

**FIFOBI**

Developing business competencies in school



UNIVERSITY OF  
**STIRLING**

Dr Roy Canning  
University of Stirling

## **Pre-Vocational Education in Scotland: a case study of one local authority**



Education and Culture DG

Lifelong Learning Programme

# Policy Context

- HMIE publications: Preparing for Work (2007), Expanding Opportunities (2008) and Working Out (2009).
- Scottish Government: Curriculum for Excellence (2004), Skills for Scotland: a lifelong learning strategy (2007)
- OECD: Quality and Equity in Scottish Schools (2007)

# Scottish Education System

- Comprehensive education
- Primary (5 -12 years) and Secondary Schools (12 - 16 years) compulsory
- Broad academic curriculum until year 3 in Secondary school (14 years of age) and then senior phase (15 -18 years)
- 42 Vocational Further Education Colleges (post compulsory)
- 17 Universities

# North Lanarkshire Council

Pop 326,000 (4<sup>th</sup> largest in Scotland with 24 secondary schools)



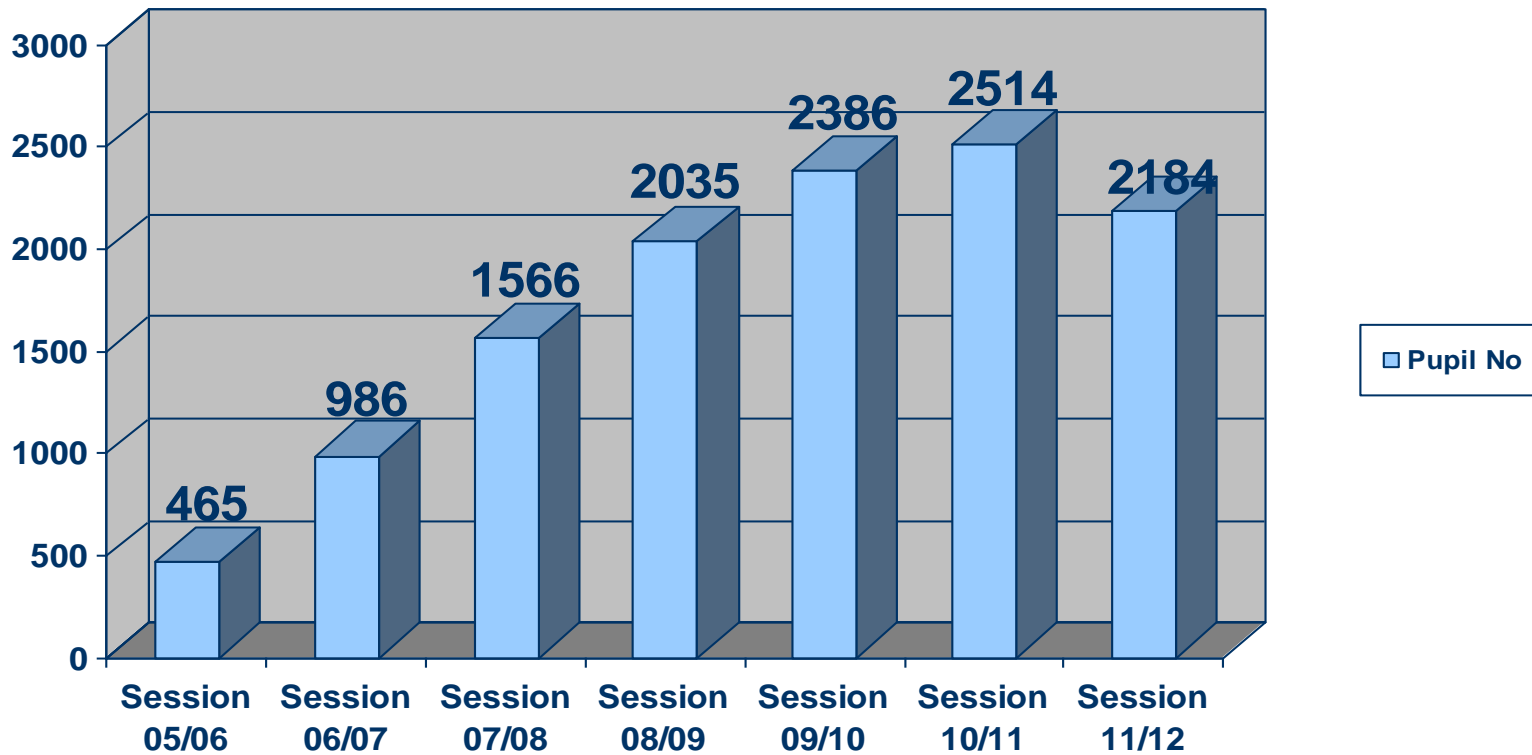
# Curriculum for Excellence.

**‘Education has four main outcomes for children and young people’ It aims to help them to become:**

- **Successful learners**
- **Responsible citizens**
- **Confident individuals**
- **Effective contributors.**

**We firmly believe that our vocational education programme delivers the four capacities of Curriculum for Excellence (2004).**

# North Lanarkshire Vocational Education.



# North Lanarkshire Current Position.

Pupil No's

SFW =

1992

90.5%

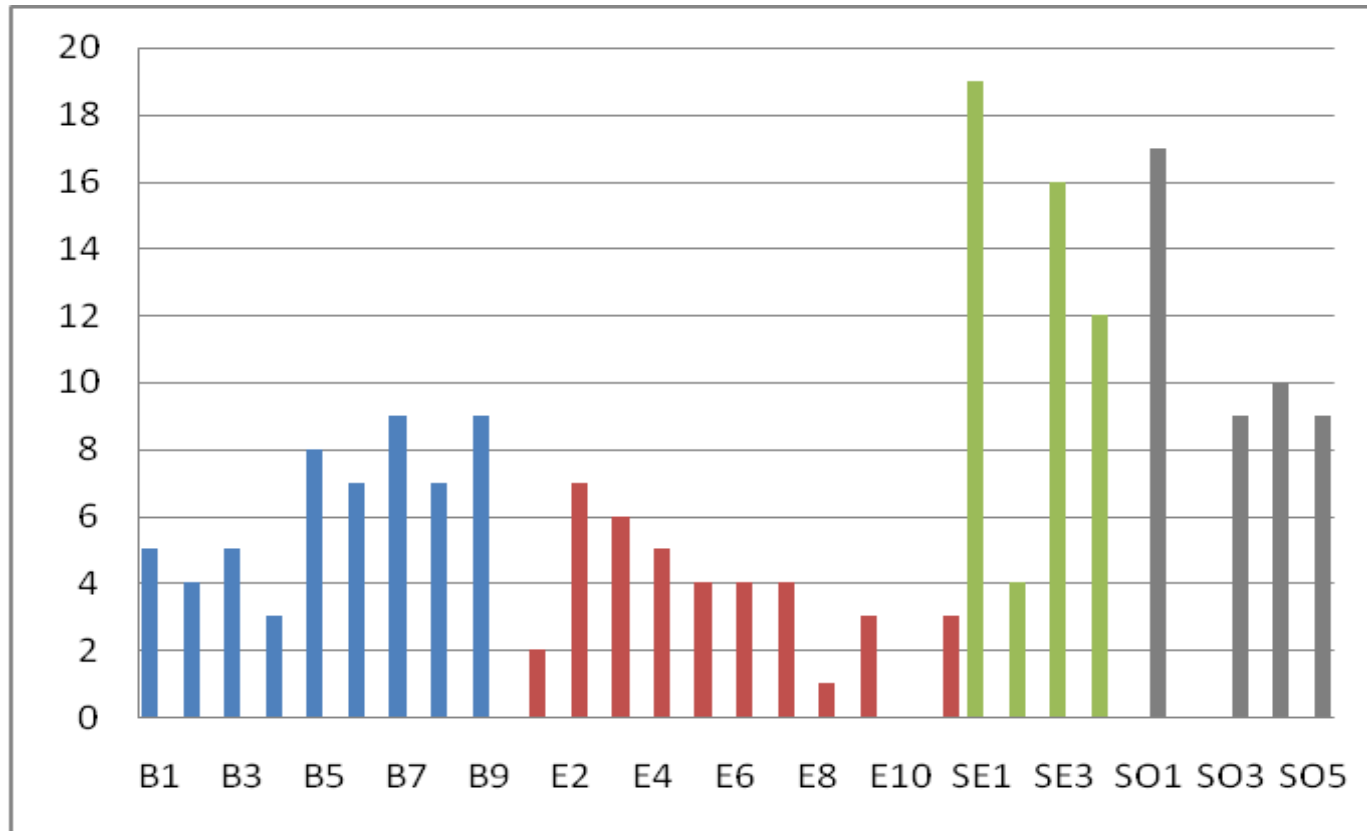
	S3	S4	TOTAL
Automotive	182	205	387
Construction Crafts	213	265	478
Early Education & Childcare	89	181	270
Beauty Care	47	80	127
Hairdressing	244	267	511
Hospitality	80	123	203
Rural Skills	12	64	76
Other	69	79	148
<b>TOTAL</b>	<b>936</b>	<b>1264</b>	<b>2200</b>

# Teachers and Social-Partner Interviews.

- 6 Secondary Schools
- 3 Colleges
- 15 Teacher Interviews
- 6 Social-partner Interviews



# Overall Findings



# Overall Findings

- Approximately one third of pupils are undertaking vocational education courses in the lower-secondary school
- These are certificated modules and form part of a mixed-mode programme of study
- Completion rates are comparable with academic awards (90.7%)
- Gender balance greater in newer vocational subjects
- Positive experience from pupils

# Overall Findings

- Pupils and teachers have a positive experience of vocational education
- Pedagogic practices involve active and co-operative learning methodologies and an emphasis on practice ‘theoretical quietism’
- Curriculum emphasise more the social and self competences related to employability rather than knowledge based competences in economics or business

# Overall Findings

- Differences between the 'prescribed' and 'enacted' curriculum
  - Teachers tended to emphasise the wider and more educational purposes of learning
  - Social partners emphasised employability
  - Needs to be a greater emphasis on cross-curricula learning and bio-level teaching
  - Sustaining levels of investment
- Surprise** positive link between retention and vocational education