of varied academic ability.

One parent observed: -

'Activate has actually stretched my son's academic progress - he may not have a bunch of GCSEs but I think he has a wider and more useful base of knowledge for his future.'

IT Qualifications

It has always been intended that access to IT and IT qualifications would form a core component of the work at Activate and this has been substantially achieved in year 2.

At the time of writing, **17 full time trainees have achieved the CLAIT qualification with two about to complete** (a basic general IT qualification). Further to that, a smaller group have been working on the new **European Computer Driving License (ECDL)**, which will have increasing currency in the work place as well as the FE sector. So far, **six have achieved the full ECDL qualification with three completing between two and six modules).**

[Six part time trainees gained the CLAIT qualification]

Additional gains have come from studying for the ECDL through the Sara Lee training department, representing both an efficient use of expert resources and an enhanced opportunity to integrate trainees into the work place.

The six Alternative Education Initiatives evaluated in DFER research indicate only half of all young people being awarded some form of accreditation (most commonly ASDAN youth award but also including a range of vocational and academic qualifications).

Although these projects had different aims and client groups and were not necessarily catering for year 11 students, the importance of young people gaining a taste of academic success, perhaps for the first time, is acknowledged to be highly significant, emphasising Activate's particular achievement in this respect.

Work Experience

16 of the 21 trainees who remained with Activate to the end of the year took part in one or more work experience placement, achieving an average of **80% attendance** (a break down is included in Appendix A). Participation in work experience was identified as an area for development after year one and this year's figures represent a significant gain.

On the other hand, it should be noted that, while a few trainees sustained placements on a more or less weekly basis throughout the year, only six trainees attended ten or more sessions in total. While recognising that sustaining meaningful placements for this group of trainees is a notoriously demanding job, extending and strengthening this aspect of work should probably remain a priority for the project, particularly given the central focus at Activate on work related learning. Further thoughts on this topic can be found in the following summary of views expressed by key contacts at work experience placements.

Feed back from work experience placements:

I contacted five work experience sites. As expected, these reflected a range of experience from *'Hugely successful, she's come on in leaps and bounds'* through *'He's done fine but I just couldn't make him wear a tie whatever I did!'* to *'How's she doing? I haven't seen her since the first afternoon.'*

Everyone I spoke to demonstrated a high level of supportive good will, expressed at it's most engaged as follows:

'Activate, it's a very worthwhile project. At the end of the day it's making good out of a bad situation. I like that.'

On the other hand it is clear that this good will needs to be matched against the real pressures of working life:

'I've got 101 things to do. I'm not going to waste my breath chasing someone who doesn't intend to make it work.'

Most work placements indicated that they would like more contact and briefing and a clearer three-way contract between trainee, placement and Activate. A specific instance of uncertainty which cropped up in almost every case was an assumption of school rather than work place holiday arrangements by the young person. Although a working compromise was usually reached, this provides an example of the importance of clearer briefing and contracting.

By and large the work place contacts saw it as their role to provide a **real** work experience which they were prepared to modify in support of the young person where the need was clearly understood. This could be contracted through an informal three way meeting to establish expectations at the outset, including dress code, time keeping, holidays etc. Similarly, a briefing pack for the line manager was proposed (some care may need to be taken with larger firms to ensure that this doesn't stop with the HR department). This could include details of the key contact at Activate, an attendance template for feedback, target learning points (which might evolve into a monthly focus for development, for instance verbal or written communication) and 'red flags' to warn of areas of weakness or special sensitivity.

All the work place contacts were highly respectful of the trainee privacy and where they requested more effective briefing this was on a 'need to know basis' and in the interests of supporting a successful placement.

Destinations

Trainees involved with Activate during its first year of operation (2001/2002) have been tracked by the Connexions service; eight are currently engaged in training or further education, four are employed and six are unemployed.

Destinations for the current full time cohort of Activate Trainees are obviously provisional at the time of writing. However, the best indications are that 14 will go directly to further training and that three will go straight to employment. Of the remaining trainees, one is in prison, two have emigrated or left the area and one left the project due to pregnancy. Destinations for the remainder are currently unconfirmed or unknown.

Costs, Cost Comparisons and Cost Effectiveness

It is not a simple matter to gauge the cost effectiveness of a project like Activate. The **extrinsic** argument, taking in the long term benefits of a potential lifetime of gainful employment as well as the long term savings through avoiding social dependency, criminal activity and so on, can be a compelling but is also complex and some aspects are difficult to verify. However, although criminal activity should not be assumed and represents only one version of social cost, available data does provide a starting point for comparison: -

- Home Office research suggests that around 60% of those excluded from school go on to become young offenders (National Strategy for Neighbourhood Renewal, Report of Policy Action Team 12).
- The cost of keeping a young person in custody varies depending on the nature of the provision but in a Young Offender Institution will be in the region of £30,000 per year.
- The cost of **educating** a young person in a Secure Training Centre was found to be £16,040 per year (ECOTEC, *An Audit of Education and Training Provision within the Youth Justice System*, 2001).

- The average response cost in dealing with the behaviour of a young offender (made up of prosecution, incarceration and supervision as well as family intervention and care) is estimated to be around £52,000. (NACRO – *Wasted Lives*, 1998).

In addition, it should be noted that most trainees at Activate had little prospect of continuing in mainstream education and that any sort of alternative education incurs additional costs. This additional figure was judged to be at least £1,800 according to Parson in 1996 (C Parsons *Exclusion from School: the public cost*, Commission for Racial Equality, 1996), a figure which can be assumed to have increased over the intervening seven years.

A measure of the **intrinsic** value of the project would consider the gains in terms of attendance and qualifications indicated above (along with less tangible but equally important elements of behaviour and increased personal competence) against the actual cost of the provision.

However, a calculation of actual cost is not itself a simple matter. Activate relies and thrives on partnership working, and yet there is no obviously satisfactory mechanism for costing every sort of giving in kind (contributions of time and expertise, as well as desks, computers etc). The accommodation for the project, provided free of charge by Sara Lee, does stand out as by far the single most significant factor and was estimated as having a rental equivalent approximating to £50,000 per year in 2002. The quality and location of the accommodation are recognised as major elements in the success of the project and I have therefore factored this in as an **additional** figure for consideration alongside the crude running costs for Activate below. This is represented as (*with rent = £*).

Activate costs given are taken from a summary provided by the project (appendix C).

The running cost for the year of operation at Activate is calculated by the project as £110,000. 69% of this represents staff costs (*with rent = £160,000*).

Not all trainees were with the project for the full year but project records indicate the number of young person terms provided as 87. This is equivalent to 29 trainees for the whole year **giving a cost of £3,793 per trained young person** (*with rent = £5,517*).

Taking into account the number of part time placements, a reasonable estimate of the cost of providing a **full time placement for the whole year can be given as £4,400 per trainee** (*with rent = £6,400*).

The basic allocation of funds to schools is calculated according to the Age Weighted Pupil Unit or AWPU (although mainstream schools do access some additional and specialist funding from other sources as well). The AWPU varies by LEA. The AWPU for a year 11 student in Slough during 2002/3 it was £3,252. This indicates that a full time placement at Activate costs 135% of the AWPU (*with rent 197%*).

The Evaluation of six Alternative Education Initiatives evaluated in the NFER research indicates the average cost per young person enrolled at the AEIs was £3800 (165% of the average AWPU) and that the cost per full time equivalent placement was £5,000 (217% of the average AWPU).

Care needs to be taken in comparing these per-student costs. For one thing, the projects are not directly comparable, nor are the methods used to calculate costs the same. For instance, the NFER research excludes 'giving in kind' but does incorporate a factor for capital expenditure and for premises. However, two of the projects considered indicate 0% for premises and the average is 7%, whereas, if the estimated commercial rent for Activate were factored in, it would represent 31% of total costs.

So where does that leave us? Measured purely on running costs for the year, but ignoring all giving in kind, Activate looks impressively inexpensive. However, if we factor in the accommodation at Sara Lee, it comes out at the top end of costing for broadly comparable provision. That being said, as a proportion of the relevant AWPU, Activate compares well on either count.

A further comparison can be made by extrapolating staffing costs. These represent 60% of the total cost for the six NFER evaluation sites and 69% of the crude cost for Activate, giving an actual staffing cost of £3,000 for an average full time placement in the NFER study and £3,066 for a comparable place at Activate. **I believe that this represents a fair overall picture - the cost of running Activate is appropriate and comparable to similar projects and represents good value in providing high quality education for young people who would otherwise be likely to make little or no progress.**

One final cost comparison serves to demonstrate Activate's particular achievement in enabling trainees to gain externally verified qualifications; the cost per certificate gained at Activate can be calculated as £733, (*with rent = £1,067*), whereas the comparable average cost per certificate gained across the NFER study was £6,038.

5. Voices

A central purpose of this evaluation has been to seek the authentic voice of young people at Activate during return visits to the project throughout the year. In addition, the views of parents and teachers at referring schools have been sought as further significant stake-holders in the process.

I believe that the views of trainees, expressed as far as possible in their own words, represent the most authentic commentary and critique on the project. Section 5.2 and 5.3 aim to provide an illustrative sample of what the young people had to say during many hours of discussion while section 5.1 offers brief summary. The observations of parents and school colleagues are offered in sections 5.4 and 5.5.

5.1 An overview of the experiences reflected during interviews and group work with trainees at Activate.

- The great majority of trainees felt positive about their time at Activate and felt that they succeeded better than they would have done elsewhere.
- Most trainees felt that they had achieved better qualifications than they would have elsewhere. A minority felt that they had under achieved academically.
- Trainees felt that they had made good progress in preparing for work.
- Most trainees felt they were significantly more mature in their outlook specifying increased confidence and the ability to communicate appropriately in variety of settings as particular gains.
- Trainees placed particular value on the respectful, adult relationships with the staff at Activate (which was characterised as a good 'professional' relationship as well as a friendly one). These relationships (along with more congenial hours, purposeful work and a high quality environment) were seen as the key to the project's success. The project's ability to respond flexibly to individual circumstances, rather than dogmatically, was also cited as a significant strength.
- On the limited occasions where the experience was felt to have been less successful, this was again attributed to a breakdown in the flexible and respectful individual responses by staff.
- The wider experience of Sara Lee, specifically in the Canteen, continues to be less congenial (this should be taken in conjunction with reports that Sara Lee staff have also, on occasions, experienced the behaviour of trainees as inappropriate or unacceptable).
- The success factors identified by part time trainees were broadly consistent with those identified by full time trainees, suggesting that the core values embodied in a respectful adult relationship can be successfully established on a part time basis.

5.2 The experience and opinions of full time trainees at Activate

I met with a sample of the trainees at three points during the year, in small groups early on (September and November - 11 trainees in total), individually at an approximate mid point (February and March - 10 trainees in total) and again in small groups for final reflections in May (11 trainees in total).

Why are these trainees at Activate?

In the initial groups there was general agreement that attending Activate was seen as a positive step but also that it was a 'last chance' or a last best option. Explanations for having exhausted or grown out of main stream schooling varied but included common themes: -

"I didn't like authority and I argued."

"At school you got a reputation - They judge you from your past and they won't let it go (not like at Activate)."

There were numerous references to persistent truancy, sometimes from as early as year seven. Underneath the group bravado was a less-voiced but significant vulnerability, for instance:

"I was always absent because I didn't know anyone."

What did trainees hope to get from the year - and how far did they actually feel they got it?

During the initial group work trainees were asked what they were most looking forward to during their year at Activate. From this four headlines objectives for the year emerged, which were tested in the final group work sessions. Further reflections on these themes also emerged from the individual interviews, and the themes provide a framework for trainee responses below. (It should be noted that trainees had the option to indicate that they strongly disagreed with the proposal or felt that it had not been achieved at all but that no one exercised this choice during either of the final group work sessions).

Objective 1: To get a qualification and move on (to college or work) - so I can earn good money

Eight trainees felt that this had been well achieved and three felt that reasonable progress had been made.

Comments included: -

"It's better than I would have done at school"

"The results might not actually be as high up as you could get at school but they are better for getting work"

Some specific reservation was expressed about the effectiveness careers advice: -

*"Careers come and **tell you** but they don't **listen** to what you say"*

During the individual interviews, trainees specified that they had done 'real work' at Activate and that this had enabled them to make real progress: -

"You don't have to waste your time on history and French and stuff but we learn stuff that's going to help us".

"I've learnt everything about computers - I wasn't even interested before".

Objective 2: To learn how to cope in a working environment

Nine trainees felt that they had made good progress in learning to cope in a working environment with two feeling they had made reasonable progress.

"Here we've really learnt about going out to work".

One trainee commented: -

"It will be hard to go to college, because it is more like school than here. But then again, we should be mature enough cope now."

Objective 3: Get some qualifications to prove to myself I can do it

Six trainees felt that this had been well achieved with four indicating that that it had been partially achieved and one not responding. I suspect that this goal was important to some trainees and less significant for others.

Objective 4: To get treated like an adult and respected

Eight trainees felt that they had been treated like adults with three feeling that this had only been partially true.

Some of the reservations related to the behaviour of some (other) trainees rather than the staff at Activate:

"Some trainees don't act like an adult - they are immature. They behave like kids - but even they do their work."

One group made an important distinction: -

"Yes, we are respected by Activate staff. Not by people in the canteen downstairs."

This echoed a strongly expressed opinion from the initial group work: -

"The people downstairs ('though not all of them') stare at you like a freak - an alien - outsiders - like shit off their shoe."

Continuing this theme, individual trainees stressed the importance of free choice and self-motivation, along with adult respect, as factors promoting success at Activate: -

It's a good approach - 'the door's there - leave if you want. If you stay you're doing it for yourself'

What bugs me most at school is that it's always the students' fault. In some ways it's fairer here - they listen to both sides of the story.

I feel comfortable with the learning mentor. He don't moan a lot like a teacher. He's like your best mate, your right hand man.

They give you space. When they see you've got a mood coming on they try to help. You need a relationship for that and it takes respect. At school they think calling you 'Miss' or 'Sir' is respect!

*They are not **telling** you what to do, so you are **more** likely to do it!*

Personal growth and development

Many trainees felt that Activate had enabled them to change, grow and develop new skills. Most frequently observing that they felt less shy and more confident: -

I'm more confident, more open; I get on with everyone. I didn't think people would want to know me, that's how it was at school, but here they (the trainees) have been more accepting and that's made me feel more confident about myself

I look at life different. I want to get on with things now. I'm much happier, I'm more confident, I used to be quite shy. I even talk a bit more

Two trainees specified the importance of the project in enabling them to move on from an isolated life at home: -

I had a year at home on my own. I closed down. I was nervous here at first but now I feel a bit more confident now - enough to try college anyway, although it will be a bit strange!

Other perspectives on positive change included the following: -

I've learnt the difference between the playground and the office. A lot of it is down to appropriate communication. Down to the tone I use not just what I say.

I've grown up mentally. Things that didn't used to matter I now consider and other things that did matter, like being the class clown, seem stupid now.

I don't get angry. Before I'd not have realised that talking is better than taking someone on.

Hearing the negative experience

There were some general regrets, for instance missing school friends and disliking the dress code or the early hours. Some aspects of the work, notably the emphasis on IT work, were also seen as a mixed blessing, with many enjoying that aspect greatly and others not at all.

Beyond that, however, it is important to recognise that a minority of trainees interviewed did not feel that Activate had worked for them at all and to try to understand why. These viewpoints are less easy to capture and were mainly explored during individual interviews.

One trainee had hated school but didn't like Activate either, specifying that not all trainees were treated equally, that they had not learned anything because the work did not stretch them and that their attitude had in fact worsened: -

"I'm worse behaved because everyone here is worse than me - I couldn't go back to school now."

On the other hand this trainee did see advantages in having a smoking room, a desk and computer to themselves and a more relaxed atmosphere where it was possible to leave the room when you chose.

Another critical interviewee felt out of step with the other trainees in not liking Activate but felt strongly that they would be better off at school and profoundly regretted the move. This point of view was expressed in sober detail and is best represented in the trainee's own words:

"I'd do anything to go back to school. I wasn't that bad but I truanted a lot, which I regret. They said I had a choice about coming here but I didn't really have a choice. I think I was clear in the end that I wanted to stay at school but one teacher had decided I was a trouble-maker. Maybe I didn't make my point clear enough? Maybe applicants could be helped to get their point of view heard."

"I've been bullied and put down here and they didn't do anything about it. I've changed since I've been here. I've gone more quiet because I'm away from my friends. My job choices have gone down hill, I've got less ambition now."

It would be unrealistic to expect the project to work out perfectly in every case but these isolated experiences do serve to reinforce the need to maintain and revisit criteria and systems for selecting the most appropriate students for Activate, which is, after all, a very specialist provision.

Proposals for making things even better

The huge positive impact of staff prepared and able to engage and help on a one to one basis, who really cared and who would put themselves out to help was cited again and again by trainees as a reason for the success of Activate. In this context, the following proposals for improvement and development should also be heard:

Sometimes, although you are meant to be treated as equal adults, you are not allowed to challenge authority. They could improve by making more use of taking a person to one side and giving them a chance to express their view so that they can resolve or compromise rather than just squashing the problem down.

It's good when the staff are understanding and friendly and not alienating and they talk on your level. It doesn't work so well when they won't compromise, won't smile, won't give, when they are too serious.

I think we should have our own social worker, confidential for our problems.

The work placements need to be better judged in the first place

You don't get to know everyone here. Some of them look at us funny in the canteen. We should do an activity together; maybe a staff sports day or something.

There should be more sports. I want to swim again.

Mornings are too early and breaks are too short

Staff need to know not to take things too personal and not take stuff to heart. We're difficult and we're going to give them a hard time but they've got to cope with that.

5.3 The experiences and opinions of part time trainees at Activate

These were the trainees participating in the original version of the new Opening Doors programme, the development of which is discussed in section 2. They were to attend Activate one day per week, spending the rest of the week at their school (or in several cases at Northbrooke PRU). It has been proposed that full time trainees at Activate can be defined as having 'outgrown' school, suggesting that they are in some senses mature and in need of an adult environment. In contrast, these part time trainees have been characterised as immature and needing Activate to stretch their experience beyond childhood, making them in some ways a more demanding cohort.

As with the full time trainees we met three times during the year, as a small group in December (six trainees), individually in February (five trainees) and finally as a group in May, when their involvement at Activate was coming to an end (five trainees).

The process of running the initial group with these trainees was instructive in itself. It was, quite frankly, not a great success! Certain external factors contributed and I am quite prepared to accept that my material and approach may have been miscalculated. However, and beyond that, the group's behaviour was more disrupted than that of the full time students. There was quite a lot of bad mouthing and 'winding up' which suggested that this group of part time trainees were less secure and stable at this point in the year than their full time equivalents. They seemed less able to cope with me as an outsider and possibly exhibited more ambivalence about where they themselves fit into the scheme of things. All of which is no great surprise given that they had only met once a week. However, I do think that the different and less settled group behaviour indicates some of the challenges in establishing an effective part time programme with a diverse group of highly demanding young people.

In contrast, and also in fairness to these trainees, I should point out that their later, individual interviews elicited thoughtful and constructive responses and that their behaviour was much calmer by the time of the final group work session. (Several statements made by students during interviews were checked out with the group during the final session. Where relevant, these are indicated in bold).

Did these trainees benefit from a part time placement at Activate?

Although the trainees were initially unable to identify what they hoped to get from their time at Activate, they were clear that they **did** want to be on the programme, most being happy with the part time placement and one wanting to be at Activate full time (which is what happened soon after). This positive experience is captured in the following responses during the individual interviews:

"I feel more respected and I have more help here. The staff are polite, considerate and friendly."

"You get stuff explained properly. I appreciate that. There's nothing to appreciate at school."

As to whether the time at Activate helped them to behave better when they were actually back in school, the original group provided an almost perfect, and therefore inconclusive, summary of two arguments for and against part time placements: -

"Yes, it gives you a break. It's a different way of learning"

"No - here you have more freedom and you can have more of a laugh and that doesn't work when you get back to school."

However, by the time of the final group work session, four out of five trainees strongly agreed with the following statement: -

It's helped me do better at school

Factors identified in favour of Activate covered a lot of now familiar territory; an early finishing time, computer access, smoking room and an improved working environment. They also specified the importance of supportive one to one work and the team's ability to explain the work in a way they understood:

They show us how to do it ... you know... in a way we can clock on to. Then we do it. That's it basically.

One student's explanation of the down side was illuminating as well: during the original group work session he told me in some detail how the staff needed to exercise more discipline to make the group work successfully. At the same time as telling me this he was actively and quite successfully winding up other members of the group. The implied message seemed to be *"Look at me. I can't be responsible for my own actions."*

The full time group had been clear that taking individual responsibility lay at the very core of being at Activate, which left me to question whether students selected for part time placement were capable of taking that responsibility. If not, would they gain proper benefit from being at Activate? Their responses when interviewed individually indicated that many of them could although it should be noted that this group remained very small and that this model of working has often relied on one to one attention.

That being said, four of the five trainees at the final session agreed with the statement: -

I do more work here (than at school).

The remaining trainee strongly disagreed, feeling that he needed a greater intellectual challenge.

However all five trainees were strongly in agreement with the statement:

I have a better attitude now than I did at the start

Further explanation included the following: -

'It helps develop us from children to young adults'

"I used to be really loud and naughty. Here I am quieter and settle to work."

"I'm calmer here than I would be at school."

"Before I was ignorant of the work environment. It's a more stringent idea and it can be hard. I know what is acceptable now."

"I've grown up - like I've realised I can make it work. But school and home drives me crazy. Sometimes at 1 o'clock I don't want to leave - it's shit at home."

Several trainees said that they would like to come to Activate more often, ideally on a flexible basis. One trainee (who completely demonstrated complete disdain at the initial group session) had an interesting story to tell:

"When I started I had a really bad attitude. I didn't want to come. I hated it because I hated the help. I made it difficult for them at first. But now it's grown on me. I'd love to come three or four days a week but I need school for exams."

Dislike of school was profound for some (though not all) of these trainees. One trainee expanded on this theme, and the difference at Activate, quite powerfully: -

"I'm boilin' at school. I just want to destroy everything. I hate it; I want to burn it down. School is unorganised. My work disappears, there's no point, you don't even see the assessment. School is dirty. It's not cared for. I relax when I come here - my angry bit doesn't come out. There's plants. You can have a drink of water. And last week I did four bits of work! I'd never do that in school."

These sketches show another trainee's vision of the difference between school and Activate.



'Iron Fist' – One trainee's response to mainstream school. The original caption read 'Pain'



'Jiggy' – One trainee's response to being on Activate

It would be hard to dispute that these students gained a lot from their placement at Activate. However, appropriate referrals were very limited and the necessary staffing ratio remained exceptionally high. As is discussed elsewhere, this particular model of one-day placements for year 11 students at risk is not considered viable for future operation. An alternative structure of part time placements has been set up for next year in response to schools' declared need for an appropriate work related option in year 10.

5.4 The views of parents/carers

I spoke to the parents or carers of four full time trainees.

Their views broadly echoed those expressed by trainees. Parents specified that their children had responded well to being treated as adults (even if they didn't always behave as adults!) and felt that they would come away with more qualifications and better prospects than seemed likely at the start of the year.

Parents valued the flexibility of Activate and the project's ability to adapt to the particular needs and special circumstances of their children. They also recognised and praised the staff for making the extra effort to work beyond a narrow educational definition of the support needed by their children.

Most of the parents expressed regret that the opportunity was only available to so few young people where many could benefit and one specified that the model could have wider application: -

It's an option that might benefit a lot of kids. It's not just the place, it's a way of working that could be taken forward and adapted to be used by schools.

On the whole, parents expressed no significant misgivings about their children being out of mainstream school or the limited prospect for taking GCSEs. Enhanced access to meaningful work experience and the opportunity to establish realistic and constructive

career options were considered much more important. One mother felt that her son would have benefited from coming to Activate at least a year earlier.

Communication was generally felt to be quite good, although one parent indicated that permission slips etc only seemed to arrive at very short notice and another felt that her own telephone contact to the project was not always passed on to the appropriate staff. The lack of private space, both from other parents during Careers interviews and from interruptions by other students during meetings in the project office, was identified as a problem.

On the whole, however, the parental viewpoint was summed up as follows: -

It's a good service, helpful and accommodating. They take account of the whole picture, not just the education.

5.5 The views of school colleagues

I had feedback from four referring schools, three mainstream secondary schools and the local pupil referral unit.

Activate has quickly become part of the landscape - it is successful and is responding to a genuine need.

It has been an excellent resource, encouraging and motivating pupils where the school has had limited success.

Activate has succeeded with students whose progress, for a variety of reasons, would otherwise have stalled. It is felt to pave the way for a real prospect of success at 17 for students who would otherwise be treading water (at best) for a crucial couple of years.

One teacher defined a very specific function: -

Activate (in year 11) should be for those totally disaffected or failing to attend school - not for those who have a fractured relationship which might be repaired

This reinforces the usefulness of Activate as a clean break positive option for those who have entirely outgrown school, but also highlights the doubts of mainstream schools with regard to part time placements, in year 11 at least.

On the other hand there was interest in finding ways to allow students continued access to GCSEs while attending Activate. This presents significant timetabling difficulties but a dialogue is underway between Activate and referring schools about how it could be managed. (Ongoing negotiation of this type is supported by the Centre Manager's established contacts with mainstream schools. Priority should be given to establishing and maintaining these links for new staff from outside the school system).

Particular **strengths** of the Activate provision were specified as follows: -

- The project's ability to match a strong curriculum base to individual student needs

- The offer of a high and consistent level of support which engenders a belief in trainees that there is an adult who can be trusted to listen and help.
- The capacity to judge by different criteria and gives students a chance to behave differently (an opportunity which can become less and less possible in school).
- Excellent role models and leadership.

In conjunction with these positive attributes, one warning note was sounded which serves to echo a lesson from year one of operation; namely that Activate must continue to carefully select those students most suited to its particular offer: -

Slough schools need to seriously consider the type of pupils sent to Activate as I feel the staff are so amenable, it could so easily become a 'dumping ground' for serious behaviour problems.

Communication with Activate was mainly considered to have been good. Where there were felt to have been shortcomings these were owned (and regretted) by the school.

The application of the **part time programme for year 11 students** was felt to be limited by the capacity of mainstream schools to accommodate the disruptive time-tabling demands, as well as by doubts about the behavioural/motivational benefits of a part time placement at that late stage:

'Even if Year 11 students have a successful half day placement in a more flexible environment, will that help them cope with the constraints of mainstream school when they return?'

On the other hand, the part time programme was considered to be useful and applicable from a PRU perspective where structural and timetabling constraints present less of a problem. Part time placements allowed the PRU to offer a more varied and appropriate curriculum, providing a taste of the working world for students very much in need of work preparation.

This contrast between the two sectors goes a long way to explaining why four of the six sustained part time placements at this year Activate came from the PRU.

On the other hand, colleagues from mainstream saw a great potential for developments (including part time placements) to be **structured into provision for Year 10 students**:

Year 9 is a watershed - we know then where students are heading and we can make some important decisions to implement in year 10. Waiting for year 11 is often too late.

The (PEAR) panel needs to be more proactive in responding to year 10 students - it is currently only offering a limited to a 'holding' position.

I believe that Slough lacks a focused process that enables disaffected year 10s to come to terms with their inability to deal effectively with their school/home/curriculum problems. Perhaps we should look to a more cohesive approach, enabling alternative vocationally based programmes to be offered and managed by Activate.

It was clear throughout that any part time offer needs to be incorporated into the options and timetabling processes of mainstream schools well in advance if it is to make a positive contribution.

For the Activate model to be **incorporated into the work of mainstream schools** is a different matter. This was felt to require separate provision on the school site, with its own dedicated staff and two slightly different takes offered as to the practicality of this idea:

Trying to incorporate work-related learning in school is often frustrated by limitations of space and staff - in particular staff with the appropriate skills.

Activate is a 'next stage' to what is going on in school. School, in a limited way offers alternative provision, but the very nature of school does not allow the levels of flexibility required to enable an 'Activate style' to be practised on the school site.

Altogether, it is clear that school colleagues engaged with Activate value the project's purpose and delivery highly. When asked to identify the project's weaknesses, one teacher replied:

There are not enough places available. I believe Slough could fill this resource many times over!

6. Conclusions

The core programme at Activate represents a highly valued addition to the provision for disengaged learners at key Stage 4 in Slough. It is capable of re-engaging those young people with the education process. There are indications that more young people could benefit from this style of work related learning than can be accommodated at the project.

Factors for success are identified as: -

- A respectful and adult-like relationship with trainees.
- A sufficiently flexible response which recognises the student's wider needs, beyond strictly educational factors.
- A high staff to student ratio.
- Simply stated rules and expectations, consistently applied but with the capacity for private explanation, negotiation and discussion.
- A strong curriculum offering clear evidence of progress and achievement.
- Clear recruitment criteria based on open information exchange with schools *

These factors are embedded in the project and should provide a cultural norm to inform new as well as existing modules of delivery.

[* Although this last was almost always successful for trainees on the full time programme it also indicates a fundamental weakness in the part time programme, where schools' ability/willingness to refer appropriate students didn't match the intentions of the project].

Areas for development are proposed as follows: -

- Co-working with school colleagues on the new part time year 10 programme.
- More universal access to sustained work placements, supported by effective systems for placement briefings and liaison.
- Further development of extension activities, including the proposed 'mainstreaming' of sport/teambuilding activity.
- Integration of curriculum delivery and behaviour management skills. These high order skills are embodied in the staff team already and ongoing training and co-working should consolidate the strengths of the operation.
- Ongoing attention to appropriate selection of trainees along with clearly established and monitored behavioural expectations throughout the year.

“At the end of the day Activate makes good out of a bad situation. I like that”.

(Quote from a work experience provider)

7. References


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Parsons, C 1996 - **Exclusions from School, the Public Cost**: Commission for Racial Equality

Attendance Statistics for Full Time Trainees

 EUROPEAN COMMUNITY European Social Fund			Activate figures are: 5 hours for 1 session daily and external provisions are: College 7.5 hrs, work exp 7.5 hrs & Sports 2.5 hrs Laces is also a 5 hour sessions		TRAINEE DAILY ATTENDANCE SHEET Week No: 34 Slough Activate @ Sara Lee									
3 day compulsory attendance			Additional stats			Breakdown of external provisions								
Attendance	Rate	Possible Attendance	Total Hrs attended in Activate	External Hrs Activate Provision	Total Hrs in Activate & External	Work exp				Other (hours)				
						total W/exp hours	sessions attended	Possible W/Exp sessions	Attended W/ Exp %	College	Art and craft	Laces	Sports	
78	93	84	360	416.5	776.5	180	24	27	88.89	0	0	195	17.5	
61	70	87	305	131.5	436.5	105	14	17	82.35	0	0	0	2.5	
52	60	86	260	45	305	37.5	5	6	83.33	7.5	0	0	0	
74	88	84	370	275	645	37.5	5	5	100.00	0	210	0	3.5	
62	78	79	310	99	409	60	8	10	80.00	7.5	0	0	7.5	
70	80	87	350	256.5	606.5	127.5	17	21	80.95	105	0	0	0	
54	65	83	270	10	280	7.5	1	6	16.67	0	0	0	2.5	
77	88	88	385	220	605	97.5	13	14	92.86	120	0	0	2.5	
49	58	84	245	119	364	15	2	7	28.57	0	0	70	10	
68	86	79	340	116.5	456.5	82.5	11	14	78.57	0	0	0	10	
75	87	86	375	74	491.5	37.5	5	6	83.33	0	0	0	12.5	
64	74	86	320	2.5	322.5	0	0	0	0.00	0	0	0	2.5	
21	48	44	105	40	145	37.5	5	6	83.33	0	0	0	2.5	
53	70	76	265	125	390	97.5	13	17	76.47	0	0	0	2.5	
51	73	70	255	29	284	0	0	0	0.00	0	0	0	5	
50	85	59	250	54	304	15	2	2	100.00	0	0	0	15	
22	35	62	110	0	90	0	0	0	0.00	0	0	0	0	
45	85	53	225	30	255	30	4	4	100.00	0	0	0	0	
23	70	33	115	0	115	0	0	0	0.00	0	0	0	0	
23	88	26	115	47.5	162.5	37.5	5	5	100.00	0	0	0	10	
18	67	27	90	0	90	0	0	0	0.00	0	0	0	0	
			Total Hrs			1005	134	167	80.24	240	210	265	106	

Attendance for Early Leavers from Activate Full Time Programme

					Breakdown of external provisions									
			Total Hrs	External Hrs	Total Hrs	Work exp				Other				
		%	Possible	attended in	Activate	in	total	sessions	Possible	Attended			Laces	Sports
Attendance	Rate	Attendance	Activate	Provision	& External	hours	attended	W/Exp	W/ Exp %	College	Art and craft	GCSE's	TSP	
29	71	41	145	5	150	0	0	0	0.00	0	5	0	0	
22.5	42	54	112.5	3	115.5	0	0	0	0.00	3	0	0	0	
28	58	48	140	15	155	15	2	3	66.67	0	0	0	0	
1	2	60	5	0	5	0	0	0	0.00	0	0	0	0	
27	90	30	135	0	135	0	0	0	0.00	0	0	0	0	
1	7	15	5	0	5	0	0	0	0.00	0	0	0	0	
1	5	19	5	0	5	0	0	0	0.00	0	0	0	0	
7	64	11	55	0	55	0	0	0	0.00	0	0	0	0	
					Total Hrs	15	2	3	66.67	3	5	0	0	

Full Time Trainees

Qualification Progress Tracker																						
Names	SWL	SWL	SWL	SWL	SWL	AOA				BEDSIT	OCR	OCR	CLAIT	ECD								
	U1	U2	U3	U4	VOC UNITS	NUM 2	NUM 3	LIT 2	LIT 3	Project keyskills L2 commms & number	WK PREP	CAREER		L	1	2	3	4	5	6	7	
		a	a	a	a	no voc units	80%	70%	55%	TBA	n/a	PASS	n/a	PASS			a	a				
	a	a	a	a	11 & 12	80%	80%	75%	55%	complete	PASS	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a		no voc units	90%	90%	55%	N/A	n/a	SENT	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	SPORTS	90%	95%	N/A	N/A	complete	PASS	n/a	PASS	a	a	a	a			a		
	a	a	a	a	11 & 12	90%	90%	60%	55%	complete	PASS	sent	PASS	a	a	a	a			a	a	
	a	a	a	a	17 & 18	90%	90%	75%	55%	complete	PASS	sent	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	no voc units	TBA	TBA	TBA	TBA	complete	SENT	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	11 & 12	90%	95%	45%	40%	complete	PASS	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	25 & 26	95%	85%	75%	80%	complete	PASS	n/a	PASS	a	a	a	a			a	a	
	a	a	a	a	12 & 13	80%	100%	50%	50%	complete	PASS	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	11 & 12	90%	90%	60%	40%	complete	PASS	sent	PASS	a	a	a	a			a	a	
	a	a	a	a	22 & 23	80%	80%	40%	N/A	complete	PASS	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	no voc units	TBA	TBA	TBA	TBA	complete	PASS	n/a	PASS	r	r	r	r	r	r	r	r	r
	a	a	a	a	11 & 12	95%	95%	85%	70%	complete	PASS	sent	PASS	a	a	a	a			a	a	
	a	a	a	a	12 & 13	N/A	N/A	N/A	N/A	N/A	PASS	n/a	PASS			a				a		
	a	a	a	a	11 & 12	100%	100%	90%	85%	complete	PASS	sent	PASS	a	a	a	a			a	a	
	a	a	a	a	15 & 16	N/A	N/A	N/A	N/A	n/a	n/a	n/a	WK ON	r	r	r	r	r	r	r	r	r
	a	a	a	a	no voc units	90%	100%	85%	75%	complete	SENT	n/a	PASS	a	a	a	a			a	a	

Part Time Trainees and Late Arrivals

Names	SWL	SWL	SWL	SWL	SWL	OCR	CLAIT	AQA			
	U1	U2	U3	U4	VOC UNITS	WK PREP		NUM 2	NUM 3	LIT 2	LIT 3
	a	a	a	a		Sent	PASS	N/A	N/A	N/A	N/A
	a	a	a	a	26 & 27	Sent	PASS	N/A	N/A	N/A	N/A
	n/a	n/a	n/a	n/a	n/a	Sent	PASS	N/A	N/A	N/A	N/A
	n/a	n/a	n/a	n/a	n/a	Sent	PASS	N/A	N/A	N/A	N/A
	n/a	n/a	n/a	n/a	n/a	Sent	PASS	N/A	N/A	N/A	N/A
	n/a	n/a	n/a	n/a	n/a	wk in progress	PASS	N/A	N/A	N/A	N/A
	n/a	n/a	n/a	n/a	n/a	Sent	wk in progress	TBA	TBA	TBA	TBA
	n/a	n/a	n/a	n/a	n/a	wk in progress	wk in progress	N/A	N/A	N/A	N/A

Cost Summary

Activate 2002-2003 Academic Year				
Cost of providing the training provision:	Training provided as:			
Total costs: £110,000, of which:	Year 11	Full Time	Part Time	Total Training Terms
Staff costs = 69%	3 terms	15	6	63
Other costs = 31%				
	2 terms	10	0	20
	1 term	1	0	1
Funding provided from:	Year 10			
Schools	1 term	3	0	3
Donations				
European Social Fund				
LEA budget	No of terms young people trained			87
	Equivalent full year training provision			29
	Cost per trained young person = 110,000/29			
	£3,793			

Major Contributors to SloughActivate @ Sara Lee are:

Sara Lee Household and Body Care
Slough Borough Council
East Berkshire College

Berkshire LSC
Cfbt Advice and Guidance and Connexions
European Social Fund
Masterfoods
Slough Estates
Slough Observer
Slough Social Fund Limited
Thames Valley Chamber
Windsor Slough EBP
Yell



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