



The Nature and Implications of the Part-time Employment of Secondary School Pupils



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THE NATURE AND IMPLICATIONS OF THE PART-TIME EMPLOYMENT OF SECONDARY SCHOOL PUPILS

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EXECUTIVE SUMMARY

SECTION A INTRODUCTION

Chapter One School Pupils' Part-Time Employment: introduction and context

1. This research, carried out between September 2003 and April 2006, was commissioned by the Scottish Executive in response to Recommendation 12 of 'Determined to Succeed'. This identified the need for research to consider the nature and implications of school pupils' part-time employment and opportunities for certification of appropriate part-time work.
2. Most pre-existing research has focused on the part-time employment of pupils aged under 16 but attention on the part-time work of post-16s has been increasing. This research covers both age groups and also considers the situation of those pupils who do not have part-time work.
3. The literature suggests that the traditional view of pupils' part-time work has been to see it as of limited value – 'children's jobs' – with a focus on working hours and their potentially negative impact on attainment. There is a need for a greater knowledge of what young people actually do in their jobs and of the 'quality' of their employment experiences.
4. Current educational trends suggest this is an appropriate time to look at the potential of part-time work to contribute to wider educational goals, in particular, employability skills and enterprising attitudes and behaviours. There are issues of both principle and practice: is it right that pupils' part-time work should be recognised in their schooling? How might it work, and what impact might recognition have on the experience for working pupils? This research considers these issues in later chapters.

Chapter Two Methodology

5. This research project collected data from a wide range of sources. Separate reports, summarising the findings from most of these sources are contained in Section G.
6. A national picture of the nature and extent of pupils' part-time employment was obtained through a random 10% sample of S3 to S6 pupils in both local authority and independent schools in Scotland. The survey covered 20,700 pupils, it achieved an 89% response rate providing a total of 18,430 respondents.
7. Two surveys of all 32 local authorities were undertaken to identify policy and practice in legislation on child employment and to consider the current and potential use of pupils' part-time employment in their schooling.
8. A telephone survey of 42 employers was conducted, this covered their employment of school pupils, their views on part-time work and its possible recognition in schooling.
9. Focus studies in four local authority areas were conducted: these captured the views and opinions of teachers, senior school staff, careers advisers and parents while allowing for a more in-depth exploration of school pupils' views on part-time work.
10. Individual case studies of 12 working pupils were undertaken to provide in-depth information on their activities at work and the skills that they used.

11. Three desk studies were carried out: a review of the usage and recognition of part-time work in educational settings nationally and internationally; a study to develop models of recognition; and a review of enterprise in educational contexts and of measures to assess enterprising attitudes, skills and behaviours.

SECTION B NATURE AND EXTENT OF PART-TIME EMPLOYMENT

Chapter Three The Extent of School Pupils' Part-Time Employment in Scotland

12. This chapter includes a descriptive account of part-time employment among school pupils in Scotland and the extent to which this varies in relation to a number of personal and background factors.

13. Part-time work was a common experience for Scottish school pupils. 59% had had a part-time job (rising from 48% of S3 to 83% of S6): young women were more likely to have worked than young men.

14. Most rural local authorities had higher than average rates of pupils who had ever worked, a finding not simply explained by seasonal employment.

15. There were few differences in whether pupils worked or not depending on their level of study/attainment at Standard grade.

16. There was little difference in pupils' part-time work status in respect to either mother's or father's social class for the three main classes of managerial and professional, intermediate and working class. However, pupils whose fathers were in the 'unclassified' or 'don't know' category were less likely to have a job. Pupils with mothers or fathers who were unemployed or retired or looking after the home were less likely to have had a part-time job. Looked-After-Children, and those in boarding school, were also less likely to have had a part-time job.

17. Pupils from certain ethnic minority groups had a lower level of paid part-time work but this was not explained by any greater involvement in unpaid work. Young women from a Pakistani background were much less likely to have worked than young men.

18. Overall there were no significant differences in the employment situation of young people with a disability: however, more S6 pupils with a disability had not had a part-time job than those without a disability.

19. The research does not bear out the commonly held assumption that pupils who were less engaged with school would be more likely to have a part-time job. There was no clear relationship between having a part-time job and being a frequent truant. The relationship between having a part-time job and time spent on homework was not straightforward.

20. Pupils who had a less active social life outside of home and who reported more frequent home-based activities had lower levels of involvement in part-time work.

21. Pupils who described themselves as low in enterprising attitudes were least likely ever to have had a part-time job: those with a high enterprise score were more likely.

22. Pupils who had no clear idea of their career intentions had the lowest levels of part-time work; overall the rate of current part-time work increased with career certainty.

Chapter Four Predicting which Pupils are Likely to have a Part-Time Job

23. Chapter 3 used descriptive statistics to show which pupils had part-time jobs and which did not but this does not show the inter-relationship between the various factors or identify the most important ones. In Chapter 4 we used statistical modelling to identify the significant factors in predicting part-time employment when other factors are taken into account. The picture that emerges when each factor is considered on its own is sometimes qualified when we consider all the factors together in the statistical model.

24. We found, for example, that although the descriptive statistics had shown that the incidence of part-time work varied by pupils' ethnic background, when attainment, class and other background factors were taken into account in the statistical modelling, the effect of ethnicity largely disappeared with the exception of young people from a Pakistani background.

25. Similarly, pupils' level of Standard Grade study or attainment was not a significant predictor of part-time employment once attitudinal factors were taken into account.

26. But the statistical modelling confirmed that school stage was a significant predictor of part-time work after controlling for a range of other factors. Girls were more likely than boys to have a part-time job with the exception of girls from a Pakistani background.

27. After other factors are taken into account, pupils with fathers in the 'missing' or 'don't know' categories were less likely to work part-time. There was some evidence that enterprise in education inputs might help to compensate for not having a father active in the labour market. Pupils living with a parent and a step-parent were more likely to have a part-time job. However, for Looked-After-Children the key predictive factor was attainment rather than their living arrangements.

28. Pupils in rural areas were more likely to be currently working than those in urban areas; this remained a strong predictor of part-time work even after all the factors were taken into account.

29. The statistical modelling confirmed that disenchantment with school did not appear to be related to an increased probability of having a current part-time job.

30. Even after the effect of other factors was taken account of, pupils with higher levels of enterprising attitudes were more likely to have a part-time job.

31. Work experience was not significant in predicting part-time employment. However, those who had had the most work and career related enterprise in education inputs were more likely to have a part-time job, irrespective of all other factors.

32. A more active social life was a predictor of part-time work as was a moderate level of involvement in household chores and involvement in sport. Any level of involvement in a care role increased the chance of having a part-time job.

33. With respect to career-related factors, pupils planning to find a job or training place after school were more likely to be in a current job than those planning HE. This also applied

to those planning to take a year out. And the extent to which pupils had a definite career focus increased the likelihood of working part-time.

Chapter Five Pupils' Decisions about Part-Time Employment

34. Financial reasons were central to why pupils worked part-time, primarily to fund their social life and to buy various goods. This applied equally to male and female, and to all age groups. Only 6% responded that 'earning money to contribute to the household budget' was a main reason for working.

35. The next most important reason for working was 'to gain independence', and this was given more weight by young women, by older respondents and by those rating themselves highly in enterprising attitudes. It is clear that for some pupils having an income of their own was a means by which they could establish their independence and develop an independent adult identity.

36. For most pupils, specific employment or career-related reasons were less important reasons for having a part-time job. But this did vary according to their post school plans, the type of part-time job they had, and how enterprising they judged themselves to be. Only a small minority of pupils indicated that they had worked part-time largely because their parent or carer wanted them to (12%).

37. Those pupils who had stopped working gave three main reasons for this decision: dissatisfaction with the job; time issues and the impact on other aspects of their lives, including their school work; and where their job came to an end.

38. Just over two fifths of pupils had never worked, but this was not a matter of choice for all of those. Over a fifth of them had unsuccessfully applied for jobs. Although a smaller proportion of pupils in rural areas had never had a job, a slightly higher proportion of them had unsuccessfully applied for work than those in urban areas.

39. Some pupils did not try to get a job. The main reasons for this were: wanting to concentrate on their school work; there were no jobs available; hobbies/sport/took up all of their free time; they 'can't be bothered'. Neither the disapproval of parents nor of teachers was a significant factor. There were small differences in why pupils did not work depending on social class, their location and attainment level.

Chapter Six Current Workers: The Nature of Their Part-Time Jobs

40. Current workers were mainly employed in retail (28%), catering (28%) and delivery work (18%). The rest of the pupils were employed across a range of job types: babysitting, hairdressing, office work, farming, manual trades and cleaning.

41. Delivery was predominantly a male activity while employment in both retail and catering was female dominated. Delivery work was mainly carried out by S3 and S4 pupils. The proportions employed in retail rose over the years, especially after S4. There was a trend away from 'less-structured' employment in S3 and S4 to more 'formal' types of employment among S5 and S6 pupils.

42. Those pupils in the lowest attainment group were less likely to be working in retail, especially in chain stores, and a higher proportion of them had delivery jobs. There was little

variation in job type according to social class. Pupils in rural areas were less likely to work in delivery and in chain stores, and more likely to work in hotel/B & B and café/restaurants than those in urban areas.

43. The average number of hours worked per week increased by school stage from an average of 7.32 hours in S3 to 12.47 hours among the S6s. Average hours varied by type of work; location; and to a limited extent by attainment and social class.

44. There was considerable variation in the hours that pupils worked, from 1 to 30+ hours per week. Around two thirds were working between 1 and 10 hours per week. Previous research has identified critical thresholds for working hours beyond which they are likely to have a negative effect on school work. This research has shown that while the majority of current workers were employed for a reasonable number of hours, a substantial minority were working longer hours at a level that was associated with a detrimental effect on their schooling.

45. The average hourly pay rate of all current workers was £4.72, higher than the Minimum Wage level for 16 and 17 year olds (£3.00 per hour). Young men had a higher hourly rate than young women. While average pay rates in all type of jobs were above the Minimum Wage, a substantial minority of pupils (22%) were earning less, especially those employed in hairdressing. Average weekly earnings were £36.63 but this varied by stage due to the higher number of hours worked by older pupils.

46. While the majority of current workers did not receive holiday or sickness pay over half of S6 pupils did; this suggests that their employers were treating them in the same way as other part-time employees.

47. Pupils under the age of 16 who have a part-time job should have a work permit (issued by their local authority) but only 11% of current workers covered by this legislation had one.

48. Most pupils were working for an employer outside the family. A higher proportion of older pupils were employed by major employers. Pupils were very unlikely to have started their own business.

49. Parents and other family members were the most important source of information on part-time jobs, friends were the second. Where pupils' family and friends do not have the necessary contacts or where pupils lack a network of family and friends, then they are likely to face greater difficulty in gaining part-time work.

Chapter Seven Predicting Which Pupils are Likely to Work Long Hours?

50. The impact of pupils' working hours on their school work and attainment was a concern for many stakeholders, especially teachers. Previous research showed that working *long* hours tended to have a *negative* impact while working for a *small* number of hours might have a *positive* effect on attainment. Statistical modelling was used to identify significant factors in predicting which pupils worked longest hours: these factors were significant after taking account of the impact of a range of other factors.

51. The most significant factor in predicting longer hours was the type of job pupils worked in. Pupils working in farm work, fast food outlets, hotel/B & B and supermarket work were most likely to work longer hours, as were those who worked for a family member.

52. Pupils' school stage, ethnicity, living arrangements and social class each had an independent effect on likely working hours. Attainment, enterprising attitudes and attitudes to school also each had a small effect on predicting which pupils were likely to work long hours.

53. While some patterns of truancy were likely to predict working longer hours, this was complex and most pupils said they did not work when they were truanting.

54. Pupils who were unsure what they wanted to do, or planned to set up their own business, were more likely to work longer hours.

55. Pupils who were volunteers in addition to having a part-time job were likely to work for fewer hours in their paid job. Non-significant factors in predicting who worked long hours included location and most other 'out of school activities'.

SECTION C THE VALUE OF WORK: DIFFERENT PERSPECTIVES

Chapter Eight Perceptions of the Value of Pupils' Part-Time Work

56. Pupils, school staff, careers advisers, parents and employers were asked about the advantages and disadvantages of having a part-time job while at school.

57. There were few differences in opinion between pupils who had worked part-time and those who had not. While financial rewards and the ability to earn one's own money were a key advantage of having a part-time job for pupils, they were equally likely to see it as an opportunity to develop independence and confidence. The most common concerns were about negative effects on school work and social life.

58. Headteachers and Principal Teachers also noted a wide range of potential gains including confidence building and the development of skills, such as communication and time and money management. However, their main focus was on the perceived negative impact of part-time work on pupils' school work and this was seen as likely to outweigh any benefits. They were the group most inclined to perceive pupils' jobs as being of poor quality.

59. In addition to benefits in terms of personal attributes and skills, careers advisers noted a positive impact on pupils' motivation and on their awareness of the need for qualifications for their future plans. They suggested that the experience of the employee/employer relationship might create tensions in the pupil/teacher relationship. They also noted concerns about the effect on school work and social life.

60. The vast majority of parents thought that pupils should have a part-time job while at school, even those whose children had not had a job. Parents noted a variety of benefits: the chance to learn skills not taught in school; increased confidence and communication skills; meeting people from different social backgrounds; the development of good work attitudes and habits and respect for others. They were somewhat less sure that part-time work gave pupils a chance to practise what had been learned in school. The majority of parents did not think that part-time work meant less time for friends or sports/hobbies. Two thirds did not think school work suffered - there were differences in response depending on whether their children had worked or not.

61. Employers considered that part-time work was ‘more real’ than school work experience and that it was particularly valuable in that young people had found jobs for themselves.

62. Scottish Councils Education Industry Network (SCEIN) members highlighted the potential value of part-time work to the development of core skills and understanding of the world of work as well as benefits in respect of self-esteem, independence and maturity. Negatives were related to the loss of time for other activities; long working hours; low pay; poor working environments; and health and safety issues.

Chapter Nine The Quality of Pupils’ Part-time Work

63. What pupils did in their part-time work is likely to have a bearing on any recognition of their job in their schooling. The majority of pupils noted that they had to deal directly with customers and co-operate with others to get the job done. Young women were more likely to use computers than young men who were more likely to work with tools and machinery. Just under a quarter of pupils noted reading, writing and paperwork as part of their job, while 22% were involved in training or supervising other staff.

64. The extent of involvement in these activities varied by school stage, attainment, the type of job pupils did, whether or not they worked for a major employer and the extent to which they saw themselves as enterprising in their attitudes.

65. Pupils were generally positive about the chance part-time jobs gave them to learn new things, to develop their skills and abilities and to make decisions. Just under half felt their job was challenging to them and allowed them scope to organise their own work. There were some differences by year group, gender, attainment and level of enterprising attitudes.

66. Half of those who currently had a part-time job received training when they started their job. These figures were higher for females, older pupils, those with higher enterprise scores, and those working for major employers. Just under half of those who got initial training received continuing training. For most, training did not lead to a certificate.

67. Statistical modelling was used to examine the inter-relationship between the various factors that might predict having a ‘demanding’ job and to identify which remain significant after the others are taken into account.

68. As might be expected, type of job was one of the key predictors of being in a more demanding job, especially working in retail or fast food. Those pupils more likely to be in demanding jobs were: S6 pupils; those working in a family business; those who were self-employed (very likely to be doing demanding work); and pupils who classified themselves as Pakistani, Gypsy/Traveller or ‘other’ (with the exception of Pakistani girls). Pupils who were ‘looked after’ were likely to be in less demanding work, controlling for all other factors.

69. Other factors that were significant included certain attitudinal factors; level of enterprising attitudes; the extent of enterprise in education inputs; pupils’ other time commitments out of school; and post school plans.

70. Case studies of twelve pupils in their part-time jobs were conducted by means of interviewing, timed event-recording and observation. The purpose of the case studies was to examine in more detail the tasks undertaken in each job and the skills and learning gained by the pupils.

71. In some cases, observation by the researcher identified extra tasks not reported by the pupil, for example the pupil might speak of 'serving customers' while the observer noted this also involved operating machinery or food preparation.

72. The greatest number of activities was recorded for catering, followed by retail. The lowest number was in delivery. Jobs varied with respect to contact with adults, with peers and with customers/clients. Communication skills, relationships with co-workers and confidence development were themes that were identified across the majority of case studies. The acquisition of job-specific skills was also identifiable in some case studies, for example health and safety, or tailoring coaching approaches to different learning styles of clients.

73. The case studies showed important variations between jobs within the same sector: because two jobs had the same title it could not be assumed that the activities carried out would be the same.

74. The case studies offered some support for pupils' views that their work provided the opportunity to learn and attain skills.

75. School and careers staff commonly interpreted questions about the link between part-time work and being enterprising in terms of being entrepreneurial (business start up) or employability. However, increased social skills and maturity, more enthusiasm, confidence and social responsibility (through supporting other pupils and getting involved in the life of the school) were seen as possible links between part-time work and enterprising attitudes and behaviours.

76. Pupils were asked to assess themselves on a series of statements associated with enterprising attitudes. More boys rated themselves as having a high level of enterprising attitudes than did girls. A high percentage of pupils with parents in the managerial and professional class viewed themselves as high in enterprising attitudes. A large proportion of pupils whose parents were self-employed also judged themselves as high in their enterprise scores. Pupils with higher academic levels tended to perceive themselves as higher in enterprising attitudes compared with the least academic pupils.

77. More pupils who saw themselves as high in enterprising attitudes had had a part-time job than those pupils who rated themselves low in enterprising attitudes. The pupils with the highest score for enterprising attitudes gave more importance to gaining independence as a reason for working part-time compared with those with low scores. Pupils' self rated enterprise score was also associated with the type of work done, how demanding it was, and working hours.

78. We used statistical modelling to identify the key factors that predict a higher level of enterprising attitudes.

79. Ethnicity was not a significant factor in predicting enterprising scores with the exception of Asian pupils who were likely to rate themselves as having lower enterprising scores.

80. Work experience was not a significant predictor of enterprising attitudes but other enterprise in education inputs increased the likelihood that pupils would rate themselves more highly in terms of enterprising attitudes.

81. This model confirmed that pupils who were currently in part-time work were more likely to perceive themselves as high in enterprising attitudes than those who had never worked. But current part-time work was only one amongst a number of significant factors.

82. If we view part-time employment as another ‘out of school’ experience, the picture that emerges from the statistical modelling suggests that pupils who were positively engaged with a range of activities outside of school were more likely to perceive themselves as high in enterprising attitudes. In this case, part-time work was another indicator of a pupil engaging with their social environment.

83. In addition those pupils who had positive attitudes to school, who had a high academic level, a definite career focus and whose post school plans involved going on to HE, were likely to have high enterprising attitudes. Not only was engagement with ‘out of school’ activities significant but successful engagement with school was also linked to enterprising attitudes.

84. In contrast pupils who had never worked, who came from lower social class backgrounds, who had less positive attitudes to school, who had any level of truancy, and had lower academic levels each were likely to have lower enterprising attitudes. They were also less likely to be engaged in out of school activity and to spend more time watching TV or on their computer. They were less likely to know their post school plans and more likely to have less experience of enterprise in education activities.

SECTION D RECOGNITION

Chapter Twelve Current and Planned Use of Pupils’ Part-Time Employment in their Schooling, and Related Legislative Issues

85. At the time of the research, there was very little structured use of part-time employment in schooling. Some subject areas appeared more likely than others to throw up opportunities to draw on part-time work but this seemed to be rather by default than design.

86. Staff who might have been expected to be more aware of vocational links to schooling, such as those responsible for enterprise in education in schools, were just as unlikely to make use of part-time employment in their work. Careers advisers were more conscious of trying to use pupils’ part-time employment in their work with pupils.

87. Pupils perceived only a few links into the mainstream subject curriculum; PSE, individual pastoral care and guidance contacts appeared to refer more often to part-time employment. But pupils noted that they had also experienced discouragement about the impact of part-time employment on their attainment.

88. The potential for using school pupils' part-time employment in their schooling had already been considered by a small number of SCEIN respondents, most commonly to use part-time employment to support, enhance or replace work experience.

89. With regard to legislation and child protection, the general picture was one of confusion and lack of clarity from school level to Scottish Executive level on the principle and practice of protecting children at work.

90. More than half of local authorities had byelaws which set a minimum age for work that was not in line with current Scottish legislation. Nor did the number of term-time hours of work permitted under in Scotland, at the national level, conform to European Union standards. Few pupils in S3 and S4 had the required work permit.

91. The majority of respondents thought that the legislative position on child employment needed, as a minimum, to be clarified, irrespective of any initiative to recognise pupils' part-time employment. They also identified a need for clarity and guidelines on those aged over 16 who were employed while still at school. The idea of recognising part-time work in schooling made this more of a priority.

Chapter Thirteen Links between Part-Time Employment and Other Vocational Experiences, and the Certification of 'Out of School' Experiences

92. Both work experience and part-time employment were a 'majority experience' for school pupils but a small minority of pupils had had neither opportunity.

93. Work experience and part-time work were seen as serving different purposes. Opinion varied as to which was 'best'. Work experience was seen to have a more varied range of opportunities, a view supported by data from Careers Scotland work experience databases, but part-time work was seen to be more 'real'.

94. There is a question about how far part-time work and work experience are complementary or repetitive experiences. Certainly, for many young people, work experience was not their first exposure to the working world.

95. The potential to make use of pupils' part-time work within vocational pathways, whether directly or through a more generic link, had not been considered at the time of the research interviews.

96. There were few links apparent between part-time work and enterprise in education inputs. Pupils' involvement in the elements of this curriculum varied by stage, with involvement increasing for most elements from S3 to S6.

97. SCEIN respondents were able to note a number of existing approaches to certifying pupils' vocational or 'out of school' experiences. This represents the approaches known to the informants, and does not replace the need for a full feasibility study.

Chapter Fourteen The Principle and Practice of Recognition: The Response of Educational Stakeholders

98. The overall principle of making more use of pupils' part-time employment was generally viewed positively as a bridge between education and work and as a way of making

use of a potentially positive experience for young people. But a variety of concerns about the principle were expressed by school and educational staff, some of them major. The following were key issues of principle, and questions, which arose when considering the use and recognition of part-time employment in schooling.

99. School and local authority staff (SCEIN members) were presented with five models of recognising pupils' part-time work in their schooling:

- recognition of part-time work through full embedding in the curriculum
- recognition that part-time work can develop generic transferable skills
- formal recognition of the distinctive outcomes of part-time work
- recognition of the role of part-time work in personal planning
- recognition of the potential of part-time work to contribute to progression

100. The models are neither exhaustive nor mutually exclusive but were developed to reflect variations in approach to the issue of recognition.

101. The views of school and local authority staff on the different models of recognition were varied and it was difficult to see a clear pattern. There were, nevertheless, some common themes: the role of employers; responsibility for assessment and quality assurance; the legal position for schools if they recognised part-time employment; and resource implications for schools.

102. There was no consensus in favour of an approach to the recognition of part-time work which included formal discrete certification. The use of part-time work in personal planning or to contribute to progression constituted the least formal approaches to recognition and would require least change from schools. These were the models that received the least critical comment from school and local authority staff.

103. It was clear, however, that the educationalists in this study, particularly at the level of Principal Teachers, were still to be convinced that recognition of pupils' part-time employment (especially involving formal accreditation or embedding) was feasible. Some suggested that raising the profile of part-time work would be an important first step in any attempt to make use of part-time work in pupils' schooling.

Chapter Fifteen The Principle and Practice of Recognition: The Views of Pupils, Parents and Employers

104. Pupils were divided in their views on the principle of schools making more use of part-time work in their schooling and a substantial minority were unsure about the idea.

105. Pupils' views on whether part-time work should be used in schooling varied according to their school stage and also whether or not they had had part-time work. The latter were more in favour than those who had never worked. Nevertheless, a sizeable minority of pupils who had not had a part-time job supported the idea of greater use being made of it by schools.

106. Of the three approaches presented to them, pupils' were most positive about the certification of part-time work. There were some differences depending on school stage and whether or not pupils had had a part-time job.

107. Linking part-time work to personal review and planning was viewed positively by just over a half of pupils. A similar percentage were positive about an approach which would use part-time work in teaching, assessment and core skills but they attached more caveats to this: concerns about lack of relevance; the importance of keeping school and work separate; and possible problems for pupils who did not have a job.

108. Most parents thought that part-time work had educational value and agreed with the idea that schools should draw on pupils' part-time employment. But they were almost equally divided in their views on the desirability of part-time work being formally recognised, through certification.

109. The great majority of employers surveyed were positive about recognition and the availability of certification for pupils' part-time jobs. Most said they would take notice of an individual's part-time work certification when recruiting, many indicating that it demonstrated a good work ethic or that it would show the extent of previous experience and allow them to establish existing levels of training and identify skills. Some also saw certification as a way of recognising the commitment of those pupils who did work part-time. This view contrasted with concern expressed by educationalists about equity and the fairness of recognising an experience that not every pupil had.

SECTION E DISCUSSION, ISSUES AND RECOMMENDATIONS

Chapter Sixteen Discussion, Issues and Recommendations

110. This research is unique in that it draws on a wide range of information sources to provide us with an insight into school pupils' part-time employment. In doing so the research findings challenge a number of common sense assumptions and demonstrate that:

- the majority of school pupils combined full-time education with part-time employment;
- they worked in a range of jobs;
- pupils in rural areas were more likely to have part-time jobs than their urban counterparts;
- 'poverty' did not explain why school pupils worked part-time;
- pupils who had part-time jobs did not truant in order to work;
- there was no support for the idea that disenchanted pupils were more likely to have a part-time job.

111. Many of the adult stakeholders raised questions about the types of jobs that school pupils did, perceiving them as 'low skill'. The findings of this research have challenged the validity of these views by demonstrating the range of activities and opportunities for learning and skill development that were involved in school pupils' part-time work, while acknowledging variations between and within job type.

112. Paradoxically, while some stakeholders questioned the value of these part-time jobs they also acknowledged that part-time employment had the potential to contribute to learning. Many welcomed the idea of developing the link between education and pupils' part-time work.

113. No simple consensus emerged on the issue of recognising pupils' part-time employment in their schooling. Rather we saw a highly nuanced level of debate. This in part reflected the novelty of the issue under discussion and that a consideration of the issue

challenged the traditionally negative views of pupils' part-time work held by educationalists (negative views which this research itself questions).

114. The evidence within this report has provided the opportunity to inform a debate about a neglected aspect of young people's lives. It is opportune that this debate is taking place against an educational backdrop where there is a willingness to view 'out of school' activities as potentially relevant educational experiences.

115. A number of recommendations arise from the research; these cover the following areas:

116. *Awareness raising:* Action needs to be taken to provide school and local authority staff with accurate information about pupils' part-time work. Pupils also require information about part-time work to enable them to make informed decisions about their possible participation. This awareness raising should be undertaken from school through to Scottish Executive level. Careers Scotland should consider strategies to encourage more structured use of pupils' part-time work in career education and guidance.

117. *Employers:* Employers need to be encouraged to develop good practice in employing school pupils. The Scottish Executive should consult with employer organisations on how to encourage employers to help develop the employability skills of their part-time pupil workforce.

118. *Legislation:* The current system for monitoring and controlling the part-time employment of under 16 year olds is ineffective and is not in line with European Union legislation; this need to be urgently addressed by the Scottish Executive. A radical revision of the legislation should be considered. Consideration should also be given to extending the National Minimum Wage legislation to working pupils under 16.

119. *Recognition of part-time work:* The research concluded that pupils' part-time work could contribute to some of the wider goals of Scottish education. However, in deciding whether it should be used in a recognised way in schooling, policy makers need to take account of the various consequences that any recognition system would have on the part-time work experience. The research highlighted a number of key points that policy makers should take into account in making their decisions, including the fundamental principle that any system of recognition should be voluntary. A full feasibility study of possible approaches to recognition would be required if a decision is taken to introduce recognition of part-time work.

120. *Equity issues:* Policy makers need to take account of pupils' unequal access to and/or participation in part-time employment in deciding whether or not it should be recognised within schooling. If it is to be recognised, clear guidance is required on whether or not education should play a compensatory role with some pupils.

121. *Part-time work and the vocational curriculum:* Other forms of vocational experiences, especially work experience, need to take account of pupils' participation in part-time work in the planning, organisation and delivery of their provision. If a policy decision is taken to recognise part-time work then the potential for links between part-time work and Skills for Work courses should be examined as part of the wider feasibility study into approaches to recognition.

122. *Part-time work and enterprise:* This research has shown a relationship between part-time work and the extent to which pupils think they are enterprising but further research on a

longitudinal basis would be necessary to assess the impact of part-time employment on the development of pupils' enterprising attitudes, skills and behaviours.

SECTION A

THE RESEARCH: BACKGROUND AND METHODOLOGY

STRUCTURE OF SECTION A

A.1 The issue of school pupils' part-time employment has in the past received limited attention from researchers and policy makers. Against this background this research represents a major change in emphasis. Within the UK it is the first large scale study of this particular type of employment to be commissioned by government.

A.2 We start in chapter 1 by providing a brief explanation of process leading up to the commissioning of the research and we outline the specific aims and objectives of the research. We then review such research evidence as does exist, paying specific attention to any research that has taken place in the UK. This review, while drawing attention to existing findings, highlights the potential gaps in knowledge and provides a rationale for the objectives of the present research.

A.3 One specific objective of this research is to consider the issue of recognition of part-time employment in the context of educational and enterprise goals. In chapter 1 we also outline the framework within which this objective will be discussed. This takes the form of outlining a number of alternative models of recognition of pupils' part-time work in their schooling. In total five models are outlined, however, these are neither exhaustive nor mutually exclusive.

A.4 In chapter 2 we focus on the methodology adopted. We outline the various elements within the research project and provide specific details on the data collecting techniques. As this chapter demonstrates, the research includes a number of discrete elements drawing upon quantitative and qualitative approaches. Throughout the report we draw on the evidence from this wide range of sources but do not detail all of the findings from them. Full reports of the different studies conducted within the overall research are contained in Appendix G: *Reports and Working Papers*.

A.5 We also identify and explain the key terms and variables used in the research.

CHAPTER ONE SCHOOL PUPILS' PART-TIME EMPLOYMENT: INTRODUCTION AND CONTEXT

The Research

1.1 This study was commissioned by the Scottish Executive in response to the recommendations made by the Enterprise in Education Review Group (Scottish Executive, 2002a). The Review Group's report focused upon the enterprise and work related curriculum and its contribution to economic and educational priorities.

1.2 One issue highlighted by the Review Group was that school pupils have experience of paid employment outside of school. However, it was acknowledged that opinions vary as to the value of this experience, with employees and employers identifying the positive learning gains and educationalists expressing reservations in relation to the potential impact on schooling.

1.3 The central concern of the Review Group with respect to school pupils' part-time employment was that there was a need for research to consider '*...the nature and implications of part-time work undertaken by school students of 16 and over*'. The review also recommended that there should be some consideration of the potential for linking such part-time employment experiences with the school curriculum and to consider the '*...opportunities for certification of appropriate part-time work...*' (Scottish Executive, 2002a).

1.4 The Review Group's recommendation and the Executive's response were made against a background where learning to be enterprising had become a central purpose of school education. The idea of being enterprising goes beyond the aim of providing pupils with some practical experience of business ventures and focuses upon enhancing the curriculum to develop a range of skills such as:

'... problem solving, independent and collaborative decision-making, evaluating risk and risk taking, using initiative and working with others. It is seen as encouraging positive attitudes towards creativity, confidence, self-esteem, self-reliance and respect for others.' (Scottish Executive, 2002b, p25).

1.5 In this context, it is possible that the naturally occurring part-time employment experiences that pupils gain may contribute to, or reflect the attainment of, some of these skills. But to evaluate the potential for a pupil's part-time employment to enhance their learning and skill development, there is a need for a greater understanding of such employment within Scotland.

Research Aims

1.6 As we have noted, this research arises from the Enterprise in Education Review Group's recommendation on the need for research into the part-time work undertaken by school pupils; based on the Review Group's concerns and also additional requests for information from the Scottish Executive, a number of specific research aims were identified.

1.7 The recommendation from the Determined to Succeed report identified two principal aims:

- To investigate the nature and implications of school pupils part-time employment
- To consider the opportunities for certification of appropriate part-time employment.

1.8 In the light of the issues identified by the Scottish Executive, a number of more specific aims were identified. These were to:

- Provide a picture of the nature and extent of school pupils (S3 through to S6) part-time employment across Scotland, including state and independent school sectors.
- Consider the factors that influence part-time employment status, hours worked and type of job.
- Identify the types of employment undertaken and the quality of the experience.
- Investigate the relationship that part-time employment has with attainment, attendance and perceived views of schooling.
- Investigate the implications of part-time employment for enterprising attitudes, skills and behaviours.
- Consider policy and practice in the employment of young people.
- Assess the views of key stakeholders regarding part-time employment and the issue of recognition.
- Explore models for accrediting part-time employment experience.

Background: existing research

1.9 It can be argued that within the UK the issue of young people's part-time employment was re-discovered in the 1990s. It is not our intention to review this literature, since that has been done elsewhere (See Hobbs and McKechnie, 1997, Leonard, 1999 and McKechnie and Hobbs, 2001). We wish rather to comment on some of the findings and issues raised by research which has been undertaken in the last 15 years and which are pertinent to the current research.

1.10 The findings from this body of research led some to argue that it challenged prevailing myths about young workers in Britain. Lavalette et al (1995) argued that the research showed that rather than being a minority experience, paid part-time employment was a majority experience amongst school pupils. They went on to argue that school pupils worked in a wide range of jobs that went beyond the stereotypical idea of 'children's jobs' such as delivering newspapers. Finally they argued that the existing legislation which was in place to protect young employees was ineffective.

1.11 In the early part of the 1990s much of the research was driven by a desire to establish the nature and extent of such part-time employment and to consider the effectiveness of the existing legislation. In Britain this legislation is targeted at children under the age of sixteen years of age who wish to combine part-time employment with their full-time compulsory education. The legislation in this area is the Children and Young Persons Act 1933 and the Children and Young Persons Act (Scotland) 1937 and its subsequent amendments. The basic aim of the legislation is to protect young employees by limiting the types of jobs they may take, prescribing the total number of hours that can be worked and when those hours are worked. The responsibility for applying the legislation rests with the local authority. In order that such employment can be monitored local authorities issue work permits to young employees. While the legislation has been amended on a number of occasions, most recently in response to European Directives, research has continually questioned its effectiveness (Hamilton 2002; McKechnie, Hobbs, Anderson and Simpson, 2005).

1.12 Research in this area has also attempted to gain some insight into young workers' views about their jobs, their motivation to work and the disposal of earned income. Such studies have adopted qualitative methodologies to explore these issues (McKechnie et al,

1996, Mizen, Pole, and Bolton, 2001). The findings from such studies are more difficult to summarise but show that although money is an important motivation, work is associated with independence and for some is linked to gaining experience. The findings also show that young employees evaluate their workplace, and like adults, recognise the good and bad aspects of their jobs.

1.13 While this body of research is important it has some limitations. In the context of the present research two are worth noting. First most of the research focused on the part-time employment of pre-16 year old pupils. This was in part due to the focus on the policy and legislation that applies to this age group. However, attention on the post-16 year olds experience of part-time employment has been increasing. In England, Payne's study of post-16 year olds (Payne, 2001) and in Scotland, Renfrewshire Council's study of part-time work amongst senior school pupils (McKechnie, Hill and Hobbs, 2002) showed that it was the minority of pupils who had not had experience of paid employment and that the majority of pupils were combining part-time work and education. What these recent studies have highlighted is that there is a need for a greater understanding of the variations in the pre- and post-16 year old experiences of employment.

1.14 The second issue is that the majority of the studies in the 1990s were not based upon representative samples of the population and reflect the situation in specific geographical areas. An additional complexity was that comparison between the different studies was compounded by variations in methodology and terminology (see Hobbs and McKechnie 1997, for a discussion of this issue). One UK study did claim that it was based upon a representative sample. This study by the Economics, Research and Education Division of the Department of Employment (Hibbett and Beatson, 1995) interviewed a representative sample of 1,663 13-18 year olds. It is worth noting that Hibbett and Beatson's findings are comparable to the results from the other research carried out at this time.

1.15 Unfortunately Hibbett and Beatson's study provides only a limited picture of Scotland. At the time of the study interviewees were categorised as being based either in metropolitan areas (Strathclyde) or non-metropolitan areas (Scotland excluding Strathclyde). This strategy did not provide us with a clear picture of the potential variations in school pupils' part-time employment across the diverse regions and local economies within Scotland (for example see McKechnie, Stack and Hobbs, 2005). Other studies with representative samples as their base do not include Scotland (eg Payne, 2001).

The traditional view of pupils' part-time employment

1.16 For many years the dominant views at national, and international levels, centred on the perceived lack of value of young people's employment. The defined role for young people in developed economies was that of school pupil, not employee. In this context employment was perceived as secondary to schooling and, for many, detracted from it.

1.17 Much of the research regarding the value of employment has traditionally focused on specific variables, such as the number of hours worked, and its effect on specific outcomes, such as academic attainment. For a number of years the issue of hours of work (the 'intensity' of employment) and academic attainments has dominated debates about the value of work. It has been shown that there is an association between working long hours and poor academic outcomes. However, there is some variation in the thresholds identified for 'long hours'.

1.18 For example, Payne (2001) in a study of A Level pupils found that pupils working more than 15 hours in Year 12, and more than 10 hours in Year 13 had poorer academic outcomes. Payne suggests that the variation between the two years reflects the differing

academic demands. An earlier study by Tymms and Fitz-Gibbon (1992) involving A Level pupils found that the negative effect of part-time employment emerged for those committing more than 9 hours per week to work.

1.19 Research in Scotland has produced similar results. In a study of S4 and S5 pupils researchers found that the negative effect of employment on academic performance emerged for S4 pupils working 10 or more hours per week, while the threshold for S5 was 16 hours per week (McKechnie, Stack and Hobbs, 2001; McKechnie, Hobbs and Hill, 2002). The pattern for S6 pupils was different and the researchers suggest that this reflects the various motivations of pupils voluntarily returning to this school stage.

1.20 The academic performance of pupils working below the thresholds identified above was no worse than pupils who were not working. In some cases researchers have found that those pupils working a small amount of hours per week have better academic outcomes than those who do not work (Hobbs and McKechnie, 1997).

1.21 International research in other developed economies supports this general pattern regarding intensity of employment (see for example Post and Pong, 2000, and Rhum, 1997, in the USA and McCoy and Smyth, 2004, in Ireland) and the fact that low hours may be associated with positive academic outcomes (Stern and Briggs, 2001).

1.22 In the last decade debates about the potential value of part-time employment have moved on and there is now a growing acceptance that any employment experience, be it a school pupil's or an adult's, has the potential to be both good and bad. Hobbs and McKechnie (1997) proposed that when viewing 'child employment', a Balance Model provided a useful context within which to consider the value of work.

1.23 This Balance Model suggests that since any employment experience can have positive or negative outcomes, the issue becomes one of identifying what factors influence the outcomes. For Hobbs and McKechnie the factors include: how long the individual works, when they work, the type of job they do, the quality of the job, age and gender. The challenge for the researcher is to adequately define and measure the variables and to consider the interaction between variables.

The potential of part-time work to contribute to wider educational goals

1.24 As we have outlined, research has focused on the evidence linking excessive hours of work with poor academic attainment. However, by adopting this focus, researchers have paid little attention to the potential effect of work on other, wider, educational goals.

1.25 Trends within education suggest that this is an appropriate time to engage more fully with the debate about the potential value of part-time employment to contribute to the achievement of wider educational goals. In Scotland, as elsewhere in Britain, there is a recognition that learning does not only take place in the classroom and that education should make use of the variety of learning contexts in which young people (and other learners) can develop their knowledge, skills and understanding. This is paralleled by the desire to encourage and enable young people to develop a wider set of knowledge and skills than have previously been fostered by the traditional school curriculum (for example, employability skills, enterprising attitudes and behaviours) and to encourage them to become lifelong learners. This sort of thinking and approach is reflected in the desire to move beyond a simple focus on the acquisition of formal qualifications ie to move from a concentration on young people's *attainment* to a system which recognises their broader *achievement* in a range of contexts and activities, including out-of school activities. This thinking is central to recent

policy debates and developments in Scotland such as the Determined to Succeed strategy, the National Debate on Education and A Curriculum for Excellence. A Curriculum for Excellence (Scottish Executive, 2004), for example, states that there is a need to '*ensure pupils get appropriate recognition for achievements in developing work-related and other skills*' and '*ensure pupils can take on to the next stage of their lives a broad and rigorous record – not just of their academic work, but also of their vocational learning and their achievements beyond the traditional school curriculum*'.

1.26 The latter part of this quote raises the issue of how pupils' broader achievements are to be recognised and recorded and we turn to the question of the recognition of pupils' part-time work in a later section of this chapter.

1.27 Some research has been carried out which has considered the possible wider learning from part-time work and suggests that there is a potential for educational benefits. For example, one recent study by Careers Scotland to consider the link between part-time employment, future aspirations and knowledge of the world of work indicated that S5 pupils working moderate hours had the highest future aspirations, higher even than those pupils who did not work (McKechnie, Hobbs and Anderson, 2004a). The study also found that the types of jobs held by S5 pupils, in contrast to those in S3, were likely to expose them to more adult-like aspects of the world of work (McKechnie, Hobbs and Anderson, 2004b).

1.28 Others have investigated pupils' views on part-time employment and work experience. The findings indicate that pupils associate different opportunities for learning from these different experiences. For some pupils employability skills were more likely to be gained from part-time employment rather than work experience (Semple et al, 2002).

1.29 While these three studies have their limitations they offer an alternative perspective, one which moves beyond the traditional work-attainment debate. This research adopts this approach by considering school pupils part-time employment in the context of wider, and newly emerging, educational goals.

The quality of part-time employment

1.30 Let us consider one example of a school pupil with a part-time job:

Amanda is sixteen and is a full-time school pupil. For nine hours a week she works in a shoe shop. Her main role is to serve customers. This involves showing them the range of stock, helping them with their choice of shoe and if the customer purchases the shoes, she processes the sale through the till. In dealing with the till Amanda has to handle a range of payment methods including cash, cheques, credit and debit cards and vouchers. She also continues her role as a sales person, as she points out a range of shoe care products to the customer.

Amanda is also responsible for shoe sizing within the store and has been trained to use both manual and electronic systems for this task. Since she works mainly in the children's department, sizing is an important element of her job. In addition to selling shoes she is also responsible along with the other employees for dealing with customer enquiries, maintaining the displays, keeping the shop tidy, returning shoes to the stock room and some general cleaning.

Since she is trained in the use of the shoe sizing equipment Amanda has the additional role of monitoring her fellow workers. The store's policy is that staff who

are not fully trained in shoe-sizing must be supervised and have their measurements checked by a fully trained member of staff.¹

1.31 If we are to consider the potential value of pupils part-time employment there needs to be a greater awareness of what young people do in their jobs. It is apparent that Amanda's job is not easily summarised by the number of hours that she works. The tasks she carries out, the quality of the experience and her interpretation of the experience needs to be considered in any discussion of the value of her job.

1.32 In the USA researchers such as Frone (1999) have long argued that there is a need to understand the quality of employment if we are to fully evaluate part-time employment. Mortimer (2003) argues that evidence from her research indicates that pupils benefit from part-time employment by improving their level of post-school employment and that part-time work aids in the attainment of skills and psychosocial development. The caveat that Mortimer adds is that for this to happen, the work must be of a suitable quality. In this case, the quality of employment can tip the balance in favour of positive outcomes.

1.33 In Britain there are few researchers who have engaged with the debates about the quality of employment (Leonard, 2002; Hobbs et al, forthcoming). To date there has been no systematic study of what school pupil workers do in terms of the characteristics of their jobs and the quality of their part-time work experience. Clearly such a gap needs to be addressed if the value of part-time employment is to be fully considered.

1.34 In moving beyond a focus on the number of hours worked by young people to consider the quality of their employment experience there will need to be some consideration of the potential interaction between variables. The Balance Model also suggests that it is important that attention is paid to the potential interaction between variables which may influence the impact of employment. To facilitate this there is a need for large scale studies which allow for multivariate modelling in evaluating the outcomes. The present research starts to address such issues.

1.35 Throughout this section we have been focusing attention on those young people who have part-time jobs. However, all of the existing studies in this area acknowledge that many school pupils do not work. Traditionally there has been an implicit assumption in most of the research that non-workers are a homogenous group against which we can compare working school pupils. Lavalette (1994) argued that amongst the group of non-workers are likely to be pupils who used to work and that they may differ from pupils who have never worked. Similarly in a recent Careers Scotland project it was evident that those pupils who had never worked includes some who will have applied for but failed to get jobs and others who have never applied for work (McKechnie, Hobbs & Anderson, 2004a). Such findings suggest that we may be able to gain further insights into part-time employment by attending to these different groups of pupils. In particular there is a need to understand the motivations and goals of those pupils who have never worked.

The recognition of school pupils' part-time employment

1.36 As we noted at the start of this chapter the Determined to Succeed report recommended that *'opportunities for certification of appropriate part-time work as part of the National Qualifications Framework must be investigated so that it is clearly recognised by employers'* (Determined to Succeed, 2002a).

¹ This example is adapted from the Case Studies element of this research. See Section G: *Appendix 12: School Pupils Part-Time Employment: The Case Studies*.

1.37 Internationally there is considerable variation in the relationship between formal classroom learning and non-formal workplace learning. In some education systems the links are quite clearly made as we found in the review of the recognition of part-time work in the UK and internationally that we carried out as part of this research (Appendix 14). We noted examples such as production schools in Turkey and Charter High Schools in the USA.

1.38 An Organisation for Economic Co-operation and Development (OECD) issues paper 'Combining learning at school and at work' (2000) suggests that a number of positive outcomes can be associated with workplace experience as experienced around the world. These include: making learning more applied and interesting for young people; contributing to improved educational attainment; helping to develop the specific occupational skills that employers actually want; developing important general work habits and attitudes such as punctuality and team skills; signalling these skills to employers when young people are seeking work; helping employers and young people to get to know one another and facilitate the recruitment process.

1.39 That the part-time work of pupils may warrant fuller attention is a theme which emerges in a number of academic papers. Stern and Briggs (2001) based on their analysis of qualitative data from pupils in the USA, suggested that it was common for pupils to ascribe value to both school and their part-time work 'because they both prepare young people for the future in similar ways'. The authors go on to suggest that drawing more explicit links between school and paid employment is an option that we should consider pursuing.

1.40 Hodgson and Spours (2001) suggest that, based on the increasing evidence in the UK that pupils combine full-time education with part-time work, there is a need for us to recognise this reality within educational settings. They suggest that within the context of ongoing debates about the curriculum, expanding educational participation and raising levels of achievement there needs to be an awareness of the role of part-time employment.

Issues of principle and practice

1.41 Considering how part-time work and schooling could be linked raises a number of issues of both principle and practice. Let us consider some of the issues of principle before turning attention to the practical concerns. Recognising, or certifying, part-time employment would result in a major change in the status of this activity. Clearly there is a question about whether school pupils would wish to link their work with school. The qualitative research on pupils' part-time employment suggests that pupils value this work because it is separate from school and they are treated not as pupils but as employees.

1.42 The issue of control may also be important. Research evidence shows that pupils drop in and out of work (McKechnie et al, 2005) and may use this strategy to control the impact of employment on other aspects of their lives (Green, 1990). However, some systems of recognition may constrain the individual's ability to drop-out of employment since there may be some expectation of minimal lengths of employment being required for it to be recognised. In such circumstances the young person is losing some degree of control over this aspect of their life.

1.43 Existing research indicates that pupils work in a wide range of jobs. It is likely that the types of jobs vary in terms of the demands they place on employees and in the quality of the experience. This issue is raised in the Determined to Succeed recommendation with the reference to certifying 'appropriate part-time work'. What should we consider as appropriate? In order that we may make judgements in this area there is a need for a fuller understanding of the variability across job types, of the skills used, the training (if any) received and the context of the employment. All of these factors could potentially influence the opportunity

for learning and the linkage to education. As we indicated in the previous section, in the UK the information to address such questions is not available.

1.44 Previous research has shown that not all pupils have part-time jobs, either through choice or circumstance. For example some studies have shown that school pupils are less likely to work if they live in areas of high unemployment and if they do not have a parent who is working (Howieson, 1990; Payne, 2001). Introducing a system that makes use of part-time employment within educational settings may disadvantage some young people and raises issues around the principles of inclusion and equality.

1.45 The issue of linking education and part-time employment requires us to consider this from the perspective of a number of stakeholders. These include school pupils, parents, school staff and employers. In addition the views of agencies such as Careers Scotland and potential end-users such as further and higher education institutions would have an impact on the viability of any scheme. There are no examples where part-time employment has been used within educational settings. Therefore we cannot draw upon existing sources to address such questions.

1.46 Finally, we need to acknowledge that introducing such a change would impact on the dynamic relationship between employer and employee and on the experience itself. By introducing some form of recognition one would change the dynamic of the situation: the nature of the experience that the part-time employee has would change. It is conceivable that the employer would have to take on new roles and become an assessor as well. The pupil's role as an employee would also change since they would become an 'employee-pupil' being assessed. It may also impact on the nature of the tasks being done since they would now have to be assessable.

Possible models of recognition

1.47 The present research will allow us to address a number of the issues outlined above. However, the practical issue remains of how to conceptualise the integration of part-time employment and education. In the absence of specific examples to draw upon the research team developed a number of approaches drawing upon the material within Education for Work. For a fuller discussion of the background and rationale see Appendix 14.

1.48 In these papers we suggest that there are potentially five models of recognition (Appendix 14). These are differentiated in terms of: the level of school involvement; the extent to which the employer is involved; the nature of the link (if any) to the schools curriculum; the nature of the link (if any) to employability or other progression; and whether or not certification is involved. The models developed are not exhaustive but were chosen to reflect variations in approach to the issue of recognition. A brief summary of each model is outlined below.

Model 1: recognition of part-time work through full embedding in the curriculum

1.49 In this model part-time work would be recognised as a context for school learning and assessment. This could be achieved through syllabus inserts and/or by ensuring that there were opportunities for learners to draw on their experience of part-time work in assessments. There would be no discrete certification.

Model 2: recognition that part-time work can develop generic transferable skills

1.50 In this model part-time work would be recognised as a context for the development and assessment of skills which complement the subject-based curriculum. These could either be skills which can already be assessed and certificated through national units (eg core skills)

or skills which would require the development of new national units (eg other employability skills).

Model 3: formal recognition of the distinctive outcomes of part-time work

1.51 In this model part-time work would become a focus for discrete certification in which either the school or the employer or both could be involved. This would result in the generation of a formal record of the outcomes of part-time employment within the Scottish Qualifications Certificate (SQC), possibly involving the SQA's new profiling facility.

Model 4: recognition of the role of part-time work in personal planning

1.52 In this model, part-time work would be formally recognised as having a part to play in the learner's personal development planning. This would be captured in paper or IT-based support materials related to Progress File and/or Personal Learning Plans.

Model 5: recognition of the potential of part-time work to contribute to progression

1.53 This model focuses on the contribution which the experience of part-time work may make to the learner in future – ie to the next stages of education or to employment - rather than on possible links to concurrent school activities. Examples of the outputs envisaged here would include web-based self-assessment programmes for the learners, structured references for use by employers, or a combination of these.

1.54 The figure below plots these models on to two axes, one the degree of assessment and the other the relationship with the formal curriculum. In addition the models vary in terms of the degree to which some form of certification is envisaged or not, indicated in the figure by an asterisk. As we can see, the models offer a range of options with respect to these two key factors.

Figure 1.1: Models of recognition

Nature of assessment	Relationship to the formal curriculum/school		
	Tied in	Linked	Independent
Fully and formally assessed	Model 1 * full embedding	Model 2 * generic transferable skills	
Subject to some measure of assessment		Model 4 personal learning planning	Model 3 * distinctive outcomes
Not assessed			Model 5 aiding progression

* associated with some form of certification

1.55 These models provided a framework for discussing the potential for recognising part-time employment with key stakeholders. In evaluating the potential of any of the models outlined above it is necessary to be able to draw on a range of evidence. In the context of this research, we draw on evidence from a wide range of information sources; these are outlined in the next chapter.

The structure of the report

1.56 The rest of the report is divided into a number of sections which deal with specific themes:

- Section B: Nature and extent of part-time employment
- Section C: The value of work: different perspectives
- Section D: Recognition
- Section E: Discussion and issues
- Section F: Appendices
- Section G: Appendices containing the reports and working papers of the research

1.57 At the beginning of each section we provide a brief outline of content of the section. We have also adopted a standard chapter layout. Each chapter starts with a summary of the main focus of the chapter before exploring the evidence in detail. At the end of each chapter we provide an overview of the research findings summarising the key issues.

1.58 Before we move onto considering the main research findings in detail we provide some specific information on the methodology we adopted. Chapter 2 outlines the specific research elements and the methods of data collection.

CHAPTER TWO METHODOLOGY

2.1 The scope of this research is ambitious; it has involved a number of different elements and collected data from a wide range of sources. These included school pupils, parents, teaching staff, senior school managers, employers, local authorities, Careers Scotland staff and members of the Scottish Councils Education Industry Network (SCEIN).

2.2 This chapter provides an overview of the various elements of the research, outlining each of the data sources, giving an explanation of the methodology adopted, the participants in the study and the contribution of the data source to the overall research. In a number of instances the material collected from the different data sources resulted in the production of a report. We draw on these reports in later chapters and the reports themselves are included as Appendices.

The sources

- 2.3 The key elements of the research were:
- a survey of school pupils across Scotland
 - a survey of all local authorities in Scotland with respect to a review of legislation
 - a survey of all local authorities in Scotland, through the members of the Scottish Councils Education Industry Network, with respect to views on the use of pupils' part-time work in schooling
 - a survey of employers
 - a set of Focus Studies in four local authority areas involving:
 - interviews and group work with a range of teachers
 - pupil focus groups
 - survey of parents/carers
 - interviews with Careers Scotland staff
 - interviews with members of the Scottish Councils Education Industry Network across Scotland
 - individual case studies of pupils in their part-time employment
 - study of the use and recognition of part-time employment in an educational context
 - study of enterprise research and initiatives

The survey of school pupils across Scotland

2.4 A primary aim of the research was to establish a national picture of the nature and extent of school pupils' part-time employment. This information was provided by means of a survey of pupils. The survey involved a random 10% sample of S3, S4, S5 and S6 pupils in secondary schools (both local authority and independent) across Scotland, providing a nationally representative sample. All local authorities in Scotland were involved in the survey and within each authority, 20% of schools were selected on a random basis. Within the independent sector 20% of the schools in Scotland were selected. The intention was to select a total of 88 schools and within each selected school to survey a random 50% sample of each of S3, S4, S5 and S6 pupils. Working from the school rolls for the previous academic year (2002–03), it was calculated that this approach would give a potential sample of approximately 20,700 pupils.

2.5 The research team was responsible for the design and piloting of the questionnaires and NFO Social Research had responsibility for their administration to pupils. The survey

was administered on school premises and within the school day. This was viewed as the most practical way to ensure a high completion rate.

2.6 The survey asked pupils a range of questions about their part-time employment exploring such issues as the type of job, hours worked, the tasks they carried out and the training they received. Pupils were also asked about their reasons for working, or not working, and their views on their jobs. The survey covered a range of additional topics including: details of their curriculum and academic attainment; participation in enterprise in education activities; involvement in voluntary work; attitudes and skills in respect of enterprise career aspirations and plans and family background information.

2.7 The target sample of 88 schools was achieved. This comprised of 76 local authority and 12 independent schools. One of the local authority schools was a junior secondary and had no S5 or S6. In two of the independent schools not all the year groups were surveyed. In one school only S6 pupils were involved while the reverse was the case in the other school where all but S6s were surveyed.

2.8 The potential sample for this research was 20,700. The total number of usable questionnaires achieved was 18,430, providing a coverage of 89% of the predicted sample.

2.9 In summary, the pupil survey covered:

- 88 schools across Scotland (78 local authority schools and 12 independent)
- 18,403 pupils: S3: 6043
 S4: 5919
 S5: 4135
 S6: 2333

2.10 To ensure that the sample is geographically representative the data was weighted on the basis of the school rolls in each of the local authorities.

Survey of all local authorities in Scotland

2.11 As outlined in the introduction employment regulations vary according to the age of the school pupil. For those pupils aged 16-18 years of age the employment regulations define them as adult employees and as such they are covered by the relevant adult legislation in this area. Pupils aged sixteen or under are covered by a different set of regulations relating to child employment. Government legislation outlines the parameters within which this age group can be employed. Local Authorities are charged with implementing this legislation.

2.12 One of the aims of the research was to consider the views of significant factors regarding the principles and practices involved in recognising part-time employment. Since local authorities have a central role with regards to pre-16 year olds part-time employment a survey of their policies and practice was considered a necessary element within this research.

2.13 The 32 local authorities in Scotland were invited to provide copies of their existing bye-laws on child employment and to name a key person(s) who dealt with this issue within the authority. A questionnaire was forwarded to each named person. The questionnaire asked for detailed information such as the number of permits issued within different periods, and all participants were asked to complete and return the form within an agreed timeframe. Following receipt of the questionnaire a telephone interview was arranged. This interview reviewed the content of the original questionnaire but more importantly allowed for the collection of additional information on the opinions and views of the interviewees regarding their experience on policy and practice.

2.14 The questionnaire covered a range of issues including: systems used to monitor child employment, information available to the public, prosecutions and warnings, record keeping and staffing levels. The telephone interview included open-ended questions covering perceived effectiveness, changes that participants would propose and implications of formally recognising part-time employment. Requests were also made to supply the researchers with copies of any publicity material or information packs that their authority used with regard to child employment. However, not all local authorities had supplementary material which they could forward to us.

2.15 All 32 local authorities in Scotland agreed to participate in this part of the research and all provided information to the research team. While this constitutes a 100% return rate it is worth noting that there was some variation in the responses. In some cases the local authority had allocated the administration of child employment policy to the school level. It was not possible for the research team to survey all of the secondary schools within an area where local authorities had no central records. In such cases there may be missing information or only partial records available.

2.16 Independently of the above process, the researchers carried out a search of each local authority web site to explore the extent to which child employment related material was accessible, eg information on procedures, copies of byelaws, registration forms.

2.17 See Section G: Appendix 9: *Child Employment: Policy and Practice in Scotland*

The survey of employers

2.18 Traditionally research into school pupils' part-time employment has focused upon the supply side. The aims of this research required an understanding of the demand side of the equation. Specifically it was necessary to gain some awareness of employer's motivation for recruiting this group of employees, their employment practices, links with schools and their views on the value of part-time employment.

2.19 In the main survey pupils were requested to identify their employers but no contact details were requested. Based on this information business and telephone directories were used to identify the location and contact details of employers. A sample of employers was contacted to request their participation in a study about young people's part-time employment. The sample reflected the range and type of employment undertaken by school pupils.

2.20 A telephone interview was carried out with all employers who agreed to participate. The interview was based upon a standardised interview schedule. The schedule consisted of open and closed questions which covered the extent of their employment of school pupils; recruitment methods; induction and training; use of contracts; their involvement with local schools in work experience and other enterprising activities; their views on part-time work; and their opinion on the idea of recognising part-time employment.

2.21 The target sample was to interview 40 employers. In total 42 employers were interviewed, 40 were currently employing school pupils while the additional two employers had recently employed school pupils but were not doing so at the time they were interviewed. Table 2.1 provides a summary of the number of employers interviewed within four main employment categories. Employment such as babysitting was excluded from this element of the research given the rather unique nature of the employer-employee relationship.

Table 2.1: Employer Participation and Job Sector

Job Sector	Number of Employer Interviews
Delivery	4
Retail	13
Hotel/Catering	12
Miscellaneous	13

2.22 The sectors are self explanatory with the exception of Miscellaneous. Research has shown that young people work in a wide range of jobs and some of these share common features allowing them to be grouped together, eg Retail. However, some pupils are employed in relatively unique jobs and we have grouped these under the Miscellaneous heading. In the present study this category includes nursing homes, leisure facilities such as swimming pools, a cycle maintenance business and a golf range.

2.23 To achieve the required sample a total of 110 employers were contacted. From this group 21 employers refused to participate in the study. A number of reasons were given for non-participation including not having the time and that they did not employ school pupils. In some cases the latter statement was clarified by indicating that they had employed school pupils in the past but were not currently doing so and were unwilling to participate in the research. In the case of the larger chain stores some managers indicated that they could not consider participation without clearance from their Head Office. The researchers contacted the relevant Head Offices but found it difficult to gain approval while others simply refused permission. As a result these larger stores are not represented in the sample.

2.24 One other group of employers is not represented in the sample. While a number of hairdressers were identified by pupils as employers all attempts to recruit them failed. This may be in part due to the nature of the business. The employers were typically busy with customers when contacted and could not stop to take part in the research.

2.25 See Section G: Appendix 10: *School Pupils' Part-Time Employment: The Employer's Perspective*.

Focus Studies in four local authority areas

2.26 To achieve the aims of the research there was a clear need to capture the views and opinions of teachers, senior school staff and parents, while allowing for a more in-depth exploration of the views of school pupils about part-time work. To achieve these goals the research design incorporated a set of Focus Studies involving teaching staff, senior school management, school pupils and their parents

2.27 The Focus Studies covered four local authorities. The selection of the four local authorities was based on a preliminary analysis of the pupil survey data. The authorities were selected to reflect: geography (urban, suburban, rural, remote rural), pupils' profile in respect of part-time work and enterprising attitudes identified from their survey responses; the nature of the local labour market; the presence of relevant initiatives; and socio-economic profile. Within each of these authorities, two of the schools that had been involved in the main pupil survey were invited to participate, giving a total of eight schools.

2.28 The focused studies had four distinct elements: (i) the school perspective; (ii) pupil focus groups; (iii) a survey of parents; and (iv) interviews with Careers Scotland staff.

(i) The school perspective

- Interviews were carried out with the Headteacher and the member of senior management staff responsible for enterprise in education. A small group discussion was carried out with Principal teachers.
- In total seven Headteachers and seven management staff responsible for enterprise in education were interviewed. A total of eight small discussion groups, comprising of 2-4 staff, were carried out with Principal Teachers.

2.29 The interviews covered a range of issues including dealing with pupils' part-time employment, the present and potential use of such experiences, the views on models of recognition, attitudes towards part-time employment. In the majority of cases interviews and group discussions were carried out by two members of the research team and where permission was granted the interviews/discussions were recorded. In cases where recording was not possible contemporaneous notes were taken by one of the research team.

(ii) Pupil focus groups

2.30 In total 48 focus groups were planned, two per year group for S4, S5 and S6. Pupils were invited to participate based upon their survey responses in the previous academic year (hence there was no S3 focus group). Within each year group two focus groups were convened, the Ever Worked Pupils and the Never Worked Pupils. The Ever Worked groups consisted of pupils who had indicated on their survey responses that they were currently employed or had worked at some time in the past. The Never Worked groups consisted of pupils who had never had a part-time job.

2.31 In constructing the focus groups two practical problems emerged. First there was a problem in recruiting S6 pupils to the Never Worked group, since many of them were either employed or had been employed. Second, since the focus groups took place a few months after the survey had been carried out a number of pupils had changed their work status. A total of 376 pupils participated in the focus groups. Table 2.2 provides information on the number of pupils participating in the focus groups and indicates the work status of the participants at the time of the survey and at the time of the focus groups. For example amongst the S6 pupils we identified 57 who had never worked at the time of the survey, however, when the focus groups were convened a number of these pupils had started part-time employment. The net result was that we were left with only 21 S6 pupils who had never worked.

Table 2.2: Changing work status: comparison of pupils' part-time work status at time of survey and focus group

Year Group	Ever Worked status: survey vs focus group	Never Worked status: survey vs focus group	Total
S4	65 vs 83	65 vs 47	130
S5	62 vs 80	66 vs 48	128
S6	61 vs 97	57 vs 21	118
Total	188 vs 260	188 vs 116	376

2.32 The focus group materials were similar for each group and in addition to discussing a range of issues around part-time employment, pupils completed a short workbook to provide the researchers with additional material about their views on recognition and enterprise attitudes.

(iii) Survey of parents/carers

2.33 Within the focus groups each pupil was requested to provide contact details for one parent² and give their permission for us to send this person a questionnaire. The bulk of pupils agreed to this (360 out of 376). Based on this information a short questionnaire was forwarded to the named carers with the aim of gathering their views on part-time work, recognition and the impact of part-time employment.

2.34 A total of 275 completed survey forms were returned providing a completion rate of 76% from this postal survey. This high return rate may be attributed to a number of factors. The initial; contact letters and also the questionnaires sent to parents were personalised by naming their son or daughter, secondly, all returned survey forms were entered into a prize draw and, finally, a series of telephone calls were made to parents to encourage them to complete and return their questionnaires.

(iv) Careers Scotland staff:

2.35 Within each local authority area the specific Careers Scotland staff linked to each of the eight schools was contacted to gather their views on part-time employment. A structured telephone interview was carried out with each career adviser. In total seven out of a possible eight career advisers were interviewed.

2.36 This element of the research is reported in:

Section G: Appendix 7: *The Focus Studies: Pupil and Teacher Comments*

Section G: Appendix 8: *The Parent's Survey*

Interviews with members of SCEIN

2.37 Each of the 32 local authorities in Scotland can nominate an individual to be a member of SCEIN. This network draws together a group of individuals who have been involved in education-industry work over a number of years including experience of the Technical and Vocational Education Initiative (TVEI) and Education and Business Partnerships (EBPs). All of the SCEIN members have enterprise in education within their remit.

2.38 The research team were of the opinion that it would be valuable to consider the views of this group with respect to the potential link between school pupils' part-time work and education.

2.39 In total 34 interviews were carried out. In a number of cases individual interviewees felt unable to respond to specific questions and referred the interviewer to another colleague. While all of these referrals could not be followed up a small number were.

2.40 Participants were approached with a request to be interviewed. If they agreed they were sent a copy of the survey tool along with some supplementary information. Interviews were then carried out by phone with the interviewer taking contemporaneous notes. The notes were later collated and analysed thematically.

2.41 See Section G: Appendix 11: *School Pupils' Part-Time Employment: The Perspective of the Scottish Councils Education Industry Network Members.*

The case studies

2.42 A series of case studies were undertaken with the aim of providing a greater level of insight into the experiences of young workers. A specific goal was to provide information on

² We use the term 'parent(s)' to include carers, guardians, step-parents and any adult who fulfils a parental role for the child.

what they do in the workplace, the scope of their work and the skills that they use. Traditional methods of research, such as surveys, are not suited to accessing this type of information so a range of other methods were adopted for the case studies.

2.43 Each case study consisted of a number of discreet elements. These were:

Interview 1: This involved a semi-structured interview with a number of themes explored. Pupils were asked to provide information about the tasks they did at work, their views about the job *and* their workplace contacts and relationships. The interview was recorded.

Event Recording: Pupils were supplied with a mobile phone with the alarm function programmed to ring five times within a one hour period. At each of these time periods they completed a short form indicating what they were doing, who they were with and to indicate their level of satisfaction on a scale ranging from 1 (extremely unsatisfied) through to 10 (extremely satisfied).

Interview 2: This semi-structured interview was carried out to clarify the content of the event recording stage and to ask participants to indicate whether it had been a typical or atypical day at work. During this interview pupils were also asked about the skills they thought they may have gained from their work. The interview was recorded and transcribed.

Observation: With the agreement of the employer and employee an observer accompanied the pupil to *their* workplace. The observation lasted one hour. During this time the observer, using a digital recorder, described in detail the tasks that the pupil employee carried out. The observer contextualised the activities by recording the extent to which other people were working with the individual and the type of interactions involved eg serving a customer. The observer's narrative was then transcribed.

Employer interview: A structured employer's interview was carried out. This followed the template that had been used in the Employer's Survey regarding part-time employment. The aim was to interview employers in person, however, in some cases telephone interviews were used.

2.44 The target was to carry out 10 case studies, however, a total of 12 case studies were completed. The case study participants were recruited from one of the schools that had participated in the original survey. For practical reasons the school had to be in close proximity to the research team. The participants represented the dominant job categories identified in the survey findings and the table below provides a summary.

Table 2.3: Case Study Participants

Job Type	Gender	Year group
Delivery	F	S4
Retail	M	S4
	F	S5
	F	S4
	M	S6
Catering	M	S5
	M	S6
	F	S5
	F	S5
Miscellaneous	M	S5
	F	S5
	F	S6

2.45 All participants were thanked for their involvement and in recognition of the time committed to this part of the research participants were sent a voucher for a store of their choice.

2.46 See Section G: Appendix 12: *School Pupils' Part-Time Employment: The Case Studies*

Study of the use and recognition of part-time employment in an educational context

2.47 The research has been informed, not only by the backgrounds of the lead researchers, but by reviews and draft papers addressing key issues. The key elements of this study were:

- a review of the literature and practice on the usage and recognition of part-time work in educational settings nationally and internationally
- the development of models that might be used to recognise part-time employment.

2.48 See Section G: Appendix 13: *Discussion Paper on Curriculum, Progression and Recognition*.

2.49 See Section G: Appendix 14: *Giving recognition to the outcomes of part-time employment undertaken by school pupils – a review of practice in the UK and internationally*

Study of enterprise research and initiatives

2.50 There were two elements to this study:

- a review of the literature and of relevant initiatives relating to enterprise within an educational context
- a review of measures to assess enterprising attitudes, skills and behaviours; this then fed into the development of the measures used in the research to allow pupils to assess their enterprising attitudes.

2.51 See Section G: Appendix 14: *Review of Measuring Enterprising Skills and Attitudes*.

Definitions and variables

2.52 We provide an explanation of key terms and variables used in the research as they occur in the report but for convenience we include them in this final section of chapter 2.

Part-time work

2.53 Research on part-time employment has varied in its definition of the term (Hobbs and McKechnie 1997). For many, employment is paid employment in the formal economy. However, such definitions exclude a range of economic activities undertaken by young people. For example previous research has shown that 'babysitting' is an activity that many young girls undertake and failing to recognise this form of activity would underestimate the extent of part-time 'employment' of females. For this reason we include activities such as 'babysitting' and in this research; we define part-time work as 'any paid employment including family-based work'.

2.54 In the pupil survey, respondents were given the following instruction in the questionnaire about what to count as paid part-time work:

'When we ask about any part-time jobs we mean any paid part-time employment that you have, or have had, outside of school. This includes such things as newspaper delivery jobs, shop-work, selling goods door-to-door, babysitting and office or factory work etc. Please do not include work experience.'

2.55 Pupils were asked if they had a paid part-time job at present and, if not, whether they had ever had paid part-time employment since starting secondary school. When we refer to ‘pupils currently in part-time work’ or ‘current worker’, this means those who were in employment at the time the survey was administered; ‘former workers’ are those who did not have a part-time job when they were surveyed but have had one (or more) jobs during their time at school. ‘Never workers’ are those who have never had a paid part-time job at any time during their secondary schooling. We also use the term ‘Ever worked’ pupils. This category consists of the current workers and former workers combined and represents all pupils who have experience of part-time employment.

Certification/accreditation/recognition

2.56 In the research we use the term ‘recognition’ to include both the recognition of achievement through certification and also other kinds of recognition such as the use of part-time work to provide evidence of core skills or recording skills from part-time work in Progress Files and Personal Learning Plans. The term ‘certification’ is used to refer specifically to mean inclusion in the catalogue of awards made by an awarding body (normally, in this context, the SQA). We have tried to avoid the term ‘accreditation’ as far as possible in this research because it has so many meanings. One meaning covers the same ground as certification; a broader use would also include the formal awarding of credit for some outcome(s) of learning; and a third, more technical, use implies a process of quality assurance. In those instances where we do refer to ‘accreditation’, it should be understood to accord with the everyday meaning of giving formal recognition through discrete certification.

Enterprise

2.57 In this research we have followed the approach taken to enterprise adopted in Determined To Succeed which defined enterprise learning as intended to develop skills such as:

‘problem-solving, independent and collaborative decision-making, evaluating risk and risk taking, using initiative and working with others. It is seen as encouraging positive attitudes towards creativity, confidence, self-esteem, self-reliance and respect for others.’ (Scottish Executive, 2002a, p25)

2.58 While documents such as ‘*A Smart, Successful Scotland*’ (2001) recognise the need for more successful entrepreneurs in Scotland, being entrepreneurial is understood as showing in ways other than starting a profitable business and the associated skills have a wider application. The Evidence Report for Determined to Succeed acknowledged that there is a degree of overlap between the concepts of ‘enterprise’ and entrepreneurship’ but entrepreneurship is seen as a subset of ‘the broader matter of being enterprising’ (Scottish Executive, 2002b).

Enterprising attitudes

2.59 As part of the research, we wanted to have some assessment of the extent of pupils’ enterprising attitudes and skills. Given the nature of the research (for example, that this was only one small part of it), it was necessary to approach this via pupil self assessment. A key element of our review of enterprising measures was to investigate existing measures that we might use in the national survey of pupils. But the limited availability of suitable measures, in particular, ones able to be used in a self-completion questionnaire, meant that we had to develop questions ourselves based on our review of relevant literature and initiatives (see Appendix 15).

2.60 In the survey pupils were asked to respond to the following series of questions:

Thinking about yourself, how often would you say you are able to ...

(put a cross in one box on each line)

	most of the time	some of the time	not very often	never
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take advantage of an opportunity when you see one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have confidence in what you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... not give up when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... agree to take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take a risk once you've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... learn from the times you have not been successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...recognise when you need advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...set targets for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.61 In most of the analyses we used an overall score which summarised how enterprising pupils thought themselves to be. From their responses to each of the 13 questions, we calculated a score as a way of summarizing how enterprising they thought themselves to be. A response of 'all the time' to a question was given a score of 3; 'some of the time' was given 2; 'not very often' was given 1; and 'never' was not given a value. We then examined the distribution of the total score to all 13 questions and divided it into quartiles to represent 'low'; 'quite low'; 'quite high' and 'high' levels of enterprising attitudes. This is the variable that we refer to as 'enterprising attitudes' and which we generally use in the analyses presented in the report.

Enterprise in education inputs

2.62 We use this term to cover a range of relatively discrete inputs that form part of enterprise in education. This covers activities in enterprise education, work-related learning and career education, and work experience, and is an adaptation of a measure which the research team has used in previous work³. It should be noted that this does not cover all possible elements of enterprise in education (particularly those elements such as enterprising teaching and learning which might be embedded in the school curriculum) but reflects those areas that young people might be able to recognise and respond to in a self-administered questionnaire. In addition to considering each input in our analysis, we have created a total score (of 'enterprise in education inputs') and sub-scores (for example 'career-related enterprise in education inputs'). The questionnaire item is:

³ Howieson, C., Semple, S. and Paris, M. (2002) *Longitudinal Study of Young People: their career aspirations and decision-making*, Edinburgh: Centre for Educational Sociology, University of Edinburgh (ISBN 1 85764 016 0).

During your time in secondary school, how often have you done the following?

(put a cross in one box on each line)

	never	Once	2 or 3 times	more than 3 times	not sure
Gone on work experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed what would be involved in running a business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taken part in an enterprise project/challenge day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed how your school subjects linked with industry and business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited a college or university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited an employer or business (not as part of work experience)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had talks or visits from an employer or someone from industry or business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a mock or practice job interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared a course or job application form or CV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked for career information in a careers library or on a website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got career information at a careers fair or convention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had talks or visits from college or university staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed your career ideas with a careers advisor/someone from <i>Careers Scotland</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social class

2.63 The measure of social class that we have used in the research is the National Statistics Socio-Economic Classification (NS-SEC); this replaced the Registrar General's Social Class and Socio-economic Groups and is the classification now used for all official statistics and surveys (National Statistics, 2005).

Ethnicity

2.64 The question on ethnicity that we used in the pupil survey was the question on ethnic group asked in the 2001 Census with the addition, at the request of the Scottish Executive, of the 'Gypsy/Traveller' group.

Disability

2.65 The question on disability in the pupil survey was based on the question used in the 2001 Census. This asked '*Do you have any long-term illness, health problems or disability which limits your daily activities or the work you can do?*' We asked '*Do you have any disability which limits your daily activities or the work you can do now or after you leave school?*' It should be noted that the pupil survey did not include special schools. However, it did include pupils with additional support needs who were attending mainstream schools, or who were in special units attached to mainstream schools into which they were integrated for part of their schooling.

Statistical significance

2.66 In both the descriptive analysis and the statistical modelling, we report results as statistically significant if they reach the 95% level of significance.

SECTION B

NATURE AND EXTENT OF PART- TIME EMPLOYMENT

STRUCTURE OF SECTION B

B.1 A primary aim of this research is to provide a picture of the nature and extent of school pupils' part-time employment throughout Scotland. The material in this section of the report addresses this. However, it goes further and develops our understanding of which pupils are likely to work; which pupils work in specific types of jobs and who is most likely to work the longest hours.

B.2 In chapters 3 and 4 we focus on the data from the national survey of pupils to outline the extent to which school pupils are involved in part-time employment. In chapter 3 we describe the features of those who do and do not have part-time work and consider the link between pupils' employment status and a range of key factors such as socioeconomic status, gender, ethnicity and attitudes toward school and enterprise. In chapter 4 we apply statistical modelling techniques to identify the key variables that predict which pupils do, and which do not, engage in part-time work.

B.3 Chapter 5 considers the reasons why pupils take up part-time jobs, and the relative importance of different reasons for working or not and for giving up work. This chapter considers such factors as the importance of money, independence and career/employment related reasons for working. Chapter 6 considers issues including the jobs, sectors, hours and timing of pupils' part-time work and covers how pupils found their jobs and the conditions under which they worked, for example their wages. It also considers the extent to which pupils under 16 had a permit to work. Chapter 7 uses statistical modelling to predict the number of hours worked by pupils, an issue relevant to many educationalists concerned about possible impact of working hours on school work.

CHAPTER THREE THE EXTENT OF SCHOOL PUPILS' PART-TIME EMPLOYMENT IN SCOTLAND

3.1 A primary aim of the research is to provide comprehensive data on school pupils' participation in part-time work across Scotland for the first time. In this chapter we report on the extent and nature of pupils' involvement in part-time work based on the national survey of school pupils and part-time employment described in the previous chapter (a copy of the survey is contained in Appendix 4). To re-cap, 18,403 pupils in S3 to S6 in 88 schools across Scotland took part in the survey, approximately a 10% nationally representative sample.

3.2 We begin by presenting a descriptive account of part-time employment among school pupils in Scotland and the extent to which this varies in relation to a number of personal and background factors. In later chapters we extend our analysis using statistical modelling to explore how the various personal and background factors described in this chapter inter-relate and to assess their combined impact on school pupils' experience of part-time employment.

Definitions of part-time work and workers

3.3 Pupils were asked in the questionnaire if they had a paid part-time job at present and, if not, whether they had ever had paid part-time employment since starting secondary school (see p.20, chapter 2 for the definition of part-time employment that pupils were given).

3.4 When we refer to 'pupils currently in part-time work' or 'current worker', this means those who were in employment at the time the survey was administered; 'former workers' are those who did not have a part-time job when they were surveyed but have had one (or more) jobs during their time at school. 'Never workers' are those who have never had a paid part-time job at any time during their secondary schooling. In some situations we refer to 'Ever worked' pupils. This category consists of the current workers and former workers combined and represents all pupils who have experience of part-time employment.

Part-time work: a majority experience

3.5 The survey shows that for school pupils in Scotland, part-time work is a common experience. Well over half of pupils had experience of part-time employment: 59% were either currently in part-time work or had had a part-time job at some point in their secondary education (Table 3.1). Of this 59%, 38% were currently working and 21% had formerly had a part-time job. Part-time employment rose in line with pupils' age and stage of schooling; the proportion of pupils who stated that they currently had a job rose from 28% of S3s to 62% of S6s with a particularly marked increase between the S5 and S6 stages (Table 3.2). By the S6 stage only 18% of pupils had never had a part-time job.

Table 3.1: School pupils' part-time work status

	All	Male	Female
	%	%	%
Current job	38	34	42
Former job	21	22	20
Never worked	41	44	38
(n)	(18206)	(8823)	(9249)

3.6 There is a gender difference: young women were more likely to be currently in a job than were young men and a higher proportion of young men had never had a part-time job (44% male vs 38% female, never worked, Table 3.1).

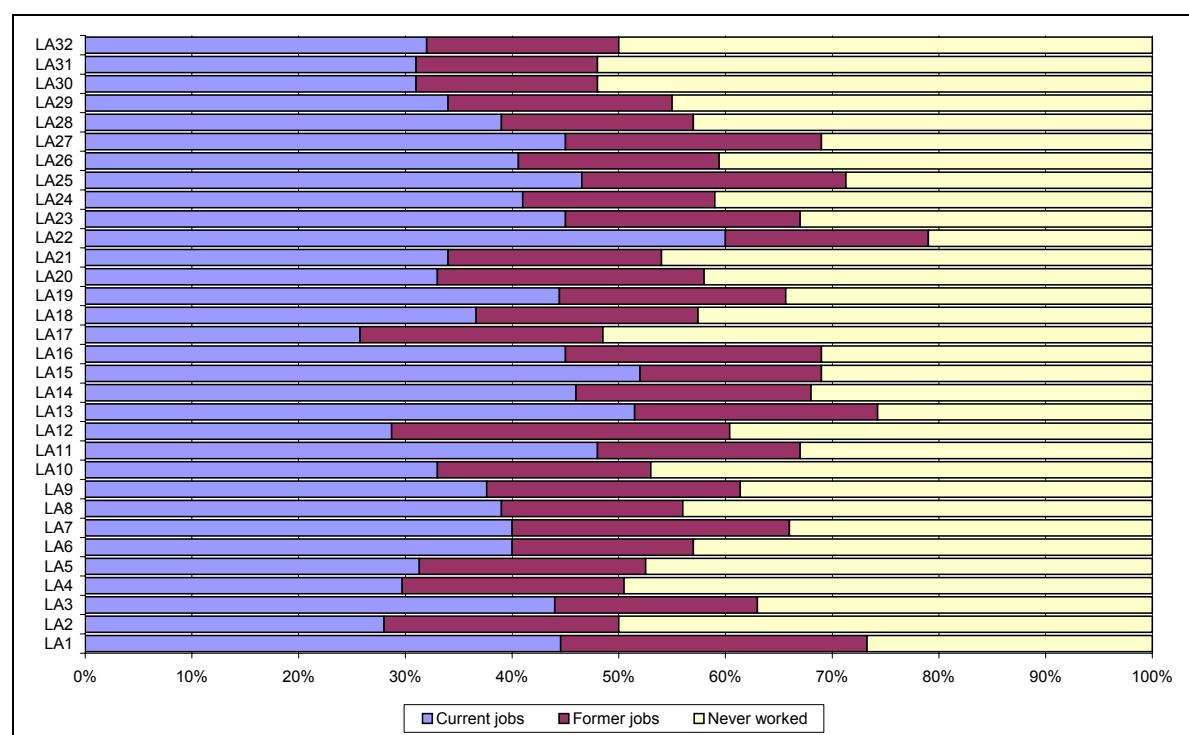
Table 3.2: School pupils' part-time work status by school year

	School year				All
	S3	S4	S5	S6	
	%	%	%	%	%
Current job	29	34	43	63	38
Former job	19	23	21	20	21
Never worked	52	44	35	18	41
(n)	(5936)	(5847)	(4099)	(2325)	(18207)

Part-time working varies by locality

3.7 As Figure 3.1 illustrates, the extent of pupils' part-time work varies across local authorities but the variation does not appear to be explained by what might be thought to be the obvious reasons such as level of economic activity or rural location. In some cases, the level of part-time employment runs contrary to what may be expected. Most rural local authorities had higher than average rates of pupils who had ever worked and also higher rates of those currently in part-time work. The latter finding shows that higher level of part-time employment in rural areas is not simply explained by seasonal employment. The survey was carried out during January-March and pupils classified as 'current workers' were employed at the time of the survey. This finding challenges any common sense assumption that summer jobs might be thought of as the main source of part-time work in rural areas.

Figure 3.1: School pupils' part-time work status by local authority



3.8 Levels of part-time work tended to be lower than the Scottish average in local authorities that may be viewed as having relatively depressed economies but this did not

necessarily mean that all of the more prosperous areas had higher than average levels. Involvement in part-time employment was generally lower in urban areas. Although opportunities for part-time work may be thought to be greater in urban areas, it may be the case that the labour markets in rural areas are tighter leading to a greater reliance upon young employees. Alternatively the range of options open to pupils in urban areas may influence their decision to work or not. In addition to variation across the authorities, there are differences in the extent of part-time employment between schools within the same LA: this finding applies to 17 of the local authorities.

3.9 We categorised local authorities according to the Scottish Executive's Urban Rural Classification to investigate further the question of locality, in particular, urban/rural differences. It is clear that pupils in rural areas have higher levels of participation in part-time work compared with their peers in urban areas, especially those in large urban areas (Table 3.3).

Table 3.3: School pupils' part-time work status by Scottish Executive Urban Rural Classification (local authorities only)*

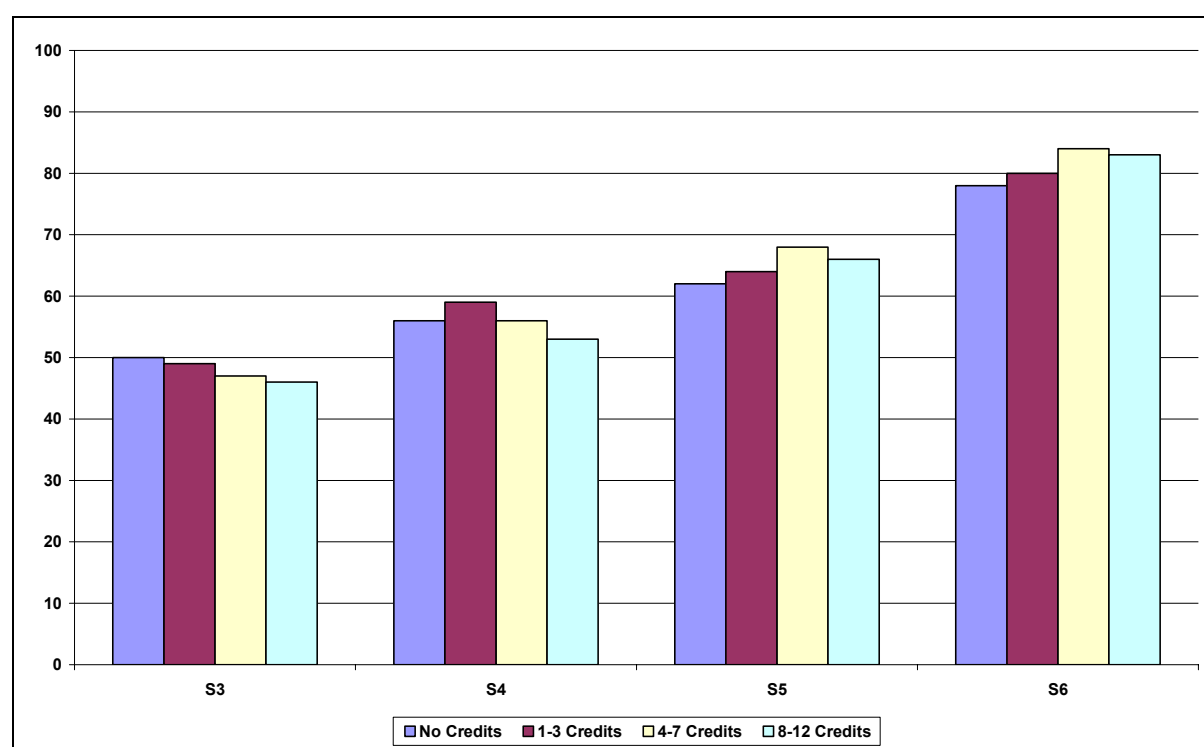
	Large urban areas	Other urban	Accessible small towns	Accessible rural	Inaccess rural	Total: all
	%	%	%	%	%	%
current job	34	38	40	48	46	39
former job	20	21	26	20	25	21
never worked	46	42	34	32	29	41
(n)	(6798)	(6150)	(294)	(2465)	(1408)	(17115)

* No LA falls predominately into the 5th category of 'remote small town'

Limited differences according to pupils' Standard Grade level

3.10 Overall, differences in pupils' work status according to pupils' level of study/attainment appear to be small (Figure 3.2; see also Tables 1-4 in Appendix 1).

Figure 3.2: Ever had part-time job by SG attainment*



* S3+S4 – number of SGs at Credit studying; S5+S6 – number of SGs at Credit gained in S4

3.11 The S3 and S4 pupils surveyed had yet to take their Standard Grades so to gain some measure of their attainment level, they were asked to state the number of Standard grades they were studying for at Foundation, General and Credit level. This can only be treated as an approximate indication of their likely attainment level. For S5 and S6 pupils, we use their attainment at Standard Grade to enable some degree of comparison across the four year groups.

3.12 For all year groups the variation in the level of part-time work across the different attainment groups is not large and is only statistically significant in the case of S4 and S6 pupils. The main feature that is evident is a trend as one progresses up the year groups to slightly higher levels of part-time work among the higher attaining groups to (4-7 and 8+ Credits) than their peers with a smaller number of SGs at Credit.

Family background – the importance of contacts

3.13 We considered a number of family background variables to investigate whether there was any relationship with the likelihood of pupils having a part-time job. We included: mother's and father's social class; their current activity; their educational qualifications; and family living arrangements.

3.14 Considering social class, there is little difference in pupils' part-time work status in respect of father's class for the three main classes of managerial and professional, intermediate and working class. The main difference is to be found when comparing these three classes with the two residual categories of 'not classified' and especially with 'missing'⁴. Pupils with fathers in the 'not classified' category and 'missing' were less likely to be currently in part-time employment and more likely never to have had a part-time job (Table 3.4). The same pattern holds in respect of mother's social class: a smaller proportion of pupils with mothers in the 'not classified' category and in particular in 'missing' had been in part-time work (Table 3.5).

Table 3.4: Pupils' part-time work status by father's class

	Managerial & professional	Intermediate	Working class	Not classified	Missing
	%	%	%	%	%
Current job	41	39	39	34	30
Former job	19	21	22	22	20
Never worked	40	40	39	44	50
(n)	(4993)	(2038)	(6564)	(2475)	(2138)

Table 3.5: Pupils' part-time work status by mother's class

	Managerial & professional	Intermediate	Working class	Not classified	Missing
	%	%	%	%	%
Current job	40	40	40	33	29
Former job	20	21	21	22	17
Never worked	40	39	38	44	55
(n)	(4231)	(2942)	(5544)	(4647)	(843)

⁴ The 'Not classified' category includes mainly those who did not give sufficient information to enable a classification to be made; it also includes very small numbers in statuses that are not given a classification: unemployed; looking after the home; pupil; retired; and no occupation. Where pupils gave no information at all about the occupation of their father and/or mother to enable a social class classification to be made, this was coded as 'missing'.

3.15 We also have information on the current activity of pupils' mothers and fathers and this sheds a little light on the pattern evident in Tables 3.4 and 3.5. Pupils with fathers who were unemployed and looking for work were more likely not to have had a part-time job as were those with fathers who were retired and those whose fathers were looking after the home (Table 3.6). The same pattern is evident in respect of mother's current activity (Table 3.7). It is reasonable to suggest that these pupils may be less likely to have a part-time job because they lack the parental contacts with the workplace that might help them gain employment. However, other pupils whose parents were not in employment (eg those with parents unable to work or in full-time education) were, in fact, more likely than the average to have been involved in part-time work. It could be hypothesized that what matters is not simply a parents' direct involvement in the workplace but wider aspects of parental encouragement and networks, what some have referred to as 'social capital' (Coleman 1988, Putnam 2000).

Table 3.6: Pupils' part-time work by father's current activity

	current job	former job	never worked	total
	%	%	%	%
In full-time paid work	39	21	40	100
In part-time paid work	37	24	39	100
Unemployed and looking for work	28	24	48	100
Studying full-time at college or university	37	29	34	100
Retired	34	17	49	100
Looking after the family or home	36	11	53	100
Unable to work (eg sick or disabled)	37	27	36	100
Doing something else	34	24	42	100
Dead	35	23	42	100
Don't know	27	25	48	100
(n)	(4604)	(2624)	(4960)	(12188)

Table 3.7: Pupils' part-time work by mother's current activity

	current job	former job	never worked	total
	%	%	%	%
In full-time paid work	40	21	40	100
In part-time paid work	40	20	40	100
Unemployed and looking for work	27	26	47	100
Studying full-time at college or university	37	23	40	100
Retired	32	14	54	100
Looking after the family or home	32	21	47	100
Unable to work (eg sick or disabled)	37	26	37	100
Doing something else	39	24	37	100
Dead	38	25	37	100
Don't know	24	18	57	100
(n)	(6823)	(3760)	(7374)	(17957)

3.16 There was a high level of non-response to the question on parents' qualifications, only a half of respondents were able to provide this information. Against this background of missing information it is not surprising that no pattern is evident in respect of parental qualifications and the extent of pupils' participation in part-time work.

Part-time work and family self employment

3.17 There was some evidence that pupils' involvement in part-time work varied according to whether either of their parents ran their own business/were self employed rather than being employed by someone else. A slightly lower proportion of pupils whose parent(s) worked for themselves had never had a part-time job (35% self employed parents vs 41% employed, Table 3.8).

Table 3.8: Pupils' part-time work status by parental self employment

Pupils' part-time work status	Parent: own business/ self employed	Other employed
	%	%
current job	43	38
former job	22	20
never worked	35	41
(n)	(3740)	(11352)

Some differences according to living arrangements

3.18 Pupils were asked who they usually lived with during term time and some differences are apparent in levels of part-time work in respect of their living arrangements (Table 3.9). Those living with foster parents and those in children's homes (the numbers here are small) were less likely to have ever had a part-time job. The same is true for those at boarding school. There appears to be a tendency for those living in households with two parents (including a step-parent) to be slightly more likely to be a current worker.

Table 3.9: Pupils part-time work status by family living arrangements

	current job	former job	never worked	total
	%	%	%	%
Mother and father	39	19	42	100
Father and step-mother	41	26	33	100
Father only	33	29	38	100
Foster parents	27	27	46	100
Mother and step-father	40	23	36	100
Mother only	34	24	42	100
Other relatives	33	28	39	100
Children's home	35	14	52	100
Boarding school	12	35	53	100
Other	31	21	48	100
(n)	(6855)	(3773)	(7431)	(18059)

Part-time working varies by pupils' ethnic background

3.19 Pupils' ethnic or cultural background is a source of variation in the level of part-time employment (Table 3.10). Lower than average levels of part-time work are evident among pupils from: Asian/Asian – Scottish/British; Black or Black Scottish/British; Pakistani and 'other' backgrounds. There are clear gender differences within ethnic groups in the likelihood of pupils' having part-time work. We saw earlier that in general, young men were more likely to have never had a part-time job than were young women (44% male vs 38% female, never worked) but this is not the case among pupils from certain ethnic backgrounds. Among pupils from a Pakistani background, 62% of young women had never worked compared with 43% of young men. There are also substantial gender differences in the part-time employment

rates among the Black/Black Scottish pupils (63% female vs 48% male never worked). Among pupils from mixed backgrounds, a gender difference is evident but is reversed with young women being more likely to have experience of part-time work (41% female vs 51% male never worked). The gender difference is less marked among pupils from Asian/Asian Scottish and ‘other’ backgrounds.

Table 3.10: Part-time work status by ethnic background

	current job			former job			never worked		
	All %	M %	F %	All %	M %	F %	All %	M %	F %
Scottish	39	34	42	21	22	20	41	44	38
Other Bti/Irish	37	33	42	23	24	23	39	43	35
Other White	38	34	42	22	21	23	40	45	36
Asian/sc Asian	27	28	26	17	19	15	56	53	60
Pakistani	35	45	24	14	12	14	51	43	62
Black/BI sc	30	31	31	16	21	6	54	48	63
Mixed	29	25	33	25	23	26	46	51	41
Gypsy/Trav	38	38	39	22	22	25	39	41	36
Other	26	27	26	18	14	23	56	59	51

3.20 One possible explanation is that the lower levels of paid part-time work among pupils from certain ethnic groups is related to the extent to which unpaid work is undertaken and we investigated this. Overall, 7% of pupils responded that they were currently doing unpaid work and this did vary by their ethnic background (Table 3.11). Nearly a quarter of pupils from a gypsy/travellers background responded that they were doing unpaid work (24%) and those from other white and from a Pakistani background also reported higher than average levels of unpaid work (13% and 12%).

3.21 However, it does not seem that unpaid work is the explanation for the lower rates of paid part-time work among pupils from certain ethnic group. Table 3.11 shows that when we focused on those pupils who had never had a paid part-time job, we found no significant differences in the likelihood of those from the ethnic groups with lower levels of paid work (Asian/Asian -Scottish/British; Black or Black Scottish/British; Pakistani and ‘other’ backgrounds) to be involved in unpaid work compared to pupils from other backgrounds. It does not seem to be the case that lower levels of paid work equate with higher levels of unpaid work.

3.22 That there is no simple trade-off between paid and unpaid work is shown by the analysis of pupils from a Pakistani background. In this group it was those pupils who had a paid job who were more likely to be working on an unpaid basis while those who did not have a part-time job were less likely to be doing so (table not shown). We also found that pupils from the ‘other white’ background had both a higher than average level of paid work and a higher than average rate of unpaid work.

3.23 We examined the extent of applications for jobs among those pupils who had never had part-time employment. It is possible that the variation between ethnic groups is due to a failure to secure employment. The analysis showed that pupils from an Asian/Asian Scottish, Black/Black Scottish and mixed ethnic background were less likely to have applied for jobs while those from a Gypsy/Traveller background were more likely than average to have done so.

Table 3.11: Never worked pupils: if doing unpaid work by ethnicity

	Currently doing unpaid work		(n)
	Yes %	no %	
Scottish	5	95	(15102)
other bti/Irish	9	91	(1005)
other white	13	87	(259)
Asian/sc. Asian	8	92	(250)
Pakistani	9	91	(183)
Black/bl sc	7	93	(90)
mixed	8	92	(279)
gypsy/trav	24	76	(81)
other	6	94	(95)
(n)	(426)	(6785)	(17344)

Part-time employment among pupils with a disability: age is a factor

3.24 Rates of part-time work were similar across pupils who reported that they had a disability (never worked: 42% disability vs 41% other).⁵ There were no significant differences in the employment situation of young men and young women with a disability.

Table 3.12: Pupils' part-time work status by stage and disability

	School year			
	S3 %	S4 %	S5 %	S6 %
Current job				
Disability	32	35	36	49
No disability	28	34	44	63
Former job				
Disability	21	22	30	19
No disability	19	23	21	20
Never worked				
Disability	47	43	34	31
No disability	53	44	35	17
(n)				
Disability	(423)	(347)	(182)	(83)
No disability	(5262)	(5316)	(3814)	(2216)

3.25 The overall figure masks some differences in relation to year group. As we have seen, for pupils as a whole, involvement in part-time work increases as pupils get older and move up the school with a marked increase in participation between S5 and S6 years in particular. Comparing pupils with a disability with their peers, an increase in part-time employment over the school years is less evident among those with a disability and especially between the S5 and S6 stage as Table 3.12 shows. By S6 31% of pupils with a disability have never had a part-time job compared with 17 % of other pupils.

3.26 The lower levels of part-time work in S5 and S6 may be related to the sectors in which pupils with a disability tend to be employed (Table 3.13). In subsequent analyses of

⁵ The question asked was 'Do you have a disability which limits your daily activities or the work you can do now or after you leave school?'

pupils currently in part-time work, we found that pupils with a disability were more likely to be working in delivery type of work and less likely to be employed in retail and in catering but as we report below, delivery work is predominately carried out by S3 and S4 pupils while retail is a key sector of employment for S5 and S6 pupils. Pupils with a disability do not appear to share equally in the move of pupils into part-time employment in the retail sector in the later stages of schooling. The different sectors in which pupils with a disability were more likely to be employed in is also reflected in the finding that a smaller proportion of pupils with a disability were employed by major or national employers (16% disability vs 26% other) and a higher proportion by ‘other’ employers.

Table 3.13: Current workers: type of part-time work by disability

	disability	no disability	all
	%	%	%
Delivery	27	17	18
Babysitting	7	7	7
Catering	19	28	27
Retail	19	28	28
Miscellaneous	28	20	20
(n)	(355)	(6240)	(6595)

3.27 There was little difference in the average hours a week worked by pupils with a disability compared to other working pupils (10.25 hrs/wk disability vs 9.92 hrs/wk others).

Pupils in independent schools are less involved in part-time work

3.28 A higher proportion of pupils in independent schools had never had a part-time job compared to pupils in local authority schools (50% vs 41%, Table 3.14). This may be linked to the fact that in the independent sector some pupils are boarders and they may be less likely to work. Within the independent sector comparing pupils who were boarders with non-boarders, a very small proportion of boarders reported being currently in a job compared with non boarding pupils (current job: 6% boarders vs 31% non-boarders).

3.29 However, boarding is only part of the explanation for the difference between the local authority and the independent sector. Overall boarders only comprise a small minority of independent school pupils (12%) and the non-boarding pupils in the independent school still have a lower incidence of part-time work than pupils in the state sector (non-boarders 49% never worked vs 41% state sector). Another explanation for this variation may be that pupils in independent schools are more likely to be engaged, and may be expected to engage, in other activities in their free time. Pupils in independent schools reported a higher level of participation in sports activity outside class time and also more involvement in groups or societies than did those in the state sector (table not presented).

Table 3.14: Part-time work status: independent and LA schools

	Independent schools	LA schools	All
	%	%	%
Current job	28	39	38
Former job	22	21	21
Never worked	50	41	41
(n)	(1091)	(17115)	(18206)

Disengaged pupils are not more involved in part-time work

3.30 We wondered if pupils who might be considered to be less engaged with school are more oriented towards having a part-time job. We investigated this by considering pupils' part-time work status in relation to three questions in the survey that can serve as indicators of engagement with school: pupils' opinion about school, the time they devote to homework, and their levels of truancy.

3.31 Pupils were asked to respond to a number of statements about their time at secondary school. Examining their responses to these questions in the light of their part-time work status suggests a relationship, although not large, between a positive attitude to school and having a part-time job. Pupils who responded positively to several statements about whether or not school is worthwhile were slightly more likely to have a part-time job than those who gave negative responses to these statements (Table 3.15). We also asked pupils whether school is helping to give them confidence to make decisions. Those pupils who were most positive in their response had a higher rate of current part-time work while those who were least positive were more likely to have never worked.

3.32 The one item where we found that those who were least positive in their response had a higher incidence of part-time work concerned the extent to which pupils thought that school is preparing them for life after school. In this case we found that those who were least positive that school was doing so had a higher incidence of part-time work.

Table 3.15: Pupils' part-time work status by attitudes to school

	strongly agree %	agree %	disagree %	strongly disagree %
School is helping to give me confidence to make decisions				
Current job	41	37	39	37
Former job	20	21	22	20
Never worked	39	42	40	43
(n)	(3688)	(11348)	(2591)	(476)
School is a waste of time				
Current job	37	34	37	40
Former job	21	23	21	20
Never worked	41	43	42	40
(n)	(705)	(1198)	(9438)	(6743)
School is doing very little to prepare me for life after school				
Current job	40	39	38	36
Former job	22	22	20	21
Never worked	38	39	42	43
(n)	(1166)	(3958)	(9196)	(3680)
School work is worth doing				
Current job	39	38	35	32
Former job	21	21	23	23
Never worked	40	42	42	46
(n)	(6253)	(10181)	(1262)	(358)
My friends take school seriously				
Current job	41	39	37	34
Former job	18	21	22	24
Never worked	41	41	42	42
(n)	(1867)	(9597)	(4896)	(1669)

Table 3.16: Pupils' part-time work status by time spent on homework

	Time on homework (hours per week)					all %
	0 hrs %	1-4 hrs %	5-8 hrs %	9-12 hrs %	12+ hrs %	
Current job	33	35	41	46	36	37
Former job	23	21	21	20	21	21
Never worked	43	44	39	35	43	42
(n)	(796)	(8570)	(4011)	(1797)	(1415)	(16589)

3.33 In respect of the relationship between the amount of time spent on homework and the likelihood of having a part-time job, it might be anticipated that those pupils with jobs would spend less time on homework whether due to a lack of interest or time constraints. But what emerges is that there is not a straightforward relationship between time spent on homework and part-time work status. It appears that pupils who had never had a part-time job were more likely to be at either end of the spectrum when it comes to the time devoted to homework. A higher proportion of the never worked pupils spent 4 or fewer hours on homework a week but also a higher proportion of them spent 12 or more hours (Table 3.16).

3.34 The incidence of truancy can be seen as another measure of pupils' attitude. Strictly speaking truancy is not a relevant concept in relation to 5th and 6th years but we use it to mean unauthorised absence among pupils at any stage of their schooling. Pupils were asked if they had '*skipped school (played truant)*' in their current year. Overall, those who were serious truants (truanting for days or weeks at a time) and those who had never truanted had a similar level of involvement in part-time work (Table 3.17). It is those who reported an occasional incidence of truancy (lesson or day here and there) who had a higher level of participation in part-time work. This pattern is similar for young men and young women.

Table 3.17: Pupils' part-time work status by reported level of truancy

PT work status	Truancy				
	never	lesson here & there	day here & there	days at time	wks at time
Current job	36	50	44	33	34
Former job	19	23	24	25	21
Never worked	46	28	31	43	45
Total	11027	2923	2141	1130	884

3.35 Considering part-time work status and truancy across the year groups, there are some small differences from the overall pattern in S3 and S4. (The results for S5 and S6 are in Table 7 and 8, Appendix 1).

3.36 Among S3 pupils, the more serious truant had slightly higher levels of current part-time work than those who had never truanted but the differences are not large (current job: 27% never truanted vs 33% truanted weeks at a time, Table 3.18). In the case of S4 pupils, it is the infrequent truants who have slightly higher levels of current part-time work employment (current job: 38% lesson here and there vs 31% never truanted, Table 3.19).

Table 3.18: S3 pupils' part-time work status by reported level of truancy

S3	Truancy					Total
	never	lesson here & there	day here & there	days at time	wks at time	
	%	%	%	%	%	%
Current job	27	30	25	32	33	29
Former job	18	24	21	23	20	19
Never worked	55	46	53	45	47	52
Total	4035	67	118	895	766	5881

Table 3.19: S4 pupils' part-time work status by reported level of truancy

S3	Truancy					Total
	never	lesson here & there	day here & there	days at time	wks at time	
	%	%	%	%	%	%
Current job	32	38	37	28	35	34
Former job	20	25	26	32	29	23
Never worked	48	37	37	40	36	44
Total	3544	1000	1037	141	94	5816

3.37 Pupils were also asked if they had truanted, whether they had worked part-time when they were absent. Only a very small proportion of those who admitted to skipping school responded that they had been involved in part-time work then and this did not differ significantly across the year groups (14%, Table 3.20). The data does not reveal any strong link between truancy and part-time work.

Table 3.20: Pupils who ever had pt job and who had truanted: whether they did any paid part-time work when absent

If you have skipped school this year, did you do any paid work when you were absent?	School year				
	S3	S4	S5	S6	All
	%	%	%	%	%
Yes	16	15	14	12	14
(n)	(968)	(1396)	(1075)	(1185)	(4624)

Do enterprising attitudes and part-time working go together?

3.38 As explained in chapter 2, pupils were asked in the survey to respond to a series of questions designed to assess their enterprising attitudes (see pp.21-22, chapter 2). On the basis of their responses to the enterprise questions we calculated an overall score as a way of summarizing how enterprising they thought themselves to be. We did this to provide a way to examine the relationship (if any) between pupils' perceived level of enterprise and their participation in part-time work. We found that those who had a low score on enterprising attitudes were most likely never to have had a part-time job (never worked: 45% low score vs 38% high score, Table 3.19). In contrast those with a high enterprise score were more likely to be currently in part-time employment (Table 3.21). This parallels the finding presented above that pupils who were most positive that school is helping to give them confidence to make decisions had a higher rate of current part-time work.

Table 3.21: Pupils' part-time work status by their enterprising score

	low ent score %	quite low ent score %	quite high ent score %	High ent score %
Current job				
All	35	38	40	43
Male	30	34	36	40
Female	38	42	44	46
Former job				
All	21	22	21	19
Male	22	23	21	18
Female	20	21	21	21
Never worked				
All	45	40	39	38
Male	48	43	43	42
Female	42	37	35	33
(n)	(6914)	(4939)	(4148)	(2152)

Pupils' career focus and their part-time work status

3.39 In the survey pupils were asked how far they had clear ideas about their career, we refer to this as 'career focus'. The question posed was *'Which of the following best describes your career ideas?'* and the five answer options ranged from *'I have no idea of what I want to do'* to *'I have had a definite idea for a long time'*. We should make it clear that we are not assuming that it is necessarily preferable to have a definite career idea, we simply wanted to examine whether there is any relationship between the degree of focus in pupils' career ideas and incidence of part-time employment. When we considered the pupils' career ideas and their part-time work status, we found those who responded that they had no clear idea of what they want to do had the lowest levels of part-time work; overall the rate of current part-time work increased with the level of career certainty (Table 3.22). We also found that pupils who answered 'don't know' in response to another question which asked what they planned to do after leaving school were less likely to have ever had a part-time job.

Table 3.22: Pupils' part-time work status by career focus

	current job %	former job %	never worked %
I have no idea of what I want to do	28	18	54
My ideas keep changing	34	20	46
I have a number of ideas but haven't made up my mind yet	36	22	42
I now have a definite idea of what I want to do	42	21	37
I have had a definite idea of what I want to do for a long time	43	21	36
(n)	(6880)	(3779)	(7452)

Part-time work in the context of other demands on pupils' time

3.40 In order that we could place part-time employment in a wider context we asked pupils about how they spent their time outside of school. This would allow us to provide a picture of the various demands and use of their time apart from part-time employment. We asked about their social life and other interests, frequency of helping out in the home and involvement in voluntary work.

3.41 A high level of involvement in sport was associated with a greater likelihood of never having had a part-time job (Table 3.23). This may be explained by the time demands made by a commitment to sports activities or the fact that regular part-time work reduces the flexibility needed to pursue sporting activities.

3.42 We also found that pupils who reported less involvement in social activities outside of the home (going to a disco, concert, cinema or sporting event and spending time with friends) and who reported more frequent home-based activities (watching TV, using a computer) had lower levels of involvement in part-time work.

Table 3.23: Pupils' part-time work status and their social activities

	current job %	former job %	never worked %
Taken part in any sports outside class time in previous 2 weeks			
Never	35	32	34
Once or twice	32	30	29
3-5 times	19	19	18
6 times or more	15	18	19
(n)	(6529)	(3589)	(7242)
Taken part in any group or society (eg music, drama, special hobby, youth club, politics)			
Never	48	48	52
Once or twice	30	30	28
3-5 times	14	15	13
6 times or more	8	8	8
(n)	(6486)	(3554)	(7164)
Been to a disco, a concert, cinema or sporting event			
Never	21	25	26
Once or twice	53	52	52
3-5 times	19	15	16
6 times or more	8	7	7
(n)	(6514)	(3580)	(7234)
Spent time with your friends outside of the school day			
Never	4	5	6
Once or twice	20	19	22
3-5 times	31	27	29
6 times or more	45	50	44
(n)	(6521)	(3611)	(7297)
Watched TV			
Never	2	2	2
Once or twice	14	12	11
3-5 times	21	20	20
6 times or more	64	66	67
(n)	(6546)	(3608)	(7323)
Used a computer at home (not for your school work)			
Never	12	11	11
Once or twice	22	21	20
3-5 times	23	22	24
6 times or more	43	46	46
(n)	(6537)	(3610)	(7291)

Table 3.24: Pupils' part-time work status by extent of helping out in the home

	Extent of help around the home				All %
	low %	quite low %	quite high %	high %	
Current job	37	36	37	42	38
Former job	20	21	20	23	21
Never worked	43	43	43	35	41
(n)	4344	5293	4617	3950	18204

3.43 Having a part-time job was not reflected in a reduced level of participation in household duties. The reverse is the case, a high level of helping out around the house was associated with a higher rate of part-time employment (both current and ever worked) (Table 3.24).

3.44 Finally, we considered whether pupils who were not working were involved in voluntary work. Only a small minority of pupils overall were involved in voluntary work (10%). However, what is evident is that voluntary work and part-time employment seem to go together to some extent. Pupils who had never had a part-time job had a lower incidence of voluntary work than current workers (Table 3.25). Such a finding offers further support for the idea that pupils with part-time jobs are more likely to be engaged in a range of other activities as well.

Table 3.25: Pupils' part-time work status by their involvement in voluntary work

Pupils' part-time work status	Voluntary work	
	Yes %	No %
Current job	43	37
Former job	21	21
Never worked	36	42
(n)	(1196)	(10873)

Overview

3.45 Part-time employment is a common experience among pupils at school and among older pupils it is the norm to have a paid part-time job. Involvement in part-time work varies on a number of dimensions including gender; age/stage, ethnicity (with a strong gender difference within this), disability, social class, looked after status and by locality. But such variation sometimes runs counter to what might perhaps be anticipated, for example, pupils in rural areas have a higher incidence of part-time employment than those in urban locations. Another example is that while pupils from certain ethnic minority backgrounds have a lower level of paid part-time work, this is not explained by their greater involvement in unpaid work.

3.46 The results in respect of part-time work status and a number of family background factors indicate that pupils from less advantaged circumstances have lower levels of involvement in part-time work. It may be that both a lack of parental contacts in the workplace and also wider aspects of parental encouragement and networks play a part in explaining this situation. Pupils whose parent(s) were self employed had slightly higher levels of part-time work.

3.47 It is sometimes thought that pupils who are less engaged with school will be more likely to have a part-time job but this is not borne out by the data. There is little difference in pupils' involvement in part-time work according to their Standard Grade level. We also found that a higher proportion of pupils who were positive in their attitudes to school had a part-time job than pupils who were generally more negative about their school experience. The data does not reveal any strong link between truancy and part-time employment.

3.48 We did find, however, that where pupils were less positive that school was preparing them for life after school, this was associated with a higher incidence of part-time work. It may be that these pupils perceived part-time work as a way to gain some of the experience and skills that they thought was lacking in their school based learning. Alternatively, this view of their schooling may have resulted from their experience of part-time work. We cannot be sure of the direction of the link.

3.49 The picture that emerges from examining pupils' out of school activities is that those who are active and involved individuals have higher levels of part-time employment than those who are less engaged in an array of household, social and voluntary activities (with the exception of those active in sports). We also noted a relationship between having a part-time job and assessing themselves as having higher levels of enterprising attitudes. Part-time work was associated with a greater degree of focus about career plans but it is clear from other data in the survey (reported later in chapter 5) that pupils' reasons for working part-time are not primarily related to their future career plans. Overall, it appears that pupils who are engaged with school and are active and positive in various aspects of their lives tend to be more involved in part-time employment.

CHAPTER FOUR PREDICTING WHICH PUPILS ARE LIKELY TO HAVE A PART-TIME JOB

Introduction

4.1 The descriptive statistics presented in chapter 3 show which pupils have part-time jobs and which do not. In compiling these descriptive statistics, we looked at each factor on its own. This is useful in describing part-time employment among school pupils in Scotland but it does not show us the inter-relationship between the various factors. Descriptive statistics do not let us see which factors are more important and which are less important in predicting whether or not pupils will have a part-time job. Statistical modelling, on the other hand, lets us see which factors are more influential than others.

4.2 In this chapter we shall see how in some cases, the results for certain factors *change* once we take the others into account in the statistical modelling. An example of this is pupils' ethnic background. We noted in chapter 3 that whether pupils had a part-time job or not varied according to their ethnic background but, as we shall see in this chapter, once we consider other factors alongside their ethnic background, we find that their ethnicity is much less important than other factors in predicting their likelihood of having a part-time job. We would not have known this if we had only relied on descriptive statistics.

4.3 In other cases, a factor *remains* significant, even after the other factors are controlled for. This means we can confidently state that this factor is influential in whether pupils do or do not have a part-time job. For example, the descriptive statistics showed that whether pupils had a part-time job or not was related to their stage of schooling. Using the statistical modelling approach confirmed that stage in schooling is important, even when we looked at factors such as social class and attainment. We can therefore be much more confident in saying that stage of schooling is important than if we had relied solely on the descriptive statistics.

The analysis

4.4 We examined the likelihood of pupils currently having a paid part-time job compared with *never* having had a part-time job. The analysis was built up in a series of steps or models to enable us to examine the effect of introducing each new set of factors. All the factors that proved significant in the prior model were carried forward to the next step while the non-significant factors were generally omitted from the next stage of the process.

4.5 The factors included in the analysis were:

Model 1: Background factors

- School stage
- Gender
- Attainment or study at Credit SG (study for S3s and S4s; attainment for S5s and S6s)
- Disability
- Ethnicity
- Father's social class; mother's social class
- Father's current activity; mother's current activity
- Living arrangements
- Location

- Unpaid work

Model 2: Attitudinal factors added

- Levels of truancy (self-reported)
- Attitudes to school - pupils' response to the following statements:
 - school is helping to give me confidence to make decisions
 - school is a waste of time
 - school is doing very little to prepare me for life after school
 - school work is worth doing
 - my friends take school seriously
- The extent to which pupils view themselves as enterprising in their attitudes. This variable was constructed from the answers pupils gave to a series of questions designed to assess their level of enterprise.

Model 3: Enterprise in education inputs factors added

The factors added relate to the enterprise in education inputs that pupils had experienced. We have sub-divided these into: work experience; work related learning; enterprise education and career education.

- work experience
- work-related learning inputs (ie discussed how school subjects linked with industry and business; visited an employer or business; had talks from an employer/someone from industry or business)
- enterprise education inputs (ie discussed what's involved in running a business; taken part in an enterprise project/challenge day etc.)
- career inputs (ie visited college/university; had mock/practice job interview; prepared application/CV; used career library/website; careers fair/convention; talks/visits from college/university staff; discussed career ideas with CA/someone from Careers Scotland)

Model 4: Factors relating to other time commitments added

- Unpaid work
- Frequency of pupils' leisure activities, including:
 - Involvement in sports activity
 - Involvement in groups or societies
 - Disco, concert, cinema, sporting event
 - Spend time with friends outside of school
 - Watch TV
 - Use computer (excluding school work)
- Voluntary work
- Extent of housework
- Extent of care duties

Model 5: Career related factors added

- Career focus
- Post school plans

4.6 We focus on the final model that contains all the factors that had proved significant in the earlier models with the addition of the final set of explanatory factors (Table 4.1). In Table 4.1 we do not present the full results but simply indicate whether a factor had a positive, negative or non-significant effect on predicting part-time employment. The full

results are given in Table 1, Appendix 2. We consider each group of factors in turn and where appropriate, comment on relevant points arising from the earlier stages of the analysis.

Table 4.1: part-time job (logistic regression)

	Average net effect
School stage (ref S3)	
S4	positive
S5	positive
S6	positive
Gender (ref male)	
Female	positive
Num credit SG studied for/gained (ref 8+)	
4-7	not sig
1-3	not sig
None	not sig
Ethnicity (ref Scottish)	
Pakistani	positive
Female * Pakistani	negative
Father's soc class (ref mgt + prof)	
Intermediate	not sig
Working class	not sig
Other	not sig
Missing	negative
Father's current activity (ref FT work)	
PT work	not sig
Unemployed	not sig
Student	not sig
Retired	not sig
Family/home	not sig
Unable to work	not sig
Something else	not sig
Dead	not sig
Don't know	negative
Stay with term (ref M & F)	
Parent + step parent	positive
Location (ref large urban)	
Other urban	positive
Rural	positive
Truant (ref never)	
Lesson here and there	positive
Day here and there	positive
Days at a time	positive
Weeks at a time	positive
School doing little to prepare for life after (ref strongly agree)	
agree	not sig
disagree	not sig
Strongly disagree	positive

Table 4.1 (contd): The likelihood of pupils currently having a part-time job vs never having had a part-time job (logistic regression)

	Average net effect
Homework (ref 13+ hours per week)	
9-12	positive
5-8	positive
0-4	Positive
Enterprising attitudes (ref high)	
Quite high	not sig
Quite low	not sig
low	negative
Work experience (ref yes)	
Never	not sig
Work related EinE (ref a lot)	
Some	negative
Little	negative
None	negative
Careers EinE (ref a lot)	negative
Some	negative
Little	not sig
None	not sig
Sports (ref nil)	
1-2	not sig
3-5	not sig
6+	negative
Disco, cinema etc (ref nil)	
1-2	not sig
3-5	not sig
6+	positive
See friends (ref nil)	
1-2	positive
3-5	positive
6+	Positive
Watch TV (ref nil)	
1-2	not sig
3-5	not sig
6+	negative
Housework (ref nil)	
1-2	negative
3-5	negative
6+	not sig
Care duties (ref nil)	
1-2	positive
3-5	positive
6+	positive
Career focus (ref def idea for long time)	
Definite idea	not sig
Got ideas but not decided yet	not sig
Ideas changing	negative
No idea	negative
Post-school plans (ref HE)	
FE	not sig

4.7 In Table 4.1 we indicate whether a factor had a positive, negative or non-significant effect on predicting whether pupils would have a current part-time job. The full results are given in Table 1, Appendix 2.

The effect of background factors

School stage

4.8 It was evident from the descriptive statistics that pupils' involvement in part-time work varied substantially across the year groups. The final results of the modelling confirms that pupils' stage of schooling remains a key factor in predicting their likelihood of current part-time employment even after controlling for a wide range of other variables. Compared with S3 pupils, those in the other year groups were more likely to be working part-time and the probability of doing so increases over the school years, especially between S5 and S6.

Gender

4.9 Another factor that remains significant in predicting current part-time work is gender: taking all other factors into account, girls were more likely than boys to currently have a paid part-time job than to have never worked. The exception to this is girls from a Pakistani background.

Ethnicity

4.10 The descriptive statistics showed that the likelihood of part-time work varied by pupils' ethnic background but the statistical modelling reveals that it is less important when other factors are taken into account. When ethnicity was considered in Model 1 alongside attainment, class and other background factors, most of its effect disappeared. The only difference in respect of pupils' ethnic background that remained concerned pupils from Pakistani backgrounds and there is a strong gender dimension to this. While boys from Pakistani backgrounds were more likely to have a part-time job than Scottish boys, Pakistani girls were less likely to have a job than Scottish girls. The involvement of pupils from ethnic minority backgrounds in unpaid work does not explain the results in respect of ethnicity; we examined involvement in unpaid work in earlier models and it made no difference to the effect of ethnicity.

Attainment

4.11 We saw in the chapter 3 that there was some limited variation in pupils' part-time work status according to their attainment level at Standard Grade (SG).⁶ SG attainment level did prove significant in the early stage of the statistical modelling where attainment was considered along with other background factors ie school stage; gender; disability; ethnicity; parents' social class; parents' current activity; pupils' living arrangements; location and any unpaid work. At this early stage of the analysis, the main contrast in pupils' probability of having a current part-time job was between those with 8+ Credit SGs - less likely to have a current job - and those in the other attainment groups. But once the various attitudinal factors were controlled for in the next stage of the analysis (Model 2), pupils' SG attainment level was no longer a significant predictor of their chances of having a current part-time job.

Family background

4.12 In respect of social class, Table 4.1 confirms the results of the descriptive findings: that it is pupils whose father is in the 'missing' category who were less likely to work part-time. Consistent with this finding, those who responded 'don't know' when asked to state

⁶ Defined as the number of SGs at Credit being studied by S3 and S4 pupils and the number of SGs at Credit gained by S5 and S6 pupils.

their father's current activity, were also less likely to be working part-time than pupils whose father was in full time employment.

4.13 But it is notable that, after taking all the other factors into account, we found no difference in the likelihood of pupils from working class, intermediate and managerial and professional backgrounds having a current part-time job.

4.14 We would also note the impact of enterprise in education inputs on the effect of social class background and whether or not pupils are likely to have a current part-time job. In the earlier stages of the modelling (Models 1 and 2), having a father in the 'unclassified' category was associated with a reduced chance of being in current part-time work. (This is similar to the results of the descriptive analyses.) It was the addition of the enterprise in education inputs in Model 3 which changed the effect of this and having a father in the 'unclassified' category became non-significant at this point. It would appear that for pupils from this background, some of the enterprise in education inputs may be helping to compensate in some way for not having a father who is active in the labour market, perhaps by helping pupils develop the knowledge and skills to apply for a part-time job and/or by providing some direct contact with employers.

4.15 Table 4.1 shows that pupils who were living with a parent and step-parent were more likely to have a current part-time job compared with pupils living with their mother and father. This is the only situation relating to pupils' living arrangements that remained significant once other factors were controlled for.

4.16 The descriptive statistics had shown that pupils living in a lone parent household, who were with foster parents or in a children's home or at boarding school were all less likely to have a job. But these factors proved not to be significant when the other background factors were controlled for. Taking academic attainment into account made the key difference in respect of pupils who were staying with foster parents or being in a children's home. Similarly, living with one parent was not significant when parental social class was controlled for. These findings provide another illustration of the complexity of the factors that influence young people's involvement in part-time work and which is pertinent to concerns about equity issues.

Location

4.17 We saw in chapter 3 that a bigger proportion of pupils living in a rural area had a part-time job. We wondered if this would remain an important factor once we controlled for other factors in the statistical modelling. In fact location proved to be a consistently significant factor throughout the modelling process as other variables were taken into account. It is therefore a strong finding that, compared with pupils who live in large urban areas, those who live elsewhere, especially in rural locations are more likely to have a current part-time job.

The effect of attitudinal factors

Attitudes to school

4.18 In the modelling we included several factors – truancy, pupils' opinion of school, and the amount of time spent on homework – that might be seen as indicative of pupils' commitment and engagement with school. The conclusions from the modelling when we analysed these factors are similar to those from the descriptive statistics - there is little to suggest that pupils who are disengaged with school are more likely to be currently working.

4.19 The final model shows that pupils who have ever truanted are more likely to have a part-time job than those who have never truanted (Table 4.1). However, there is not a clear relationship between frequency of truanting and the likelihood of being involved in part-time work. The differences according to frequency of truanting are neither large nor straightforward, for example, pupils who reported truanting for a 'lesson here and there' had a higher probability of part-time work than those who truanted for 'days at a time'. The results therefore do not offer support to the view that there is a straightforward link between serious truancy and engagement in part-time work. It might also be noted that in the survey, when asked specifically if they had engaged in part-time work when they were absent, 86% of pupils who had truanted responded that they had not done so.

4.20 Pupils' attitudes to school do not appear to have much of an effect on their likelihood of currently having a part-time job once other factors are taken into account. Most of the items relating to pupils' attitude to school, for example that 'school is a waste of time', 'that school work is worth doing' became non significant as other factors were controlled for in the modelling. Disenchantment with school does not appear to be related to an increased probability of having a current part-time job. The only attitudinal factor which remained significant in the final model is the extent to which pupils thought that school is preparing them for life after school. Pupils who felt strongly that school is doing little in this respect were more likely to have a part-time job. This might suggest that some pupils actively seek out part-time work to gain practical experience. However, we need to be cautious in interpreting this since this 'attitude' may have emerged as a result of the employment experience. Longitudinal data would be needed to address this question.

4.21 There is little to suggest that a low level of time on homework is particularly related to having part-time work. Compared with those undertaking the greatest amount of homework (13+ hours per week), pupils spending less time than this on homework were more likely to be working part-time. However, Model 5 shows that those who did 9-12 hours of homework per week were almost as likely to have a current part-time job as those spending less time on homework (0-4 hours and 5-8 hours).

Enterprising attitudes

4.22 When we examined the extent to which pupils are enterprising in their attitudes and behaviours and their part-time work status in chapter 3, we saw that those with a low enterprise score were less likely to have a part-time job. It is notable this finding holds even after taking account of the wide range of other factors included in the modelling. Table 4.1 shows that pupils' level of enterprising attitudes has an independent effect on their probability of currently being in a part-time job. Compared with pupils who rated themselves to be the most enterprising, those who assessed themselves as less enterprising were less likely to be in a current part-time job; the probability of part-time employment decreased in line with the decrease in the level of enterprise.

The effect of enterprise in education factors

4.23 In the models we took account of the extent to which pupils had experienced certain enterprise in education inputs to assess if they had any effect on pupils' probability working. Work experience was not a significant factor in predicting involvement in part-time employment. However, two of the elements of enterprise in education inputs did increase the likelihood of current part-time work. Compared with those who had highest levels of work related learning inputs, other pupils were less likely to have a current part-time job and the chances of them doing so declined in line with the extent of the inputs they had received. Similarly, the extent of career related enterprise in education inputs had an independent effect

on pupils' chances of having a part-time job all other factors being equal. In comparison with pupils who had the highest level of career related inputs, the others were less likely to have a part-time job. Enterprise education inputs were not significant.

4.24 A possible explanation for the lack of effect of enterprise education activities may be that for the cohorts we studied, the overall levels of enterprise related activities had been limited so that even those who had relatively high levels compared with other pupils still had not experienced extensive enterprise related inputs. The link between career and work related learning and part-time employment may be explained by the contribution exposure to this type of material makes to pupils' knowledge and self confidence. It is also possible that pupils may gain specific knowledge and skills which employers recognise.

The effect of pupils' other time commitments

4.25 In chapter 3 we examined pupils' activities and responsibilities outside of school and considered if they were associated with pupils' part-time work status. Here we assess if any of them were significant factors in predicting current part-time work once other factors are taken into account in the modelling process.

Involvement in sports

4.26 The level of pupils' participation in sport had some effect on their likelihood of having a current part-time job. There appears to be two aspects to this. Firstly, pupils with the highest level of participation (6 or more times in the past 2 weeks) were less likely than those who had not taken part in any sports in that time. Secondly, pupils who had participated in sport 1-2 times were more likely to have a part-time job than those with no sporting activity. In the first case it seems that pupils with a high level of involvement in sport may rule themselves out of work because of the time commitment to their sport. In the second case, a moderate level of participation in sport may reflect a more general level of activity and engagement which is also reflected in having a part-time job. The latter suggestion is given more weight by the effect of the other factors related to how pupils spend their time out of school.

An active social life

4.27 A more active social life in terms of going out to discos, concerts, cinema or sporting events is a predictor of part-time employment. Compared with those who had not been to such events in the past two weeks, those who had done so 6 or more times were more likely to have a part-time job. Two possible explanations can be offered. First, previous research has shown that having a part-time job is a means of funding one's social life and these results may simply be an example of this. An alternative explanation is that it is the more 'sociable' 'outgoing' and 'active' pupils who are likely to be currently working, either because employers select them from the pool of labour or because they are more skilled at securing a job. It is worth noting in the chapter 3 we showed that a number of the never worked pupils had applied unsuccessfully for work. Model 5 also shows that compared with pupils who did not spend time with friends outside of school over the previous 2 weeks, those who did so were more likely to be in part-time employment.

4.28 Watching TV was a significant factor in predicting current part-time employment, the likelihood of having a current part-time job decreased in line with the frequency of watching TV. Previous research would suggest that as pupils gain employment other pastimes may be affected. However, pupils will not rate all pastimes equally and it may be that TV viewing diminishes in order to provide the time to maintain other social activities.

4.29 The results in respect of TV watching also indicates that it cannot be assumed that if someone is not working part-time then they will spend their time doing homework. This is supported by the findings on homework reported above where there is little difference in the likelihood of part-time work between those doing 0-4 hours per week and those doing 9-12 hours of homework

Household chores

4.30 When we consider the effect of helping with household chores, again it appears that a moderate level of activity is a predictor of part-time work. Compared with those who did not help with jobs around the house, those who reported a moderate level of housework (1- 2 and 3-5 times in the past 2 weeks) were more likely to have a part-time job. Those who had helped out more than 6 times over this period were less likely to have a current part-time job. This may be related to a lack of time given their involvement in household chores or possibly to the reduced need to earn money – we found that those who had helped out 6+ times were slightly more likely to get money for doing so than pupils who helped out less frequently.

Caring responsibilities

4.31 In contrast, any level of involvement in caring for brothers or sisters, someone sick or disabled at home or a relative not living at home, increased the likelihood of having a part-time job compared with no involvement. The extent of caring duties does not make a big difference to the probability of having a part-time job but it does remain significant even after we have controlled for all the other factors. In these circumstances having a part-time job may act as a means of escaping such roles for at least sometime and establishing one's independence. However, it is clear that more information is needed before a definitive explanation of this result could be offered.

The effect of career related factors

4.32 The final set of factors that we examined was whether pupils' career ideas had any effect on the likelihood of currently working part-time.

4.33 It is sometimes suggested, for example, that pupils who are intending to enter the labour market directly from school are more likely to have part-time employment. Taking all other factors into account, we found that pupils who intended to find a job or training place after leaving school had a greater probability of being in a current part-time job than those who planned to go to HE. Pupils who were planning to take a time out ('year out/volunteer work/travel etc') were also more likely to be in part-time employment than those aiming for HE.

4.34 In the survey pupils were asked how far they had clear ideas about their career, we refer to this as 'career focus'. The extent to which pupils had a definite career focus increased the likelihood of working part-time. (This is not to make any assumptions about whether a definite career focus is good or bad.) Pupils who have no idea about what they want to do; whose career ideas keep changing; and who have some ideas but have not made up their minds yet were all less likely to have a part-time job than those who have had a definite career idea for a long time. The probability of not having a part-time job increased in line with career uncertainty. It may be that relationship between rates of part-time work and career focus is related to pupils' general outlook on life. A pupil's uncertainty and lack of focus about their career ideas may reflect a more general lack of focus in their life; this is consistent with some of the other findings in respect of pupils' activities and enterprising attitudes. Alternatively, it is possible that part-time work has resulted in pupils being able to

perceive themselves in work roles and envisage themselves in the workplace. Both explanations have some value but the present research design does not allow us to unravel the issue of causality.

Overview

4.35 The approach taken in this chapter has enabled us to consider how a range of factors interact to influence pupils' involvement in current part-time employment. The results are important in deepening our understanding of differences in pupils' involvement in part-time work and in informing questions about equity in access to part-time work.

4.36 When all other factors are taken into account, school stage emerges as a key predictor of part-time work: it is clear that pupils are more likely to have a part-time job as they move up the school years. Pupils' location was another predictor of part-time work independent of any other factor; in particular, pupils in rural areas were more likely to have a part-time job than their counterparts in large urban areas.

4.37 Irrespective of other factors, young women have a greater likelihood of working part-time. We found that once other factors such as attainment and class were controlled for, the only difference that remained in respect of variation according to ethnicity concerned pupils from a Pakistani background. Girls from a Pakistani background were less likely to have a part-time job while their male counterparts were more likely to do so.

4.38 After we took various attitudinal factors into account, pupils' level of Standard Grade attainment was no longer a predictor of current part-time employment. Previous research indicates, however, that there is a complex relationship between part-time work and attainment and in later chapters we consider whether attainment makes a difference to the working hours and the quality of the job of pupils who do work part-time.

4.39 There is little to suggest that disenchantment with school (ie attitudes to school, time devoted to homework and truancy levels) means that pupils are more likely to engage in part-time work. On the specific question of any link between truancy and having a part-time work, no clear relationship is evident between the likelihood of currently having a part-time job and serious truancy.

4.40 The findings in respect of the influence of family background illustrate the complexity of the factors that influence young people's involvement in part-time work and which is pertinent to concern about equity issues. They also indicate that part-time work may function at several different levels for pupils, for example, pupils who lived with a parent and step-parent; these pupils were more likely to have a current part-time job than those who stayed with their mother and father. This may indicate that changing family dynamics impacts on a pupil's desire, or need, to have a part-time job. Previous research has shown that employment may provide an 'arena of comfort' for pupils whose families are undergoing change (Call, 1996).

4.41 We found that having higher levels of career or work related enterprise in education inputs increased pupils' chances of having a part-time job, independent of other factors. It may be that they increased pupils' knowledge and self confidence or helped them develop specific knowledge and skills which employers recognise. It is notable that for pupils whose father was not active in the labour market, some of the enterprise in education inputs appear to be compensating for this, perhaps by helping them develop the job seeking skills and/or by providing some direct contact with employers.

4.42 Pupils who judged themselves to have a more enterprising approach, were more likely to be in a part- time job even after controlling for other factors. This result is in keeping with the effect of other factors related to how pupils spend their time outside of school hours. All of this suggests that pupils who have relatively high level of activities in their life outside of school are more likely to have a part-time job irrespective of other factors. We have offered possible explanations for this in the chapter but note that more longitudinal data is needed to unravel this area. Other factors that, in themselves, made a difference to the likelihood of pupils having a part-time job are if pupils' intend to enter the labour market directly from school and also the extent to which they had definite career ideas. Both factors are linked with a higher probability of working but without longitudinal data it is not possible to explain the direction of the relationship.

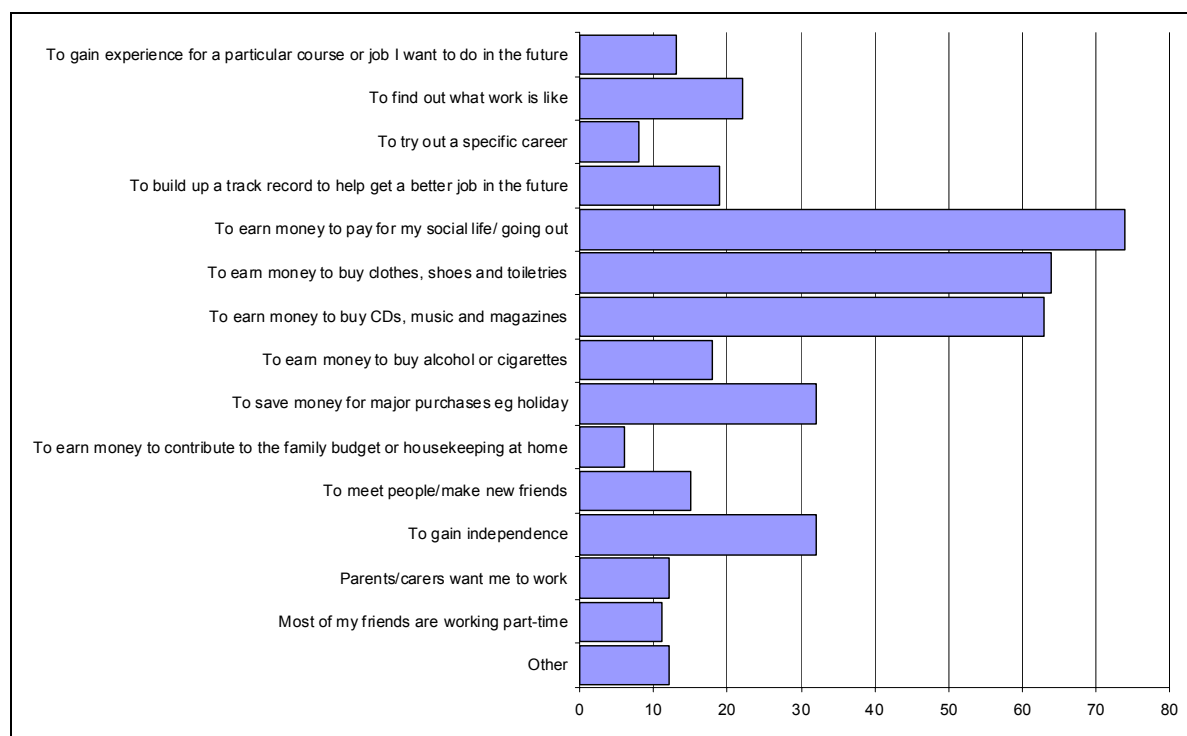
CHAPTER FIVE PUPILS' DECISIONS ABOUT PART-TIME EMPLOYMENT

5.1 In this chapter we consider the pupils' decisions about whether or not to participate in part-time employment. As we noted in chapter 3, in this research we distinguish between 'current workers', 'former workers' and those who had never worked. We begin by considering the reasons for working among pupils who were currently in a job, or who had worked in the past, the former workers. We then go on to examine the reasons why the former workers had stopped working part-time. Finally, we focus on the group of pupils who had never had a part-time job. In the introduction we noted that relatively little is known about this group. For example, have they had tried to find a job, and if not, the reason why they have not done so. As well as extending our picture of pupils' part-time employment in Scotland, it is important to any discussion of the possible recognition of part-time work to have a greater understanding of these different groups of pupils and the reasons behind their involvement, or not, in part-time employment.

Why do pupils work?

5.2 In the survey we asked both former and current workers about their reasons for working part-time. Pupils were given a list of reasons for having a part-time job and asked how far each reason applied to them. They responded on a four point scale ranging from 'very much' to 'not at all'. Figure 5.1 lists the reasons and shows the 'very much' responses from pupils who had ever had a part-time job. Money is the key reason they gave for working, followed some way behind by the chance to gain independence. Career related reasons were not a major motivating factor for most pupils.

Figure 5.1: Ever worked pupils: reasons for working (% very much)



5.3 There were no major differences in the reasons given by pupils who were former workers compared with those currently in a part-time job. Money is the key factor for both

current and former workers with some variation in what were the most important ways in which to spend their earnings.

5.4 Pupils' reasons for working did not vary depending on where pupils lived ie in rural, urban or a large urban area. We had wondered if, for example, pupils in rural areas might give more weight to the social aspects of part-time work (*'the opportunity to meet new people/make new friends'*) but this was not the case. There were some small differences in pupils' responses according to stage of schooling, gender, enterprising attitudes, attainment, social class and planned post school destinations and we note these below.

Financial reasons are central

5.5 It is clear that to earn money (for a variety of purposes) is central to pupils' decision to work part-time. Nearly three quarters responded that 'to earn money to pay for their social life/going out' is a reason that applied 'very much' to them (Figure 5.1 and Table 9, Appendix 1). Around two-thirds reported that earning money to pay for items such as clothes, toiletries, CDs, music and magazines was a very relevant reason for them. Saving for major purchases was a key reason for around a third. Only 18% indicated that earning money for alcohol and cigarettes was a motivation for having a part-time job.

5.6 The reason, 'earning money to contribute to the household budget' did not figure strongly in pupils' reasons for working part-time, only 6% responded that this was a reason that applied 'very much' to them (Figure 4.1 and Table 9, Appendix 1). When we looked at this further, we did find some small variation according to attainment. Among those who had ever had a part-time job, the lowest attaining pupils were slightly more likely to state that 'earning money to contribute to the household budget' was a reason that 'very much' applied to them compared with the highest attainers (12% vs 3%, Table 10, Appendix 1). It might be expected that there would be some difference in response to this question about working to contribute to the household budget according to pupils' social class background but the variation by social class was very small, no more than a 4% difference (see Table 11, Appendix 1).

5.7 Money was an equally important reason for both young men and young women who had ever had a part-time job. But there were some small differences, for example, the chance 'to earn money to buy clothes, shoes and toiletries' is seen as more important by young women than men (69% vs 58%, Table 9, Appendix 1).

5.8 Similarly, the key reason of money applied across all year groups. While older pupils gave more importance to earning money to fund major purchases and to buy alcohol and cigarettes than did the younger pupils, money was the most important factor for all pupils who had ever had a part-time job (Table 12, Appendix 1).

Part-time work is a way to gain independence

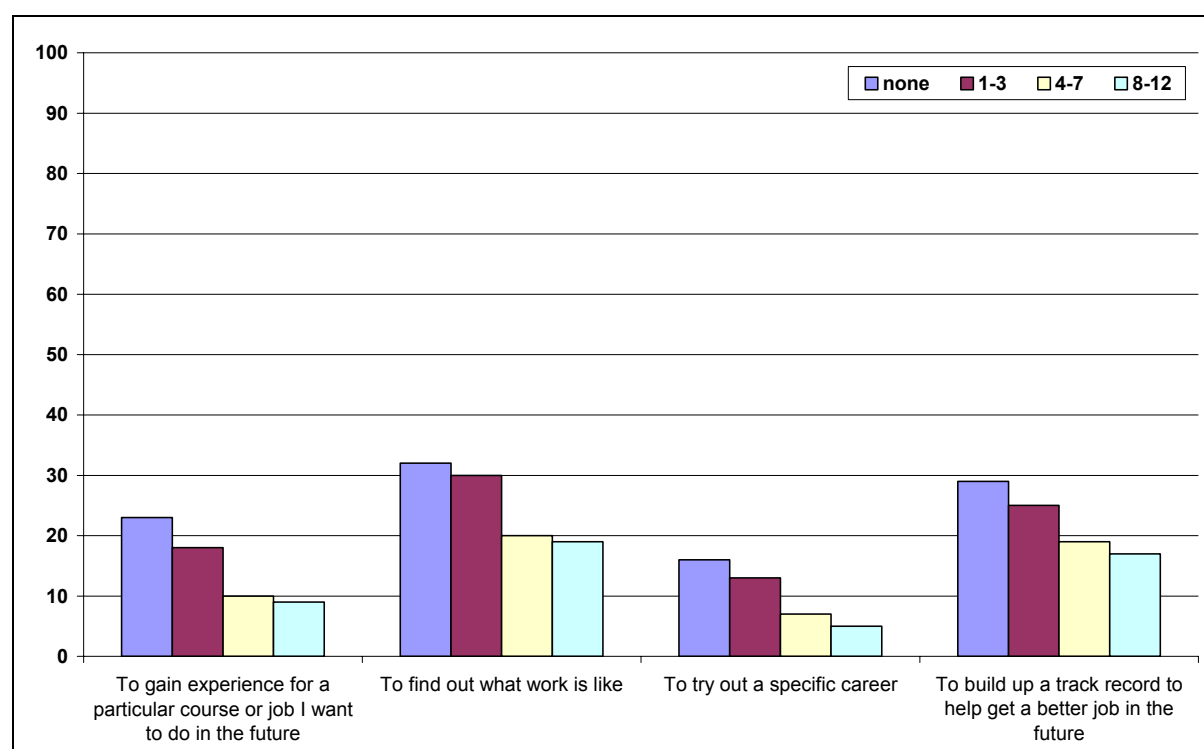
5.9 Almost a third of pupils who had ever had a part-time job responded that 'to gain independence' was a very important reason for them to work (32%, Figure 5.1 and Table 9, Appendix 1). It was the next most relevant reason after money for both current and former and especially so for the current workers (current workers 36% vs former workers 22 % 'very much' responses, Table 9, Appendix 1). The role of part-time work as a way to gain independence was more important to older pupils with 41% of S6 pupils rating it as very important to them compared with 28% of the S3 pupils (Table 11, Appendix 1). Gaining independence was also given more weight by young women than by their male counterparts (37% vs 25% 'very much', Table 9, Appendix 1).

5.10 We also found that those pupils who scored highest in terms of their enterprising attitudes⁷ were more likely to see the opportunity to gain independence as an important reason for having a part-time job (44% high score vs 23 % low score, Table 13, Appendix 1). The weight given to this reason increased in line with how enterprising pupils perceived themselves to be.

Employment/career related reasons are less important for most

5.11 The reasons for working that are related to employment or career emerge as less important, especially those reasons that are about part-time work as a way of trying out specific careers, jobs or courses. The more general reason ‘finding out what work is like’ was seen as a very relevant reason for just over a fifth of those who had ever had a part-time job and a similar proportion answered that ‘to build up a track record to help get a better job in the future’ was very important reason for them working (22% and 19% ‘very much’, Figure 5.1 and Table 9, Appendix 1). Former workers gave somewhat less weight to career related reasons than current workers, especially the idea of working to build up a track record (13% vs 22% ‘very much’).

Figure 5.2: Ever worked pupils: career related reasons for working part-time by SG level (% answering very much)



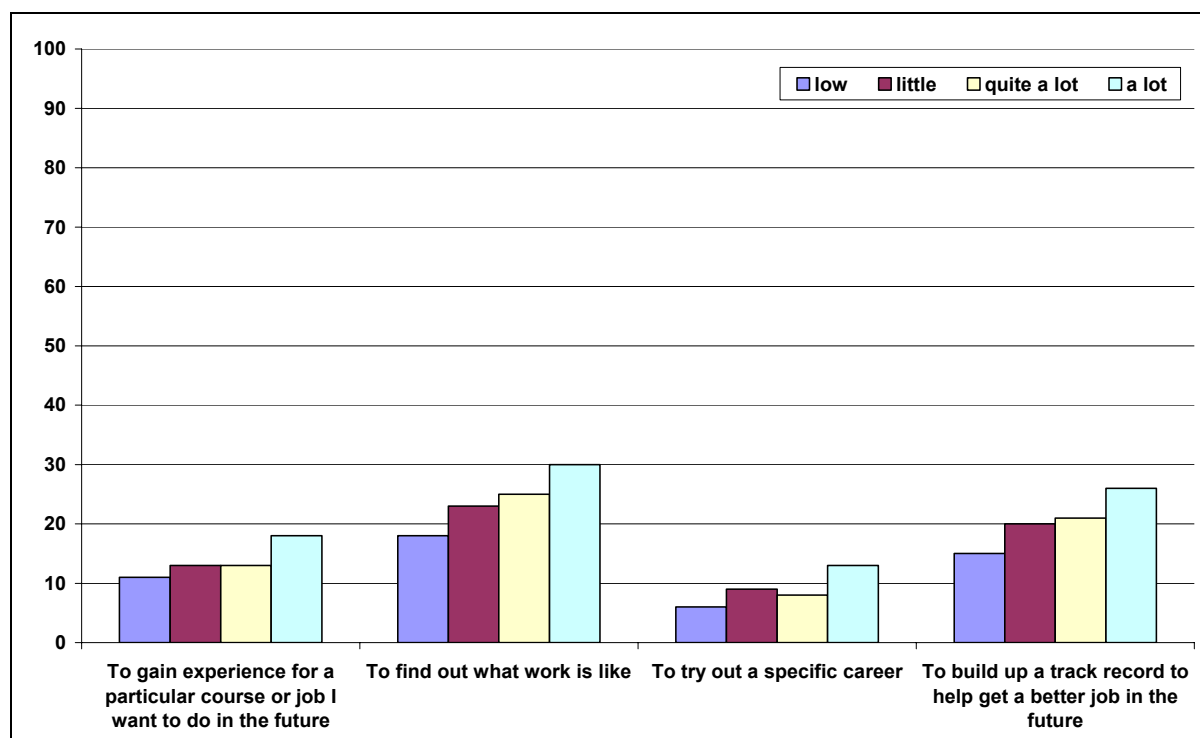
5.12 Part-time work for low attaining pupils and to a lesser extent those planning to enter the labour market straight from school (and these groups overlap), appears to serve a more career related function than for other pupils. While money was still the main motivation for them, lower attaining pupils gave more weight than did the higher attaining pupils to the reasons ‘to gain experience for a particular job or course’, ‘to try out a specific career’ and ‘to build up a track record to help me get a better job in the future’ (Figure 5.2). Those who planned to find a job or training place after leaving school also gave more weight to these reasons (Table not shown). However, differences in responses in relation to

⁷ As explained in chapter 2, pupils were asked in the survey to respond to a series of questions designed to assess their enterprising attitudes. From their responses, we calculated an overall score summarizing how enterprising they thought themselves to be. We have used this score in our analysis as a way of examining the relationship (if any) between pupils’ perceived level of enterprise and their participation in part-time work.

employment/career related reasons according to pupils' social class were minor (Table 11, Appendix 1).

5.13 We also found that pupils who had assessed themselves more highly in relation to how enterprising they are in their attitudes gave more weight to career related reasons for working (Figure 5.3). Nevertheless, earning money was also the central reason for their decision to have a part-time job as for other pupils.

Figure 5.3: Ever worked pupils: career related reasons for working part-time by their enterprising attitudes score (% answering very much)



5.14 Older pupils gave less weight to part-time work as a way to try out a specific career or to gain experience for a particular job (Table 12, Appendix 1). Pupils of all ages/stages were just as likely to see a part-time job as a way to build up a track record and to find out what work is like.

5.15 To explore the issue of part-time work and careers issues more fully, we examined the reasons current workers gave for working and the type of jobs in which they were employed. While money is the prime motivation for working part-time it is also evident that employment/career-related reasons are more important to pupils in certain types of jobs than in other ones. Pupils currently employed in care work, hairdressing, farming and manual trades all gave greater emphasis to employment/career-related reasons. For example, 45% of those employed in manual trades responded that 'to gain experience for a particular job or course' was a key reason compared with 14% of current workers overall (Table not shown). A similar pattern of response is evident in respect of the other career related reasons: 'to find out what work is like', 'to try out a specific career' and to 'build up a track record to get a better job in the future'.

Parental wishes are not an important reason

5.16 Only a small minority of pupils who had ever had a part-time job indicated that this was largely because their parent or carer wanted them to work, only 12% responded that this was 'very much' a reason for working (Figure 4.1 and Table 9, Appendix 1). However, pupils who were currently in a part-time job and who did identify this as a reason for working were

likely to be employed in farming and manual trades; these are jobs where pupils were also more likely to be employed by their parents.

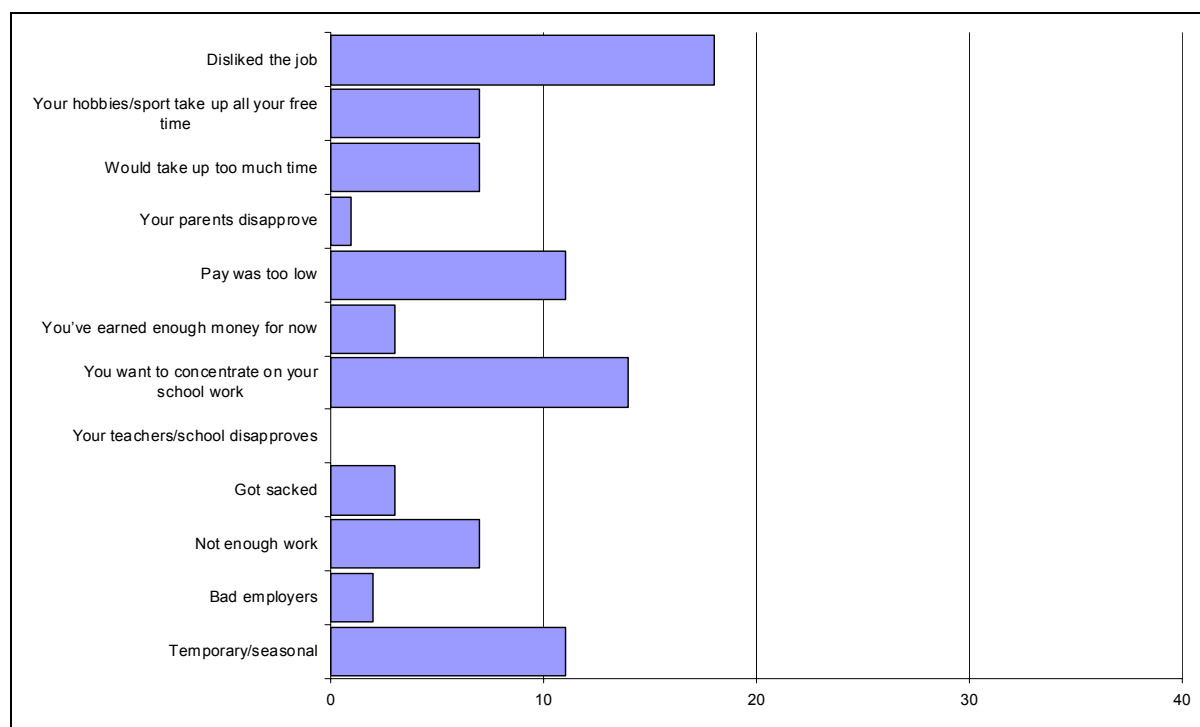
Why do some pupils stop working part-time?

5.17 We indicated in the introduction that research has shown that pupils move in and out of employment. Little is known about their reasons for leaving employment. To address this gap pupils in the former worker category were asked about the reasons they stopped doing their last part-time job. Such information is pertinent to the question of recognition and issues of pupils' continuity of employment.

5.18 Pupils gave a range of reasons for stopping work, some of which are inter-related (Figure 5.4). We identified three main categories of reasons from their responses:

- dissatisfaction with the job (31%)
- time issues and the impact on other aspects of their lives (28%)
- where their job came to an end (21%).

Figure 5.4: Former workers: why stopped work (% main reason)



5.19 In the case of dissatisfaction with the job, 31% of former workers gave this as a reason for stopping work (18% disliked the job/employer/other workers; 11% were dissatisfied with the pay; and 2% stopped work because of bad employer/poor working environment). Time issues and the impact of this on other aspects of pupils' lives comprise the second category of reasons for giving up part-time work. In total 28% fell into this category (14% want to concentrate on school work; 7% indicated that work took up too much time; and 7% indicated that hobbies/sports take up your free time).

5.20 The final category of reasons for giving up work related to the cessation of the job: 21% fell into this category (for 11% a seasonal or temporary job ended; for 7% the employer did not have enough work; and 3% were sacked). In the previous two categories pupils were making the decision to stop work, in contrast pupils in this final category were not necessarily

stopping work from choice although it should be remembered that some pupils may opt for seasonal work knowing that it will stop at a specific time.

5.21 The main reasons that pupils stopped working did not vary much in respect of gender, stage of schooling or attainment level. Differences between young men and young women in the most important reasons for stopping work are slight (Table 14, Appendix 1). Across the year groups, the only difference in the pupils' main reason for stopping work is in relation to wanting to concentrate on school work. S5 and S6 pupils were more likely to give this as their most important reason than those in S4 and especially S3 (S5 23%, S6 21% vs S3 6%, S4 13%, Table 15, Appendix 1). When we examined whether pupils' reasons for stopping work differed according to their Standard grade level, we again found that the main difference concerned the reason 'to concentrate on your school work'. The importance given to this reason rose in line with pupils' attainment level; it was the most important reason for 7% of those in the lowest attainment group compared with 15% of pupils in the high attaining category (Table 5.1).

Table 5.1: Former workers: stopped work to concentrate on school work by SG attainment (% main reason)

	Number of Standard Grades at Credit studied/gained			
	No SGs	1-3 SG	4-7 SGs	8-12 SGs
Wanted to concentrate on school work	7	12	17	18
(n)	(463)	(820)	(1244)	(780)

Some of those who had never worked part-time had tried to get a job

5.22 The survey findings show that just over two fifths of pupils have never worked (41%). However, we should not assume that this was a matter of choice for all of them. Over a fifth of those who had never had a part-time job had, in fact, tried to get one (22% had applied for one or more jobs (Table 16, Appendix 1). Young women were slightly more likely to report that they had made application(s) for part-time employment than were young men (25% vs 21%, Table 16, Appendix 1). There are quite striking differences by year group in this respect. Among the S6 pupils who had never worked, 44% stated that they had applied for part-time employment and 32% of pupils in S5 responded that they had done so (Table 5.2).

Table 5.2: Never worked pupils: if ever applied for a part-time job by stage

	School year				All
	S3	S4	S5	S6	
	%	%	%	%	%
Applied for a part-time job	18	19	32	44	22

5.23 The extent to which pupils in the 'never worked' had tried to find employment also varied slightly according to their Standard Grade level. Pupils in the highest attainment category were least likely to have applied for a job (Table 5.3).

Table 5.3: Never worked pupils: if ever applied for a part-time job by SG attainment

	Number of SG at Credit				Total
	None	1-3	4-7	8-12	
	%	%	%	%	%
Applied for a part-time job	24	28	22	18	22
(n)	(831)	(1349)	(2208)	(1749)	(6137)

5.24 Although a smaller proportion of pupils in rural areas had never had a job (Table 3.3, chapter 3), among these pupils who had not worked part-time, we found that a slightly higher proportion from rural areas had applied for a job compared with pupils elsewhere. The difference is small but it is statistically significant (Table 5.4).

Table 5.4: Never worked pupils: if ever applied for part-time job by location

	Large urban %	Other urban %	Rural %
Applied for a part-time job (n)	22 (2918)	24 (2746)	26 (910)

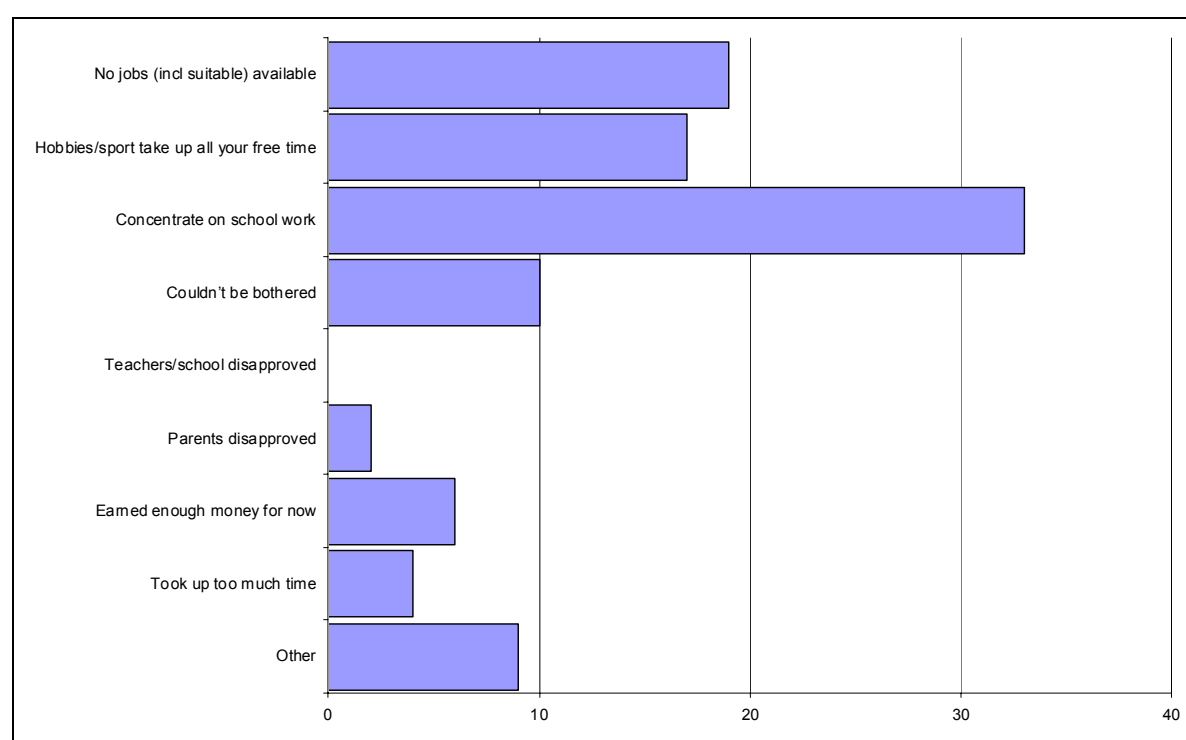
The reasons why some pupils do not try to get a part-time job

5.25 We asked those who had never had a part-time job and had never applied for one to give the most important reasons why they had not made any job applications (Figure 5.5). In rank order the main reasons were:

- wanting to concentrate on their school work (33%)
- there were no jobs available (19%)
- hobbies/sports took up all of their free time (19%)
- they ‘can’t be bothered’ (10%).

5.26 Parental disapproval is not an important reason why pupils had not applied for part-time employment (2%); while the responses in respect of the disapproval of their teachers or school as the most important reason did not reach 1%. Given that money is by far the main motivating factor in pupils getting a part-time job, it is interesting to see that having enough money does not emerge strongly as an important reason for not working.

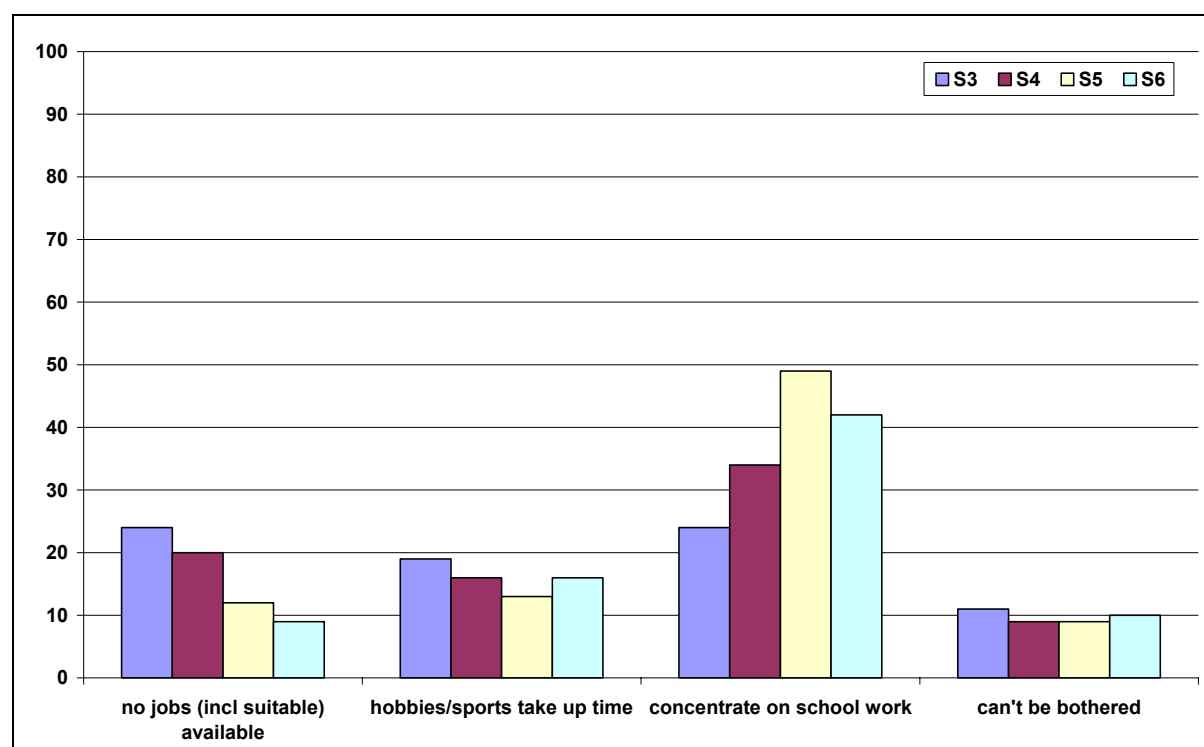
Figure 5.5: Pupils who had never applied for a job: reasons why not applied (% main reason, multiple response analysis)



5.27 Some differences between young men's and young women's reasons for not trying to get part-time work are evident. For young men time on hobbies/sports was more likely to be cited as the main reason for not trying to get a job (m: 23% vs f: 11%, Table 17, Appendix 1). In contrast, wanting to concentrate on school work figured more strongly for young women (f: 38% vs m: 27%). There was also a gender difference in the reason 'can't be bothered': 14% of young men gave this as their main reason for not applying compared with 6% of women (Table 17, Appendix 1).

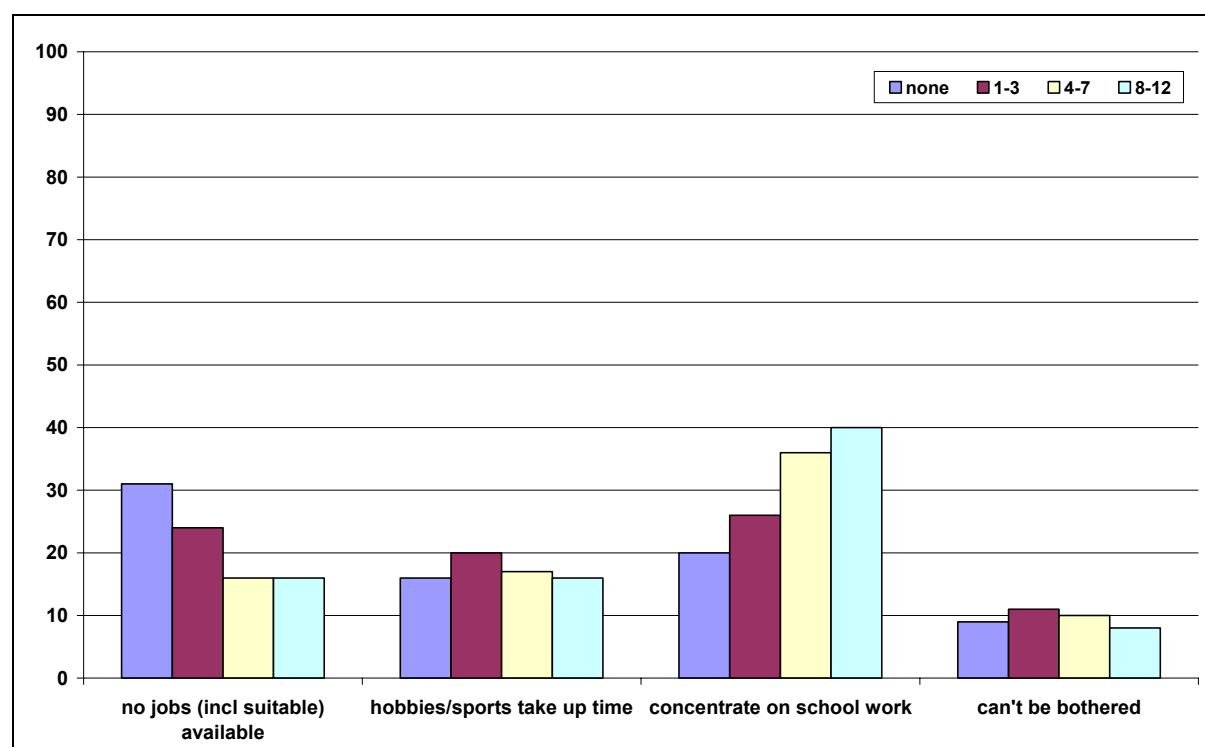
5.28 The main differences in the reasons for not trying to get a part-time job among pupils at different ages/stages of school concern the availability of jobs and the desire to concentrate on their school work (Figure 5.6 and Table 18, Appendix 1). A higher proportion of pupils in S3 and S4 gave the lack of jobs as their main reason for not applying than did older pupils in S5 and S6. This may partly reflect the age restrictions on some jobs, S3 and S4 pupils wish to work in sectors where the minimum age is sixteen years. It is also clear that the decision not to look for work was much more driven by the wish to focus on school work among S5 and S6 pupils, this was by far the key reason for their non-involvement in part-time work (Figure 5.6 and Table 18, Appendix 1).

Figure 5.6: Never worked pupils: the main reasons why they never applied for jobs by school stage



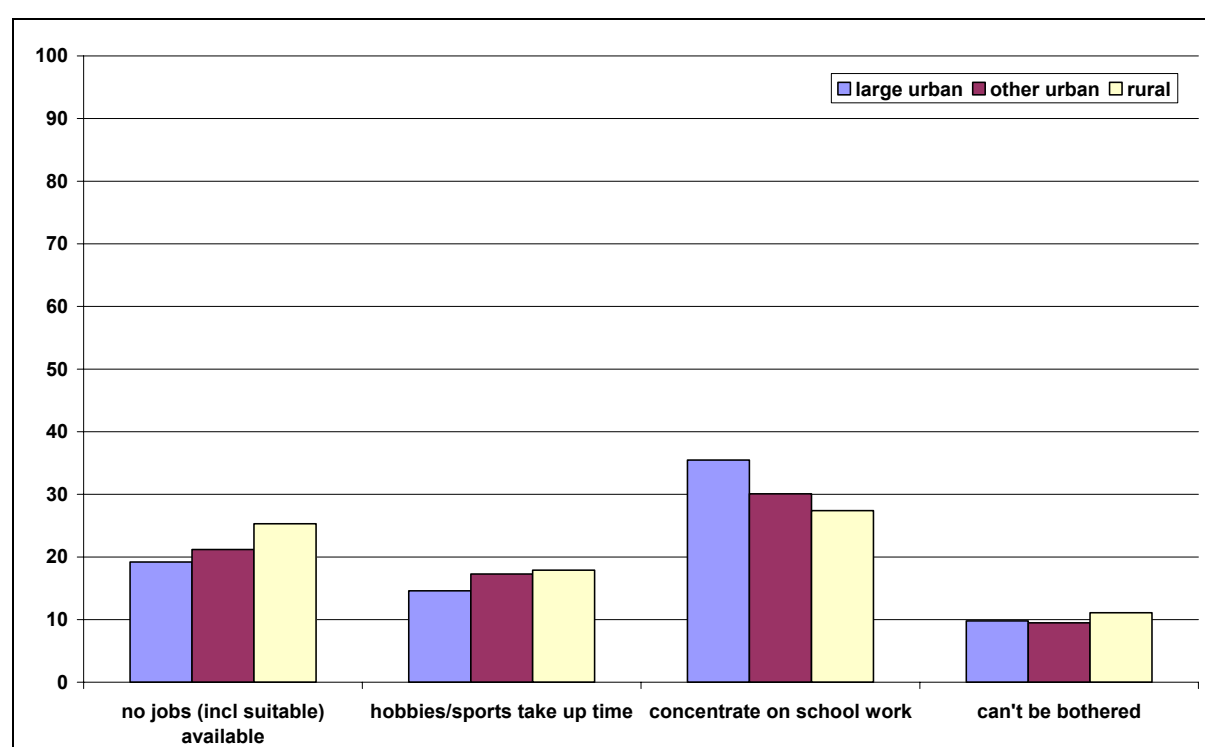
5.29 Pupils' main reason for not trying to get a part-time job did vary depending on their attainment. Figure 5.7 illustrates the differences in respect of the most important reasons (full data in Table 19, Appendix 1). Lower attaining pupils were less likely to give the desire to concentrate on their school work as a reason for not looking for a part-time job and more likely to respond that there were no jobs available. In other respects their responses were similar and pupils from across the attainment groups were just as likely to give 'can't be bothered' as their main reason.

Figure 5.7: Never worked pupils: the main reasons why they never applied for jobs by Standard Grade level



5.30 There are small differences in pupils' reasons for not trying to get a part-time job according to their social class (Table 20, Appendix 1). A higher proportion of pupils from a working class background gave the lack of available jobs as a reason. The desire to concentrate on school work instead of working did not vary much according to social class. Pupils whose mother or father was in the 'missing' category were somewhat more inclined to respond that they 'couldn't be bothered' to look for a job.

Figure 5.8: Never worked pupils: the main reasons why they never applied for jobs by location



5.31 Considering the reasons given for not applying for a job, we found some variation in the main reasons given by the never worked pupils in respect of their location. A slightly higher proportion of those in rural areas cited the lack of jobs as their main reason compared with pupils in other locations, especially those in large urban areas (25% vs 19%, Figure 5.8 and Table 21, Appendix 1). The desire to concentrate on school work figured somewhat more strongly for pupils in large urban areas than pupils elsewhere.

Overview

5.32 The desire to earn money is central to pupils' decisions to work part-time. Earning money was largely to fund their social life and the purchase of clothes, CDs, books etc rather than to contribute directly to the household budget. While there was a slight difference in respect of earning to contribute to the household budget according to pupils' attainment (a slightly higher percentage of the lower attaining pupils cited this reason), there was little difference in respect of social class. The data suggests that while financial reasons are a key motivating factor, there is no direct link between poverty and pupils' decisions to get a part-time job. Moreover, we should be cautious about how we interpret the motivation of money, we have other data to suggest that it should not be interpreted simply as an instrumental motivation. In the survey, part-time work as a way to gain independence emerged as the second most important reason for part-time work and, in the group work with pupils conducted as part of this research, it was clear that for some pupils having an income of their own was a means by which they can establish their independence. The two most important reasons that pupils gave for having a part-time job, to earn money and to gain independence, are inter-related and suggest that for pupils, part-time work may contribute to helping them establish an independent adult identity. For most pupils, specific employment or career related reasons are less important reasons for having a part-time job.

5.33 The reasons why the former workers had stopped working fall mainly into three categories: dissatisfaction with their job; time issues; and where their job had come to an end. Some pupils left their job because they disliked some aspect of it – this is pertinent to the question of recognition of part-time work – might recognition mean pupils stayed in a job with which they were dissatisfied? For other pupils, the impact of the time involved in working on other aspects of their lives was a reason for giving up their job. Pupils in S5 and S6 were more likely to stop work to concentrate on their school work than were pupils in S3 and S4; similarly this was the main reason for giving up work for a higher percentage of those in the highest attainment group than in the low attaining group. These differences suggest that some pupils were exercising a degree of self management and recognising the need to balance the demands of school and work.

5.34 The third category – where pupils' jobs had come to an end – raises questions in respect of the matter of recognition of part-time work. Some of these pupils had been in seasonal or temporary jobs and as such their jobs were time limited – is the limited duration of some jobs likely to pose particular issues in respect of recognition? While some pupils who had taken on seasonal work or temporary work, might have chosen to do so because it would stop at a particular time, others had not stopped work from choice and this too is relevant to the question of recognition.

5.35 The data highlights that pupils who have never worked are not a homogenous group. Some had not tried to get part-time employment but the reasons behind this varied. For some it was for negative reasons - a perceived lack of jobs – while for others it was a positive decision because they wanted to focus on school work or other interests instead. Another group of pupils who had never worked had, in fact, applied for job(s) but had not succeeded in finding employment. Decisions about the recognition of part-time work and possible

approaches to doing so, need to take account of the diversity of the never worked group of pupils.

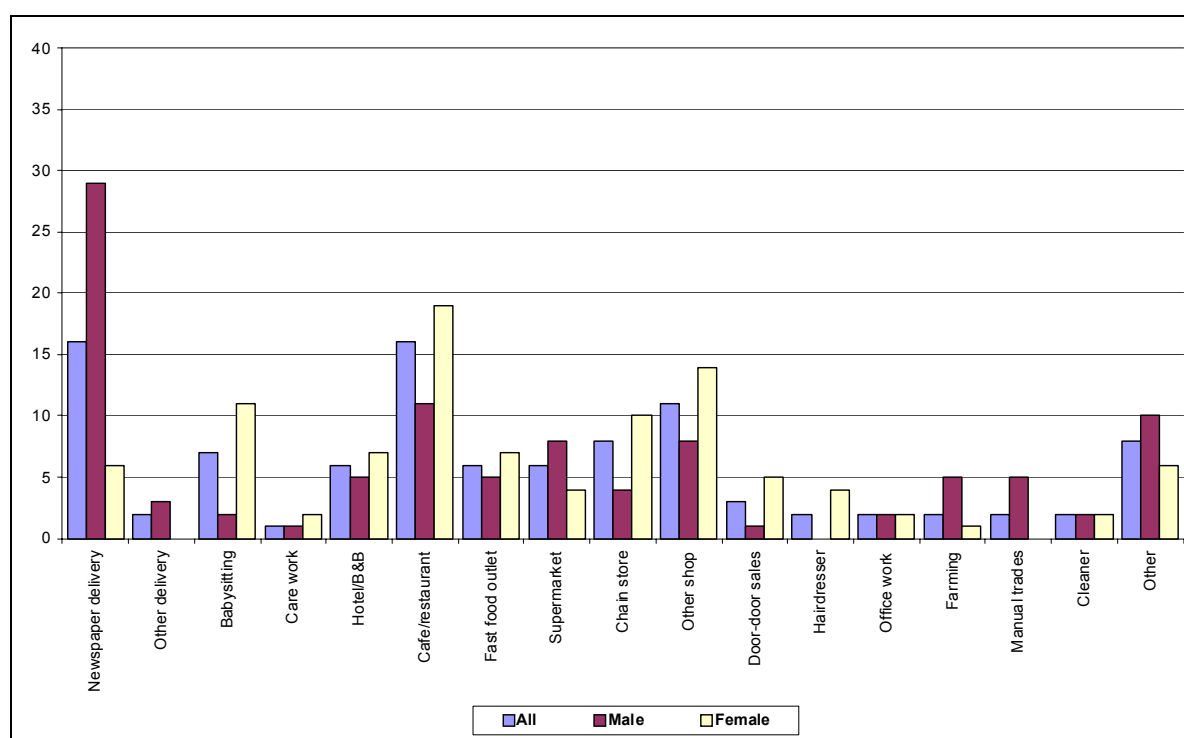
CHAPTER SIX CURRENT WORKERS: THE NATURE OF THEIR PART-TIME JOBS

6.1 This section of the report focuses on those pupils who stated that they had a paid part-time job at the time of the survey – the ‘current workers’. These pupils were working at the time of the survey and so were able to provide contemporaneous (and arguably more reliable) information on the jobs that they were then doing. We describe the type of work these current workers were involved in, their working hours, when they work and focus upon aspects of their pay and conditions. We also consider who they work for and how they secured their jobs.

Current workers were mainly employed in retail, catering and delivery work

6.2 In the survey we asked current workers to indicate, from a list of sixteen categories, what type of job they have (see Figure 6.1 for the categories). In parts of this chapter we group the sixteen categories into five overarching categories of delivery, babysitting, catering, retail and miscellaneous for ease of analysis.

Figure 6.1: Current workers: type of job by sex (%)



6.3 Young people who were currently in part-time work were employed in three main sectors: retail; catering and delivery work (Figure 6.1 and Table 22, Appendix 1). Retail accounted for 28% of school pupils currently in part-time employment and they were employed in a range of settings: supermarkets (6%), chain stores (8%) and other types of shops (11%) plus a small percentage involved in door-to door selling (3%). It is useful to distinguish between the various types of retail work since this is likely to have a bearing on the type and range of skills that pupils might develop and on the feasibility of the formal recognition of school pupils’ part-time employment. Among those working in catering, a majority were employed in cafes or restaurants (16%), the others were working in hotels/B&Bs and in fast food outlets (6% and 6%). Of the 18% in delivery work, the vast

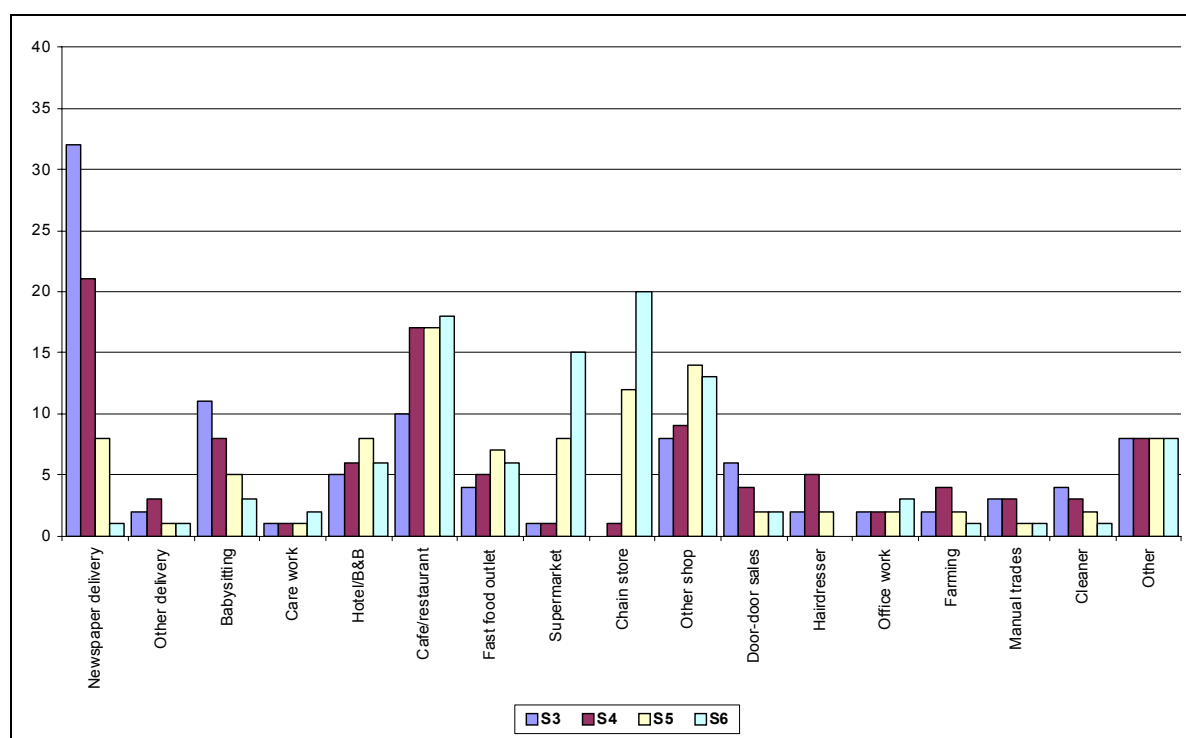
majority were involved with delivering newspapers or advertisements. The rest of the pupils were employed across a range of job types: 7% in babysitting and then hairdressing, office work, farming, manual trades and cleaning each accounted for 2% of pupils.

The type of work varied by gender and stage of schooling

6.4 Gender divisions are evident in the type of part-time job that pupils do: delivery is predominately a male activity (33% vs 6%, fig1, Table 22, Appendix 1) while employment in both retail and catering is female dominated (33% vs 21% in both cases). Cleaning and office work are the two areas with a gender balance but they only employ a very small proportion of school pupils.

6.5 The type of job that pupils are employed in varies considerably across year groups, partly reflecting the age-related child employment legislation and the change in status which emerges for pupils once they have a National Insurance number (Figure 6.2 and Table 23, Appendix 1). Delivery work is predominately carried out by S3 and S4 pupils and the extent of pupils' employment in this type of work declines sharply after this stage. The proportions employed by chain stores, supermarkets and other shops rises over the years, especially after S4. There is a trend away from what might be described as 'less structured' employment such as delivery work, babysitting, cleaning, door-to door sales in S3 and S4 to 'more formal' types of employment among S5 and S6 pupils.

Figure 6.2: Current workers: type of job by stage (%)



Limited differences in type of job according to pupils' attainment and social class

6.6 The main contrast in the type of work of current workers in relation to their attainment level is between those in the lowest attainment groups (those who were not studying or had not gained any Standard grades at Credit) and the others. Those pupils in the lowest attainment group were less likely to be working in retail (especially in a chain store)

than other pupils and a higher proportion of them had delivery jobs (Figure 6.3, and Table 24, Appendix 1).

Figure 6.3: Current workers: main type of job by Standard Grade level (%)

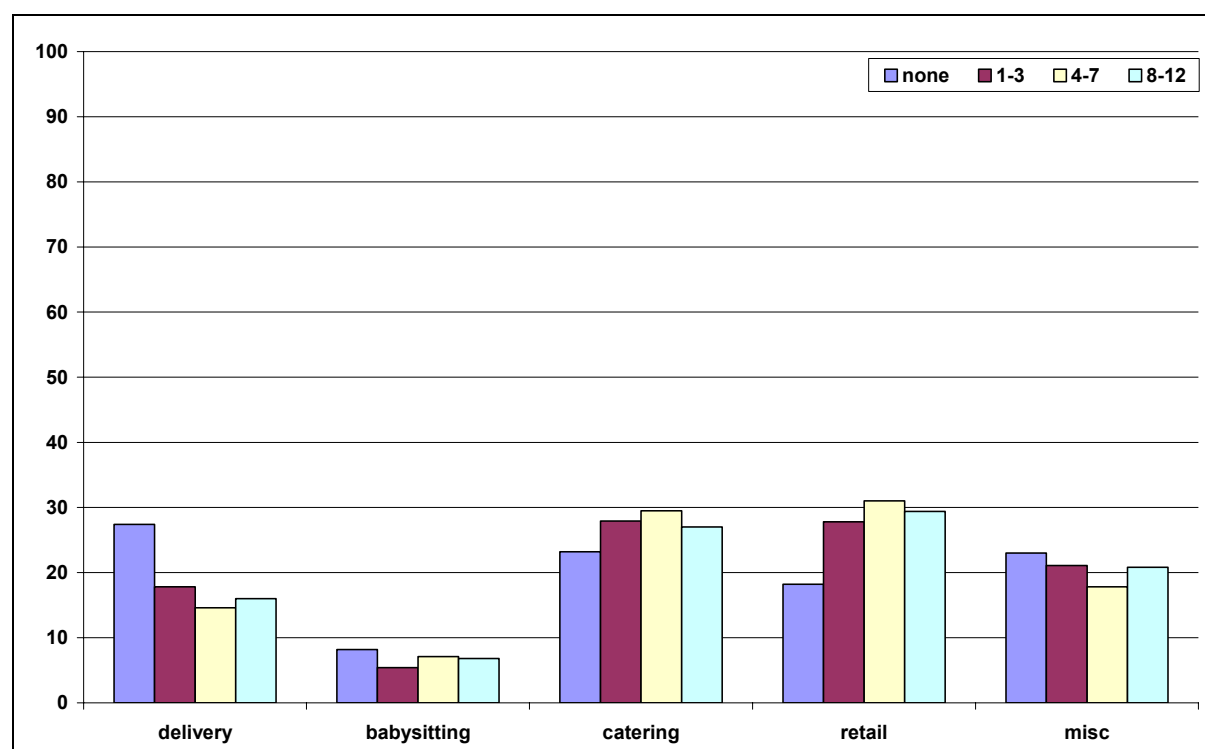
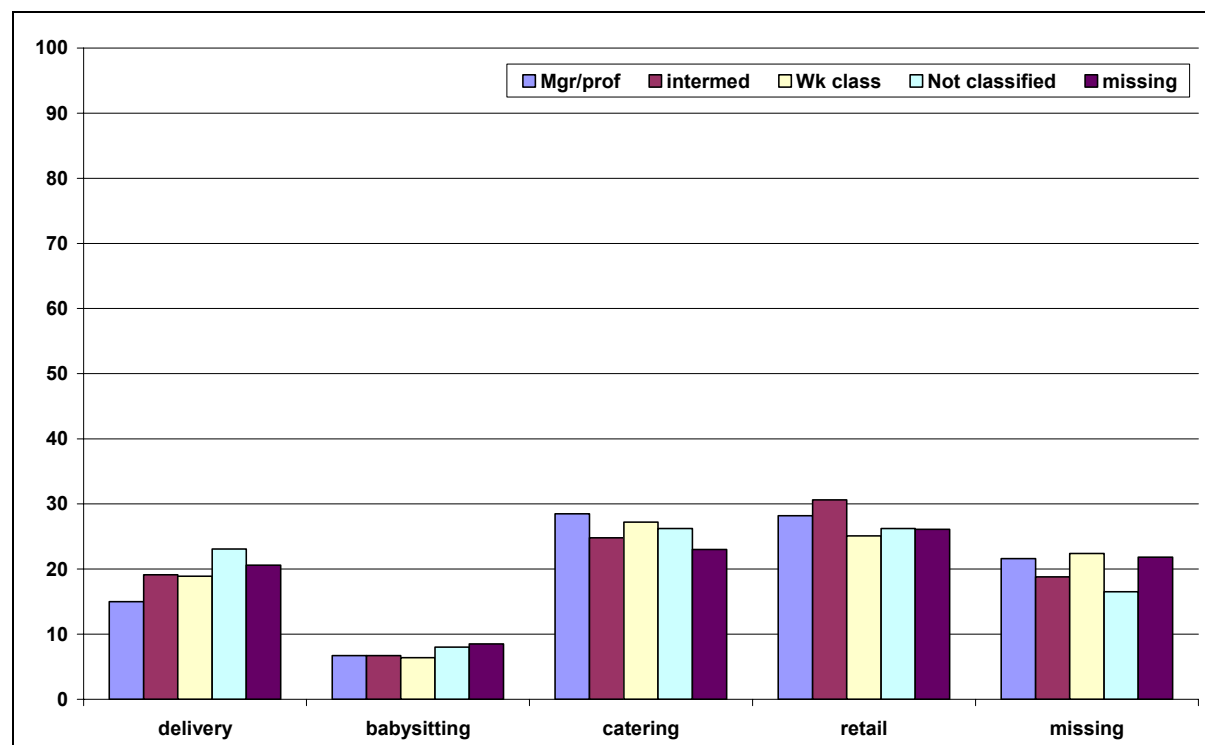


Figure 6.4: Current workers: main type of job by parents social class (%)

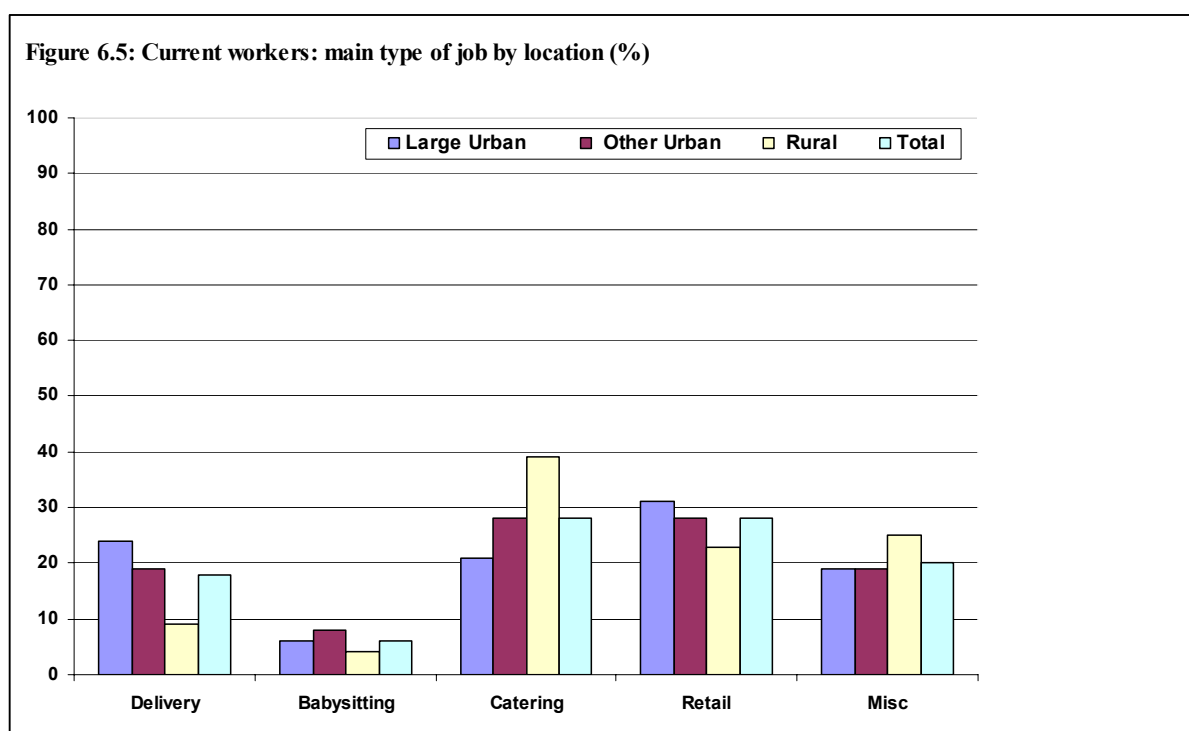


6.7 The type of jobs that pupils were currently employed in showed little variation according to their social class. Pupils from professional/managerial backgrounds were slightly less likely to do delivery work but overall there is little difference (Figure 6.4 and Table 25, Appendix 1). When we looked within the main categories of catering and retail, we

found that employment in café/restaurants is slightly more common among pupils from managerial/professional backgrounds than other pupils; in retail pupils from managerial/professional families are more likely to work in chain stores. But in neither case is the difference substantial (café/restaurants: 17% managerial/professional vs 11% missing; chain stores: 9% managerial/professional vs 4% missing, table not shown).

Differences in type of work according to location

6.8 Location was linked to the type of job in which current workers were employed. Unsurprisingly, delivery work (mainly newspapers) was less prevalent among current workers in rural areas (Figure 6.5 and Table 26, Appendix 1). Employment in the catering sector was more common in rural than urban areas especially in relation to work in hotel/B & Bs and café/restaurants. Employment in the retail sector also varied by location: pupils in large urban areas were most likely to work in retail. When we examined work in the retail sector in detail, it was evident that employment in supermarkets was at a similar level across the three types of locations areas but pupils in rural areas were less likely to work in chain stores (table not shown).



Most current workers had only one job

6.9 The large majority of pupils currently in part-time employment had one job (85%, Table 6.1), with most of the remainder having two. There was little variation in the number of jobs that young men and young women had and also only slight variation across the year groups in respect of the number of jobs pupils had (Table 6.2). Neither pupils' attainment nor their social class made a difference to the number of jobs that they had.

Table 6.1: Current workers: number of part-time jobs

	All	Male	Female
	%	%	%
One	85	86	84
Two	13	12	14
Three or more	2	2	2
(n)	(6741)	(2894)	(3784)

Table 6.2: Current workers: number of part-time jobs by school year

	School year				
	S3	S4	S5	S6	All
	%	%	%	%	%
1 job	84	83	88	85	85
2 jobs	14	15	11	13	13
3 or more jobs	2	2	1	2	2

Average weekly working hours

6.10 The amount of time that pupils spend working part-time has been a particular focus of attention. This is reflected in the views of researchers and professionals such as teachers and the attention given to the impact of the time spent at working part-time on pupils' school work and their attainment. However, at this stage some caution is advised when interpreting the pattern of hours worked. We return to pupils' working hours later in the report when we use multivariate analysis to consider what factors predict the likelihood that pupils work longer hours.

6.11 We asked pupils a number of questions about this aspect of their work in the survey. We found that the average number of hours usually worked each week by those currently in a part-time job was 9.90. There was almost no difference between young men and young women in this respect (Table 6.3).

Table 6.3: Current workers: average number of hours worked per week

	All	Male	Female
Average	9.90	9.97	9.98

Table 6.4: Current workers: average number of hours worked per week by school year

	S3	S4	S5	S6
Average	7.32	9.26	10.73	12.47

6.12 The average number of hours increased for each year group from an average of 7.32 hours among the S3s to reach 12.47 hours among the S6s (Table 5.4).

6.13 Further analysis of current workers' average working hours showed variation according to the type of work that they did. Average weekly working hours were lowest for those currently working in delivery. In contrast pupils working in supermarkets and fast food outlets on average committed the highest amount of time to work (14.00 and 14.22 hours per week on average).

Table 6.5: Current workers: average number of hours worked per week by type of job

	Average hours
delivery	4.99
babysitting	7.77
care work	10.94
hotel/B&B	12.60
cafe/restaurant	11.44
fast food outlet	14.22
supermarket	14.00
chain store	10.78
other shop	10.59
hairdresser	9.12
office work	9.55
manual trades	11.85
cleaner	7.76
other	8.91

6.14 The average working hours of pupils currently in employment also varied slightly in respect of their attainment, the highest attaining pupils had the lowest average working hours although the differences are small (Table 6.6). Social class variations were also apparent though slight, with working class and ‘missing’ groups having the highest average hours, 10.19 and 11.22 respectively (Table 6.7).

Table 6.6: Current workers: average number of hours worked per week by Standard Grade level

	Number of Standard Grades at Credit studied/attained			
	None	1-3	4-7	8+
Average hours	9.42	10.66	10.34	8.99

Table 6.7: Current workers: average number of hours worked per week by social class

Social class	Mgn/prof	Intermed	Wk class	Not classified	Missing
Average hours	9.80	9.41	10.19	9.75	11.22

6.15 When we considered location, we found that current workers in rural areas had the highest average number of working hours per week (Table 6.8).

Table 6.8: Current workers: average number of hours worked per week by location

	Large urban	Other urban	Rural
Average hours	9.53	9.64	11.29

The range of pupils’ working hours

6.16 Average working hours are useful but they do not show the variation in the hours that pupils work so we also examined the range of working hours. The survey results show that the hours that pupils worked varied considerably ranging from 1 to 30+ hours per week. Figure 6.6 shows the extent of variation: overall around two-thirds of current workers were working between one and ten hours (64%); a fifth worked 11-15 hours while the rest were

employed for over 16 hours per week (17%) of whom 6% worked more than 20 hours (see also Table 27, Appendix 1).

Figure 6.6: Current workers: hours worked per week

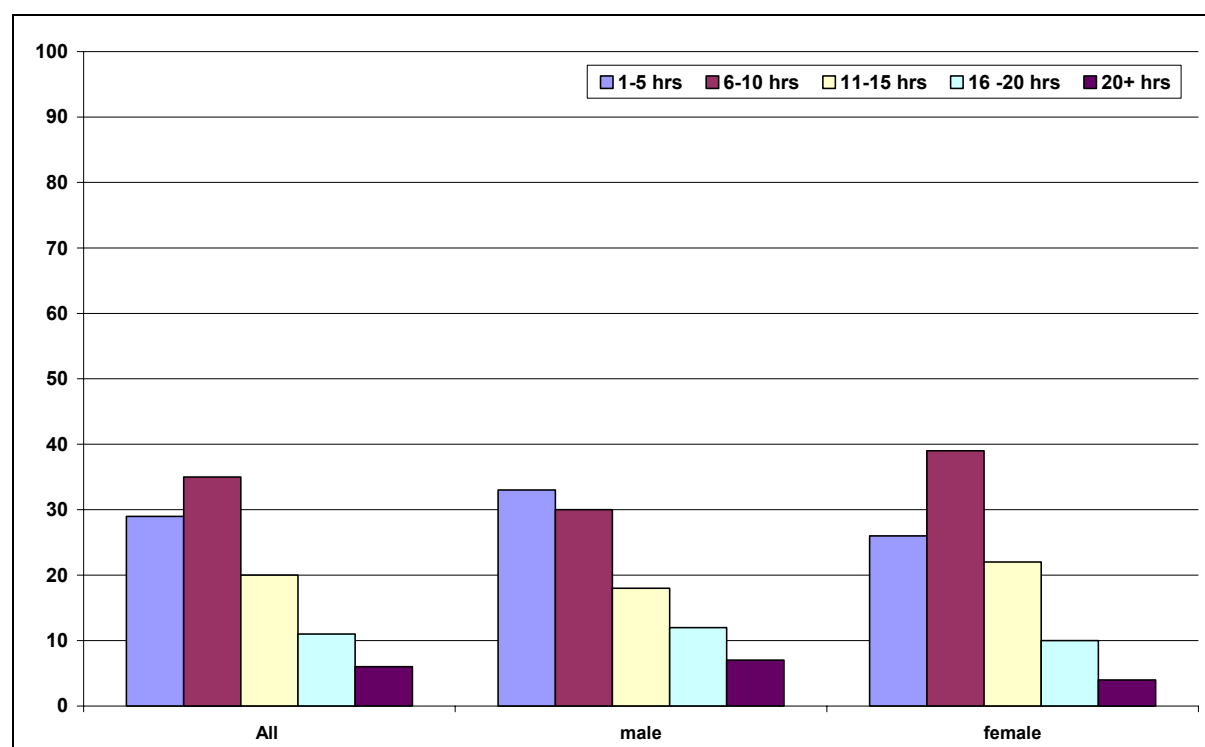


Table 6.9: Current workers: hours worked per week by school year

	School year currently in			
	S3	S4	S5	S6
1-5 hours	49	35	20	10
6-10 hrs	32	37	36	34
11-15 hrs	10	15	27	29
16 -20 hrs	4	7	12	19
20+ hrs	4	6	5	8
(n)	(1511)	(1842)	(1691)	(1434)

6.17 Previous research indicates that for younger pupils under 16, working more than 10 hours a week is associated with a negative effect on school work (McKechnie and Hobbs, 2001); for older pupils the critical threshold may be higher, around 16 hours per week (Payne, 2001, McKechnie et al, 2002). It is evident from Table 5.9 that a substantial minority of younger pupils, especially those in S4 were employed for more than the 10 hour threshold (S4: 28%; S3: 18%, Table 6.9). In the case of S5 pupils, 17% were employed for more than the critical level of 16 hours a week as were more than a quarter of S6 pupils (27%, Table 6.9). It appears that while a majority of current workers were employed for what might be seen as a reasonable number of hours, a substantial minority were working longer hours at a level that is associated with a detrimental effect on their school work.

Number of days worked each week

6.18 Well over half of the current workers were employed for two days a week or less – 27% for one day and 30% for two days (Figure 6.7 and Table 28, Appendix 1). Another 18% worked three days. There was some difference by gender, young women were more likely to work a smaller number of days than were young men. This may reflect gender differences in job type, for example, males are more likely to work in the delivery sector.

6.19 Table 6.10 shows the number of days worked according to year group, illustrating that overall S6s tended to be working more days than the other year groups. It also shows that a higher proportion of S3s (and to a lesser extent S4s) worked for six or seven days a week. Further analysis indicated that although these pupils were working a high number of days in the week, they were not working a high number of hours. It appears that most of these pupils were employed in jobs such as delivery where they had to work for a few hours on a daily basis, we found, for example, that 83% of the S3 pupils who worked for six days were employed in delivery work (the remainder were split between retail, cleaning and ‘other’).

Figure 6.7: Current workers: number of days usually worked per week

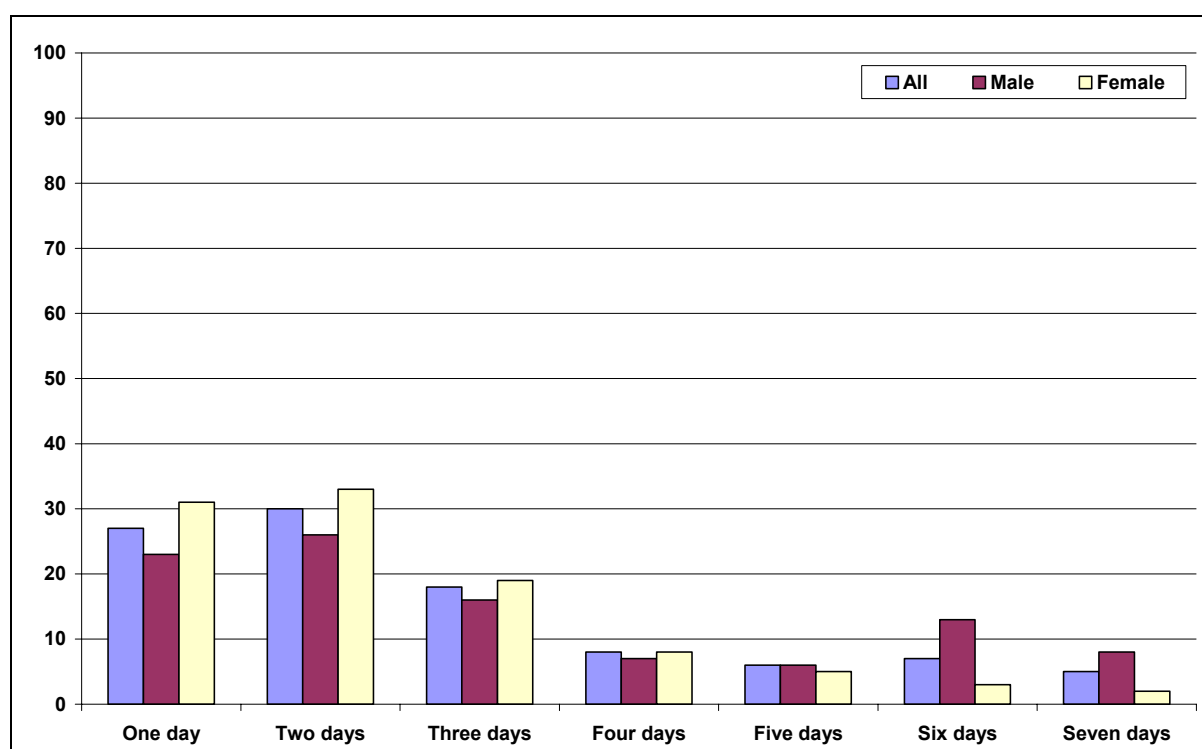


Table 6.10: Current workers: number of days usually worked per week by school year

	School year currently in				All
	S3	S4	S5	S6	
	%	%	%	%	%
One day	30	33	27	19	27
Two days	26	27	34	33	30
Three days	12	13	18	28	18
Four days	6	6	8	11	8
Five days	5	6	6	6	6
Six days	14	9	4	2	7
Seven days	8	6	3	1	5
(n)	(1572)	(1873)	(1720)	(1445)	(6610)

Weekday and weekend working

6.20 As well as the number of hours and days that pupils work in their part-time job, *when* they work them is also important. In particular, to what extent do they work at times that might impinge directly on their school experience? To answer this question we asked pupils for details of the pattern of their working week. This is a complicated area to collect information on in a self-completion questionnaire and, not unexpectedly, more than half of current workers did not answer it. The response rate was 45% with a bias towards older pupils, girls and the higher attaining pupils. The findings that we present on this therefore cannot be seen as fully representative of all current workers.

6.21 We divided pupils' working week into three categories:

- times that directly precede a school day, this includes Sunday evening through to Friday morning; for simplicity we refer to this as 'weekday work' although it does include Sunday evening;
- times that do not precede a school day, this includes Friday evening through to Sunday morning, and again for simplicity we refer to this as 'weekend work';
- both weekdays and weekend.

6.22 We found that 49% of current workers who answered this question worked both during the week and at weekends, 41% did only weekend work (Table 6.11). Few worked only on weekdays (11%). Young women were more likely to work only at weekends than were young men, whose working pattern was more likely to include both weekdays and weekend work.

Table 6.11: Current pupils: pattern of their working week

	All	Male	Female
	%	%	%
Both times	49	54	45
'Weekend' only	41	34	45
'Weekday' only	11	12	10
(n)	(3078)	(1113)	(1944)

6.23 While current workers in S6 were most likely to be working over both weekdays and weekends (59% 'both times', Table 6.12), substantial proportions of pupils in all year groups did so, for example 46% of S3 and S4 pupils (Table 6.12). A higher proportion of S3 and S4 pupils only worked weekdays.

Table 6.12: Current pupils: pattern of their working week

	School year currently in			
	S3	S4	S5	S6
	%	%	%	%
Both times	46	43	47	59
'Weekend' only	38	43	45	35
'Weekday' only	16	14	8	7
(n)	(402)	(181)	(948)	(913)

6.24 Finally, Table 6.13 shows pupils' working pattern in relation to their type of work; the pattern of work of those employed in delivery and in babysitting varied most from the overall picture.

Table 6.13: Current pupils: pattern of their working week by type of job

	Condensed job grouping				
	Delivery %	Babysitting %	Catering %	Retail %	Miscel %
Both times	64	33	50	54	35
'Weekend' only	21	48	43	39	51
'Weekday' only	15	18	8	8	15
(n)	(402)	(181)	(948)	(913)	(599)

The average pay rates of current workers

6.25 The average hourly pay rate of current workers was £4.72 (Table 6.14).⁸ Young men received a higher average hourly rate than their female counterparts (£5.22 vs £ 4.34). In Britain, the Minimum Wage level for 16-17 year olds is £3.00 per hour (there is no Minimum Wage for under-16s) and so current workers were earning, on average, £1.72 above the Minimum Wage. This applied across all year groups. Indeed, current workers in S3 had the highest average pay rates (Table 6.15). There was, however, more variation in pay rates among S3s than any of the other year groups, shown by the standard deviation⁹.

Table 6.14: Current workers: average hourly pay rate*

	All £	Male £	Female £
Average pay	4.72 (3.72)	5.22 (4.20)	4.34 (3.25)
(n)	(6018)	(2576)	(3388)

* Standard deviation in brackets

Table 6.15: Current workers – average hourly rate by school stage*

	School year currently in			
	S3 £	S4 £	S5 £	S6 £
Average pay	5.25 (4.74)	4.70 (3.96)	4.42 (3.10)	4.56 (2.67)
(n)	(1383)	(1708)	(1588)	(1338)

* Standard deviation in brackets

6.26 Average hourly pay rates varied across types of jobs with the highest average rates occurring in door-to- door sales and in delivery work and the lowest in hairdressing, 'other' shop work and fast food outlets (Table 6.16). Nevertheless, average hourly rates were above the Minimum Wage level of £3.00 in all job sectors.

⁸ In calculating average pay rates, we excluded respondents who were 'outliers' ie those who gave answers at the extreme since their inclusion would unduly influence the average rates. We excluded 2% who stated earnings of between £157 and £900 per week.

⁹ The standard deviation shows how much variation there is in a distribution; it is a measure of how much, on average, the scores deviate from the mean score. The more widely the scores are spread out, the higher the standard deviation is.

Table 6.16: Current workers – average hourly rate by type of job

	Average pay (£)	Std deviation	(n)
newspaper delivery	6.04	5.03	(971)
other delivery	6.42	6.51	(94)
babysitting	3.78	2.74	(384)
care work	4.84	3.45	(71)
hotel/B&B	4.06	2.99	(370)
cafe/restaurant	4.03	2.38	(950)
fast food outlet	3.82	1.90	(344)
supermarket	4.57	3.05	(361)
chain store	4.52	2.58	(458)
other shop	3.76	2.35	(681)
door-door sales	7.35	6.43	(175)
hairdresser	3.38	2.34	(148)
office work	5.40	3.79	(110)
farming	4.85	3.98	(122)
manual trades	5.03	3.96	(118)
cleaner	5.68	4.18	(143)
other	5.60	4.34	(453)

6.27 Turning to average weekly earning, the average amount earned by current workers was £36.63 per week; young men earned just over £2 on average more than young women (Table 6.17).

Table 6.17: Current workers: average pay per week*

	All £	Male £	Female £
Average pay	36.63 (25.940)	37.87 (28.479)	35.61 (23.745)
(n)	(6208)	(2657)	(3497)

* Standard deviation in brackets

6.28 Average weekly earnings varied considerably according to school stage with S3s earning an average of £27 while S6 pupils' average weekly pay was £50.79 (Table 6.18). The difference in the weekly pay across year groups is due to the higher number of hours that the older pupils are working rather than higher hourly pay rates.

Table 6.18: Current workers: average pay per week by school stage*

	School year currently in			
	S3 £	S4 £	S5 £	S6 £
Average pay	27.00 (23.582)	31.29 (24.389)	39.57(26.014)	50.79 (25.940)
(n)	(1383)	(1708)	(1588)	(1338)

* Standard deviation in brackets

6.29 Table 6.19 shows the variation in current workers' average weekly pay according to job type and shows a different pattern compared with average hourly earnings. While current workers who delivered newspapers had one of the highest average hourly rates of pay, their average weekly earnings were the lowest at £19.60. Pupils working in supermarkets had the highest average weekly earnings at £57.67; they tended to be older pupils working for longer hours.

Table 6.19: How much do you usually earn per week by job type

	Average pay (£)	Std deviation	(n)
newspaper delivery	19.60	16.44	(1030)
other delivery	41.70	35.55	(103)
babysitting	23.53	15.87	(422)
care work	39.75	24.27	(75)
hotel/B&B	45.80	24.99	(375)
cafe/restaurant	41.22	24.56	(970)
fast food outlet	46.13	25.58	(354)
supermarket	57.67	24.70	(361)
chain store	45.71	22.93	(455)
other shop	34.91	20.74	(698)
door-door sales	31.00	23.33	(181)
hairdresser	26.02	17.20	(152)
office work	43.08	32.71	(115)
farming	49.04	33.91	(121)
manual trades	40.64	27.82	(116)
cleaner	33.39	23.22	(149)

The range of current workers' earnings

6.30 Average pay rates while useful, do not reveal the extent of variation in pay rates. To consider this we looked at the range of earnings amongst current workers. Excluding a very small number of extreme cases, current workers hourly pay rates ranged from 65 pence to £40 an hour. Table 6.19 reveals that a substantial minority were earning less than £3 an hour, the hourly Minimum Wage for 16-17 year olds (22%, Figure 6.8 and Table 29, Appendix 1). The hourly rate of the bulk of current workers was below £6.00 an hour (84%, Table 29 Appendix 1). A small minority earned £10 or more an hour (8%). Young women's hourly pay rates were generally less than those of young men. Among the current workers, young women were slightly more likely to be earning less than £3.00 an hour and also less likely to have the highest rates of pay, above £10 an hour (Figure 6.9 Table 29, Appendix 1)

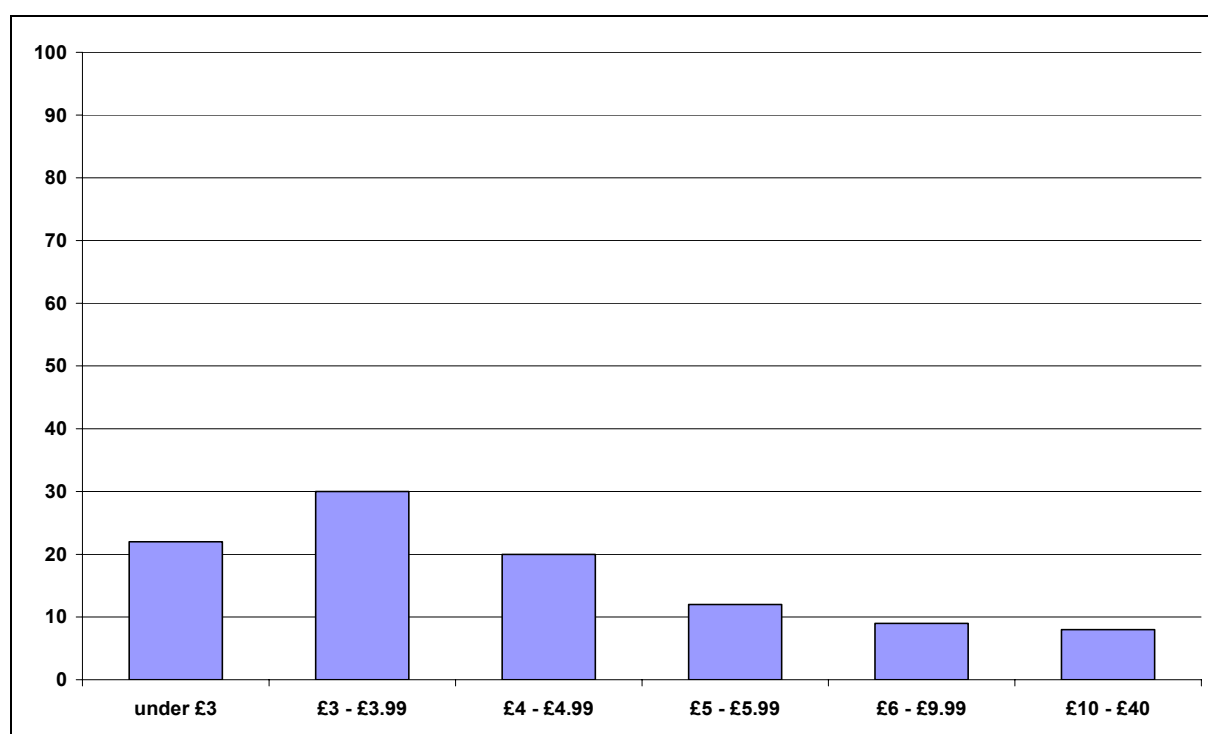
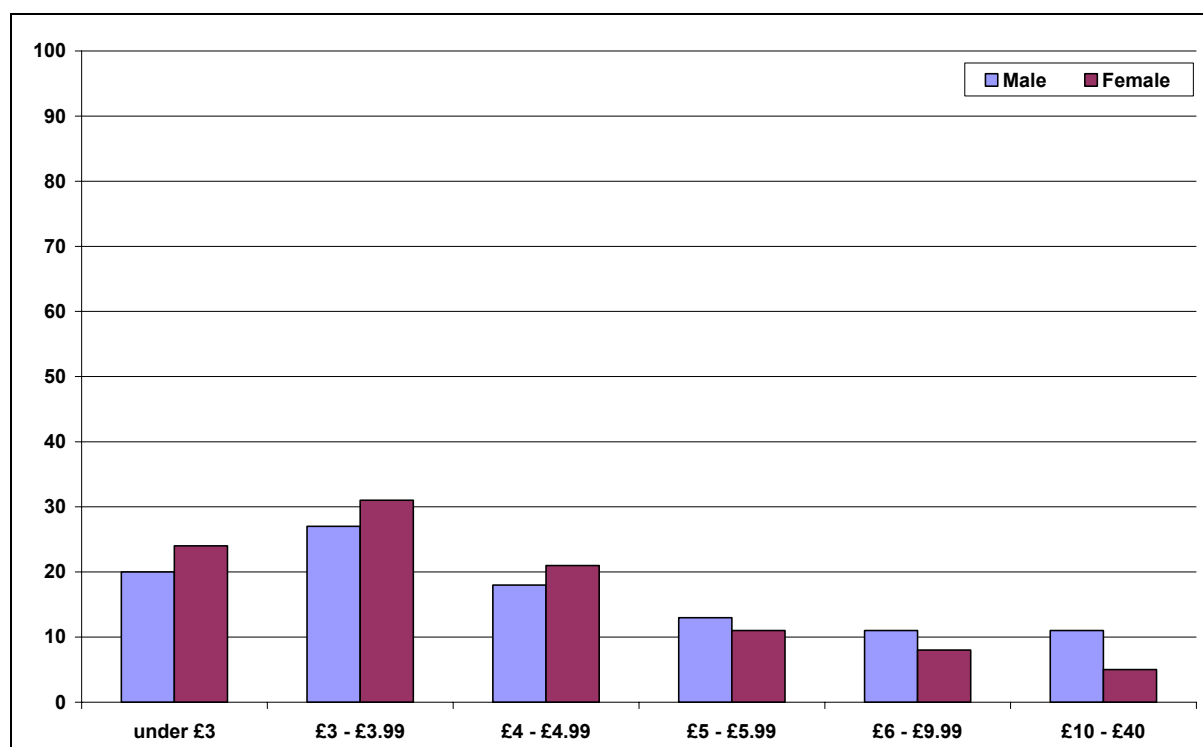
Figure 6.8: Current workers' hourly pay rate (all)

Figure 6.9: Current workers' hourly pay rate



6.31 A higher proportion of current workers who were in S3 and S4 were paid less than £3.00 per hour than was the case for their counterparts in S5 and especially in S6 (Table 6.20). As we have noted the national Minimum Wage of £3.00 an hour does not cover under - 16 year olds. Nevertheless, S3 and S4 pupils were also more likely to have hourly pay rates of more than £10 compared with pupils in the other year groups.

Table 6.20: Current workers' hourly pay rate by school stage

	School year currently in			
	S3 %	S4 %	S5 %	S6 %
Under £3	32	30	17	10
£3 – 3.99	21	28	36	33
£4 – 4.99	10	13	24	33
£5 – 5.99	12	11	11	13
£6 – 6.99	12	8	7	7
£10 – £40	14	10	5	4
(n)	(1394)	(1720)	(1591)	(1338)

6.32 Table 6.21 shows that over half of the current workers who were employed in hairdressing received less than £3.00 an hour for their work (55%). A substantial proportion of those involved in babysitting also earned less than £3.00 an hour (41%, Table 6.21). Other types of work where substantial minorities of pupils were paid less than £3.00 an hour included: manual trades, farming; other delivery work and other shop work (31%, 30%, 30% and 28%, Table 6.21).

Table 6.21: Current workers' hourly pay rate by type of job

	Under £3	£3 – 5.99*	£6 – 9.99	£10 – £40
	%	%	%	%
newspaper delivery	25	41	16	18
other delivery	30	37	15	19
babysitting	41	49	6	4
care work	17	69	9	6
hotel/B&B	19	73	5	3
cafe/restaurant	18	74	6	2
fast food outlet	25	68	4	2
supermarket	9	83	4	4
chain store	9	83	5	4
other shop	28	66	4	3
door-door sales	15	45	14	25
hairdresser	55	39	3	3
office work	12	63	15	10
farming	30	46	11	12
manual trades	32	47	9	12
cleaner	15	59	12	15
other	19	52	15	13
(n)	(1352)	(2693)	(516)	(481)

* pay categories between £3 and £5.99 combined

Holiday and sick pay

6.33 The majority of current workers did not receive holiday or sickness pay. However a sizeable minority of current employees did: 29% reported that they received holiday pay and 18% were paid when they were off work ill (Table 6.22); there is little difference between male and females. However, a clear difference is evident between S3/S4 pupils and those in S5 and especially S6 in the likelihood of receiving holiday pay. Over half of S6 pupils were paid when they were on holiday (57%) reflecting the more structured nature of their employment and that their employer was treating them in the same way as other part-time employees (Table 6.23). Sick pay follows a similar pattern with a higher proportion of S5 and S6 pupils being paid when they were off ill compared with S3 and S4s.

Table 6.22: Current workers: holiday and sick pay*

	%
Get holiday pay	29
Get sick pay	18
(n)	(6136)

*excludes current workers who are self employed

Table 6.23: Current workers: holiday pay by school stage

	School year currently in			
	S3	S4	S5	S6
	%	%	%	%
Get holiday pay	15	15	33	56
Get sick pay	13	12	21	28
(n)	(1388)	(1737)	(1645)	(1365)

* excludes current workers who are self employed

Few under-16 year olds had a work permit

6.34 As we noted in the introduction there is a body of legislation on the employment of school pupils under 16 years of age. A central aspect of this is the use of work permits to monitor the appropriateness of the employment. We asked pupils who were under 16 if they had a permit for the job that they were currently doing. We found that only 11% of the current workers who were under 16 had a permit and over a half stated specifically that they did not (55%, Table 6.24). It is notable that a quarter of those under 16 who were working did not know if they had a permit or not. Since the onus is on the pupil rather than the employer or school to apply for a permit, it is extremely likely that most of the pupils who responded that they did not know if they had one, did not actually have a permit. These results are in line with previous research. They are also consistent with the findings from our survey of local authorities who are responsible for the permit system. The local authority survey indicated that the present permit system is not operating effectively; we return to this issue in chapter 12 (see also Appendix G.8, *Child Employment: Policy and Practice in Scotland*).

Table 6.24: Current workers under 16: if have a permit for their job

Have permit?	%
Yes	11
No	55
Don't know	25
Not stated	8
(n)	(3664)

Who do pupils work for?

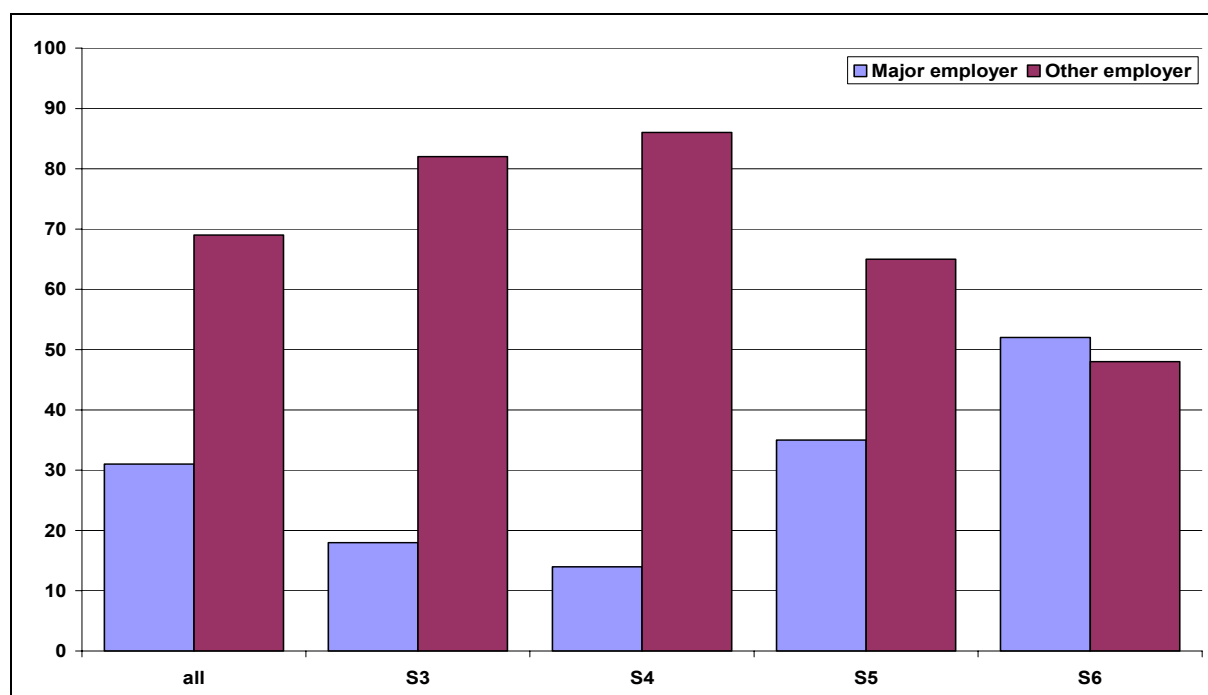
6.35 A large majority of school pupils who were currently in a part-time job were working for an employer outside the family (82% other employer; 15% parent/other family member, Table 6.25). Only a very small proportion worked for themselves (2%). Overall, there is little difference between young women and young men in relation to their type of employer. There is a move away from employment by parents or other family members as pupils get older, this declines across the school stages so that by S6 only 6% of current workers were employed by their family compared with 25% of S3s (Table 32, Appendix 1).

Table 6.25: Current workers: who employed by

	All %	Male %	Female %
Parent	9	11	7
Other family member	6	5	7
Other	82	79	85
Started own business	2	4	1
(n)	(6488)	(2780)	(3647)

6.36 Pupils were asked for the name of the business that they worked for and on the basis of their responses we categorized their employers into 'major' employers and 'other' employers. Under a third of current workers were employed by major employers (Figure 6.10). There was little difference by gender but substantial differences across the year groups are evident. S3 and S4 pupils were less likely to be employed by major businesses compared with current workers in S5 and especially in S6 current workers (Figure 6.10 and Table 33, Appendix 1). We consider the implications of the type of employer pupils work for further in chapter 8 when we examine the issue of the quality of pupils' part-time work.

Figure 6.10: Current workers: whether employed by a major employer by school stage



The role of pupils' family and friends in finding work

6.37 Table 6.26 shows the role of young people's informal network of information in helping them to find a part-time job. Parents or other family members were the most reported source of information about jobs. This finding is in line with the data presented in chapter 3 on the relationship between parental unemployment and pupils' part-time work status. Just over a third of current workers had heard about their job from their parents or other family members (34%). Friends were another important source of contacts (22%). An interesting variation in this data is that 10% of current workers stated that they heard about their job by their employer approaching them. A similar proportion of current workers had contacted employers directly themselves. Young women were slightly more likely than their male counterparts to have heard about their job from family rather than from friends but the differences are only small. The role of the family is more pronounced for younger pupils, 40% of S3s heard about their job via their family compared with 25% of S6s (Table 6.27). As pupils get older they are more likely to have contacted employers themselves, 19% of S6s did so, compared with 6% of S3s.

Table 6.26: Current workers: how they heard about this job

	All	Male	Female
	%	%	%
Advert of some kind	11	12	11
Parents/Guardians or other family members	34	31	37
Visited or contacted employers	12	11	12
Employer approached you	10	10	10
Friends	22	24	21
Yourself	5	5	5
Started business yourself	1	2	1
Other	4	4	4
(n)	(6729)	(2900)	(3767)

Table 6.27: Pupils currently working: main way heard about their job: by school year

	School year currently in				All
	S3	S4	S5	S6	
	%	%	%	%	%
Advert of some kind	12	9	11	15	11
Parents/Guardians or other family members	40	38	33	25	34
Visited or contacted employers	6	9	14	19	12
Employer approached you	10	11	11	9	10
Friends	22	22	21	25	22
Yourself	5	5	5	5	5
Started business yourself	2	1	1	1	1
Other	4	4	3	3	4
(n)	(1609)	(1906)	(1763)	(1451)	(6729)

6.38 Table 6.28 shows the relationship between current workers enterprising attitudes score and how they heard about their present job. A higher percentage of pupils with the lowest enterprising attitudes scores indicated that their parents/guardians had been the main source of information compared to those with the highest scores (36% vs. 33%). However, the trend is not consistent across the range of enterprise scores. A more consistent trend emerges where friends are the main information source. In this instance a higher percentage of those with low enterprise scores indicated that friends had been the main source of information. This source declines in importance as their enterprising attitudes score increase.

6.39 Approximately one in ten pupils indicated that they had visited or contacted employers to get their present job. In comparison with pupils with low enterprise scores a higher percentage of pupils with the highest enterprise scores indicated that this had been their main source of information about their current job.

Table 6.28: Pupils currently working: main way heard about their job: by enterprising attitudes

	Pupils' estimation of how enterprising they are				All
	Low	Quite low	Quite high	High	
	%	%	%	%	%
Advert of some kind	13	11	11	11	11
Parents/Guardians or other family members	36	34	35	33	34
Visited or contacted employers	8	12	12	14	12
Employer approached you	9	10	9	12	10
Friends	25	23	22	20	22
Yourself	5	6	5	5	5
Started business yourself	1	1	2	2	1
Other	4	3	4	3	4
(n)	(1502)	(1833)	(1568)	(1825)	(6728)

Overview

6.40 Pupils who were currently in part-time work were concentrated in three sectors: retail, catering and delivery. There were clear gender differences: delivery was very much a male dominated sector while females pre-dominated in retail and catering. The type of work that pupils did varied across the year groups with a move from less structured to more formal

types of employment. Pupils generally worked in the same type of jobs irrespective of their attainment or social class background; differences in these respects were limited. Delivery work was less prevalent in rural areas where pupils were more likely to work in the catering sector. Within the retail sector, there were urban/rural differences in the type of shop work pupils did. We consider the question of the quality of different types of jobs later in the report but the variation in the type of work that pupils did is likely to have implications for the issue of recognition.

6.41 The time that pupils devote to their part-time job is a common issue of interest and often concern. We found that most current workers had one job and worked an average of 9.90 hours a week. Average working hours rose over the school stages and varied considerably by type of job (stage and type of job are related). Overall, a majority, around two-thirds, worked for 10 hours or less a week, a level which previous research suggests is not associated with a negative effect on school work. Although a majority of pupils were therefore working a reasonable number of hours, we nevertheless found that a substantial minority of pupils were working beyond the relevant critical number of hours for their age. Well over half worked for two days a week or less with S6 pupils working more days than other year groups. Our data on when pupils worked is limited but indicates that around half did so both during the week and at weekends; most of the remaining half worked only at weekends.

6.42 We saw in the previous chapter that earning money was a key reason for pupils to work part-time. The average weekly earning of current workers were £36.63 and older pupils, especially S6s, had considerably higher average weekly earning due to the higher number of hours they generally worked.

6.43 Gender differences are apparent in the type of work that pupils do and in average weekly earning; young men and young women tended to work in different types of jobs and young women earned on average less than young men. In these respects, pupils' part-time employment mirrors the gender segregation and lower female earnings in the workplace more generally.

6.44 There is sometimes concern that pupils are paid unduly low wages by employers. Examining this, we found that average hourly rate of pay of current workers was £4.72 which is above the national Minimum Wage of £3.00 set for 16-17 year olds. Average hourly pay rates were higher than £3.00 in all types of jobs. But while average pay rates seem to be reasonable, when we examined the range of pupils' hourly earnings, it emerged that a substantial minority of current workers earned less than £3.00 an hour, especially younger pupils and those working in certain types of jobs such as hairdressing and babysitting.

6.45 Although most current workers did not receive holiday or sick pay, S6 pupils were much more likely to do so reflecting the more structured type of employment that they do and suggesting that they had the same terms and conditions as other (non pupil) part-time employees.

6.46 Pupils under the age of 16 who have a part-time job should have a work permit (issued by their local authority) but only 11% had one. This finding is in line with the results from our survey of local authorities. We return to the matter of work permits later in the report when we consider some of the legislative issues that any formal recognition of pupils' part-time work will raise.

6.47 Pupils were very unlikely to have started their own business (2%) and a minority worked for family or friends. Most pupils were thus working in the open job market. Older

pupils were more likely to be employed by major employers and this is likely to be relevant to recognition issues.

6.48 It is clear that pupils' family and friends play an important role in helping them to find a part-time job and this is especially true for younger pupils. This implies that where pupils' family and friends do not have the necessary contacts or where pupils lack a network of family and friends, then they will face greater difficulty in gaining part-time work.

CHAPTER SEVEN PREDICTING WHICH PUPILS ARE LIKELY TO WORK LONG HOURS

The importance of pupils' working hours

7.1 The impact of pupils' working hours on their school work and attainment is a concern for many stakeholders, especially teachers. A range of studies have examined this and concluded that the effect varies depending on the number of hours and the age and stage of the pupils concerned. Working *long* hours tends to have a *negative* impact (but the critical number of hours varies for different pupils) while working for a *small* number of hours may have a *positive* effect on attainment (Hobbs and McKechnie 1997; McKechnie and Hobbs, 2001; Payne, 2001; Stern and Briggs, 2001; McKechnie et al, 2002).

7.2 Given this concern about working hours, we wanted to identify which pupils are likely to work longer hours in their part-time job and therefore to be at risk of performing less well at school.

7.3 In chapter 6 we described pupils' working hours in respect of a number of factors. But as we have noted earlier (see p.45, chapter 4) while such analyses are useful in describing pupils' working hours they are limited because they deal with each factor separately. They do not show us the inter-relationship between the various factors or which ones are more important in predicting which pupils will work longer hours. Statistical modelling lets us consider all the factors at the same time and allows us to assess which factors are more influential than others. In this way we aim to identify the pupils who are most likely to work for longer hours in their part-time job.

Which pupils are likely to work long hours?

7.4 We modelled pupils' working hours to consider the various factors that might influence the number of hours that pupils are likely to work and to assess the impact of each when others are taken into account.¹⁰ We carried out the modelling in a series of steps, introducing additional factors at each stage and omitting other factors that had proved to be non-significant. Here we present the final model of this process focussing on the significant findings (Table 7.1; see also Table 2, Appendix 2). It should be remembered that where any factor is significant, this is after taking account of the impact of the range of other factors.

Table 7.1: Current workers: predicting number of hours worked each week (linear regression)

	Average net effect
School stage (ref S3)	
S4	positive
S5	positive
S6	positive
Gender (ref male)	
Female	negative
Num credit SG studied for/gained (ref 8+)	
4-7	positive
1-3	positive
None	not sig

¹⁰ We used a linear regression

Table 7.1 (contd): Current workers: predicting number of hours worked each week (linear regression)

	Average net effect
Type of job (ref delivery work)	
Babysitting	positive
Care work	positive
Hotel	positive
Café	positive
Fast food	positive
Supermarket	positive
Chain store	positive
Other shop	positive
Door to door sales	positive
Hairdressing	positive
Office work	positive
Farm work	positive
Manual trades	positive
Cleaning	positive
Other	positive
Who employed by (ref other employer)	
Employed by family	positive
Own business	positive
Father's soc class (ref mgt + prof)	
Working class	positive
Missing	positive
Mother's soc class (ref mgt + prof)	
Working class	not sig
Unclassified	not sig
Missing	not sig
Father's current activity (ref FT work)	
Don't know	negative
Mother's current activity (ref FT work)	
Student	not sig
Family/home	not sig
Ethnicity (ref Scottish)	
Other white	positive
Pakistani	positive
Mixed	not sig
Female * Pakistani	not sig
Female * Mixed	not sig
Stay with term (ref mother and father)	
Foster/children's home	not sig
Other relative	positive
Location (ref large urban)	
Other urban	not sig
Rural	not sig
Truant (ref never)	
Lesson here and there	positive
Day here and there	positive
Days at a time	positive
Weeks at a time	not sig

Table 7.1 (contd): Current workers: predicting number of hours worked each week (linear regression)

	Average net effect
Enterprising attitudes (zscore, ref=mean)	positive
School doing little to prepare for life after (ref strongly agree)	positive
Work related EinE (normalised, ref=mean)	not sig
Voluntary work (ref no)	
Yes	negative
Unpaid work (ref none)	
Yes	not sig
Housework (Zscore, ref=mean)	not sig
Care duties (Zscore, ref=mean)	not sig
Career focus (def idea for long time) (Zscore, ref=mean)	positive
Post-school plans (ref HE)	
FE	positive
Job/training	not sig
Own business	positive
Gap year	not sig
Something else	not sig
Don't know	positive
Constant	positive

The effect of type of job and employer

7.5 As we saw in earlier chapters, the research has used two job type classifications, the sixteen category system that pupils responded to in the survey and the five category system where we grouped these sixteen categories into five larger groupings: delivery, babysitting, retail, catering and miscellaneous. In considering the effect of type of job on working hours, we use the full job type classification. We take delivery work as the job type against which we compare the other jobs (ie the reference category), since, as we saw in chapter 5, pupils in delivery work have the lowest average working hours.

7.6 Table 7.1 shows that it is the type of job that pupils are employed in that is the key predictor of their working hours even after taking the other factors into account. Job type has a substantial influence on the number of hours, pupils employed in farm work were likely to work 9.9 hours longer each week than someone employed in delivery work. Working in a fast food outlet compared with delivery work increased working hours by 8.4 hours per week; being employed in a hotel/B&B added 6.7 hours each week while supermarket work increased pupils' likely working week by 6.4 hours.

7.7 Who pupils worked for also had a slight effect on their working hours. Pupils who were employed by their family were likely to work slightly longer hours compared to working for a non family employer; they were also liable to work longer hours if they were self employed (0.79 hours a week more in both cases).

The effect of background factors

7.8 As might be expected from the descriptive statistics already presented, school stage had a considerable effect on pupils' working hours, all other factors considered. The probability of working longer hours increased by stage, compared with current workers in S3, those in S4 were likely to work over an hour a week longer, S5s two hours a week more while pupils in S6 were likely to be employed for nearly three and a half hours more each week (+3.4 hours).

7.9 Gender had an effect but it was minor compared with the effect of type of job and school stage. Girls were likely to have a slightly shorter working week than boys (only 0.78 of an hour less each week).

7.10 After taking all the other factors into account, we found only a weak relationship between attainment and hours of work. Compared with those in the highest attainment group, those with 1-3 and 4-7 Credit SGs worked slightly longer but by less than an hour more.

7.11 The main difference in respect of social class and working hours concerns those whose father was in the 'missing' category: compared with current workers who came from a managerial/professional background, they were likely to work 2.4 hours a week longer. The difference between pupils from working class backgrounds and those from managerial/professional was minor (+0.6 hours for working class pupils).

7.12 Even after social class (and the other factors) were taken into account, family living arrangements had an independent effect on the intensity of pupils' working hours. Compared to pupils living with their mother and father, those pupils living with another relative were likely to work an additional 2.75 hours per week.

7.13 Pupils who classified themselves as being from 'other white backgrounds',¹¹ or from Pakistani backgrounds were likely to work longer hours. Compared to Scottish pupils, both of these groups worked an additional 3 hours per week.

The effect of attitudinal factors

7.14 We reported in chapters 3 and 4 the link between having a current job and ever having truanted but it was also noted that the frequency of self-reported truanting was not strongly linked to having a current job. We found again in this analysis that truanting was significantly linked to hours worked. However, in contrast to the likelihood of being in a job or not, the frequency of truanting was important. Compared to pupils who reported that they never truant those pupils who truant for 'a lesson here and there' were likely to work an additional 0.9 hours per week while those who truanted for days at a time worked an additional 2.49 hours per week. We should be cautious in interpreting this since we cannot assume that they truant in order to work. As we have already reported, when pupils who had truanted were asked if they had engaged in part-time work when they were absent, 86% responded that they had not done so.

7.15 Few of the other attitudinal factors were linked to the number of hours worked. However, pupils who feel that school is not preparing them for life after school were more likely to commit more time to their jobs. In this case the impact is slightly less than for truanting, adding only 0.44 hours per week.

7.16 Pupils self assessment of their enterprising attitudes was also found to have an independent effect on the likely number of hours that pupils would work. Those pupils with the highest enterprising scores were likely to work slightly longer hours each week, though the difference is small (0.52 hours).

The effect of career related factors

7.17 We noted in the previous chapter that pupils with a definite career focus were more likely to be currently employed. Career focus is also linked to the number of hours worked, after controlling for the other factors. Those pupils who had a definite career focus had a

¹¹ In the pupil survey, the sub-categories within the 'White' category were: 'Scottish'; 'Other British'; 'Irish' and 'Any Other White Background'.

slightly greater likelihood of working longer hours although at +0.29 hours per week the impact is not large.

7.18 Post school plans had a separate impact on working hours. Compared to pupils who were intending to enter HE those pupils who were planning to be self employed after leaving school were likely to work an additional 1.4 hours per week. However, the greatest impact on hours is associated with pupils who responded ‘don’t know’ when asked about their post school plans. These pupils were likely to work an additional 2.12 hours per week, compared to pupils who planned to enter HE.

The effect of voluntary work

7.19 So far we have focused on those factors which predict a greater intensity of work, in fact we found only one case where any factor predicted a reduced number of working hours - this is involvement in voluntary work. Current workers who did voluntary work were likely to work for fewer hours per week than other working pupils who were not also engaged in voluntary work. The impact predicted from this model is that such activity leads to pupils working 1.3 hours per week less than pupils who do not do voluntary work. We earlier found that participating in voluntary work does not predict whether a pupil has a current job or not but if pupils have a job, then it does appear to reduce the number of hours worked.

Non significant factors

Living in a rural area

7.20 It is also worth noting the factors which we found to be non-significant in the final model or in earlier stages of the modelling. These include location (large urban, other urban and rural). In the descriptive statistics in chapter 5, we saw that pupils in rural areas had the highest weekly average working hours. In the final stage of the modelling, however, living in a rural area does not quite reach statistical significance.¹² In earlier stages of the modelling, living in a rural areas did have a significant effect on working hours even after controlling for various factors including the type of job that pupils did and their stage of schooling. It was when we added the factors relating to career plans and focus that the effect of location was reduced and no longer reached the level of significance that we report in this research.

Other time commitments

7.21 Although we found that participation in voluntary work is likely to reduce working hours, none of the other time commitment factors had an impact on likely working hours. We examined the effect of the time that pupils who were currently working spent on homework, on housework and on care duties, the extent of their participation in various out of school activities and also whether they were doing any unpaid work. None of these factors influenced their likely working hours.

7.22 Other non significant factors include: disability; mother’s current activity; work experience; work-related learning inputs; enterprise education inputs; career inputs; and most of the factors relating to attitudes to school.

Predicting the type of job that pupils will do

7.23 Given the importance of the type of job in determining pupils’ likely working hours, we extended the analysis to consider pupils’ probability of being employed in each of the main categories of employment. In the research we have used two job type classifications: a detailed one comprising sixteen different job types and a condensed five category system where similar jobs are grouped together in one category (delivery, babysitting, retail, catering

¹² 95% significance level (*p-value* of 0.05)

and miscellaneous). It was not possible to use the detailed classification system in this analysis because of small numbers in some categories so we used the condensed groupings but excluded babysitting due to the relatively small number of pupils involved in this activity.

7.24 There is very substantial variation across the job types in the factors that predict the likelihood of employment but no clear pattern is evident and it is difficult to draw any specific conclusions. We therefore do not report the findings here but the results of the statistical modelling for each of the job types are given in Tables 3-6, Appendix 2. It may be that the four large job categories we used in the analysis are too general to enable us to identify particular patterns; to do this we would need to use the more detailed sixteen job type classification to be able to but the number of cases are insufficient in some categories to permit this analysis.

Overview

7.25 The impact of pupils' working hours on their school work and attainment is a matter of concern and one that is pertinent to the question of the desirability of recognising pupils' part-time employment. Existing research demonstrates that the number of hours worked is critical and so we examined the factors associated with hours of work and have identified certain factors ones that mean that pupils are more likely to work longer hours:

- the type of job that pupils do is the most important factor in predicting their working hours. Pupils who work in farming, fast food outlets, hotels/B &Bs and supermarkets are likely to work the longest hours (+ 6 -10 hours for these jobs).

7.26 There are a number of other factors that predict longer working hours and which should also be considered when trying to identify which pupils are more likely to work longer hours:

- by school stage and especially by the S6 stage (pupils in the upper school and especially S6s pupils: +3.4 hours a week)
- ethnicity (pupils from 'other white backgrounds' and from a Pakistani background: +3.1 hours)
- living arrangements (where pupils live with other relatives rather than their mother and father: +2.7 hours)
- social class (father in the missing category: +2.4 hours)
- truancy (truant for 'days at a time': +2.49 hours). But it is notable that most of the factors relating to attitudes to school made no significant difference to working hours
- post school plans (don't know: +2.12; own business +1.48).

7.27 While attainment and the extent to which pupils judged themselves to be enterprising were each significant in predicting hours of work, they made only a minor difference, less than an hour each week. It seems that participation in voluntary work, while it does not reduce the likelihood of pupils' having a part-time job, is associated with working fewer hours. It might be noted that none of the other out of school activities that pupils engage in had an effect on working hours.

7.28 Since the type of job worked in emerged as the critical factor in predicting their likely working hours, we extended the analysis to consider pupils' probability of being employed in a particular job category. However, we were only able to consider this in respect of four main categories of jobs rather than for the more detailed classification of 16 job types. The results of this analysis were inconclusive. It is evident that it is necessary to look in more detail at

the specific job types to identify the factors that influence the type of job that pupils will have rather than using the broader job categories; the data, however, did not permit such an approach.

SECTION C

THE VALUE OF WORK: DIFFERENT PERSPECTIVES

STRUCTURE OF SECTION C

C.1 A specific gap in knowledge of school pupils' part-time employment relates to an understanding of what their jobs involve. In this section of the report we examine what pupils do in their part-time job and tackle the issue of value and quality of their employment.

C.2 We start in chapter 8 by considering the perceptions of various stakeholders - pupils, parents and school and local authority staff - of the potential advantages and disadvantages of part-time employment, and the types of personal and vocational learning that might result. While perceptions of the value of this type of work are important, in that they may reflect underlying attitudes, it is important that we consider other evidence sources as well.

C.3 Chapter 9 expands our evidence base on the quality of pupils' part-time work by considering the activities that these workers undertake and the potential skills associated with their jobs. We develop this theme by introducing the idea of the 'demandingness' of different job types. Through statistical modelling we explore the relationship between key factors, allowing us to predict which pupils are likely to have the most 'demanding' jobs.

C.4 Chapter 10 adopts a different methodology to explore this issue of quality. This chapter details the findings from a series of case studies. By using this approach we are able to provide a greater degree of insight into the range of activities that pupils perform within their jobs.

C.5 In the final chapter in this section we focus on the potential value of part-time employment within an educational context. A specific aim of the research is to consider the extent of any relationship between part-time employment and enterprising attitudes. Chapter 11 outlines our research findings and highlights the complex relationship between enterprising attitudes and part-time employment.

CHAPTER EIGHT PERCEPTIONS OF THE VALUE OF PUPILS' PART-TIME WORK

8.1 In this chapter we will consider the views of a range of stakeholders regarding the value of school pupils' part-time employment experience. To do this we will be drawing on information from a range of sources within the research. These include the focus group work with pupils, interviews with school staff, the parent and employer's survey and the interviews with members of the Scottish Councils Education Industry Network (SCEIN).

8.2 We noted in the introductory chapter that there is now a growing acceptance that we need to adopt a balance model when considering young people's experiences in employment. That means that we need to consider that all jobs have potentially good and bad aspects. Following this approach we asked the various stakeholders for their views on what they consider to be the potential benefits and costs of pupils' part-time employment.

School pupils' views

8.3 Within each of the focus groups that we ran the pupils were asked to consider the possible advantages and disadvantages of having a part-time job. Our analysis of this material focused upon identifying the themes and creating categories based on these themes. The majority of pupils provided multiple suggestions. The table below indicates the most commonly cited advantage/disadvantage by providing the percentage of pupils who cited any specific reason. A total of 376 pupils participated in the focus groups.

8.4 When we consider the 'advantages' of work it is evident that pupils view the financial reward or the ability to earn their own money as a key advantage to working (Table 8.1). However, it is worth noting that an equally popular advantage of work was that it contributed to personal attributes. As such pupils appear to perceive work as providing development opportunities, encouraging independence, responsibility and developing confidence.

Table 8.1: Pupils views on advantages/disadvantages of part-time work

Advantage Categories	%	Disadvantage Categories	%
Money	66.5	Impact on school	48
Personal attributes	66.5	Demands	29
Work experience	47	Time demands	25
Work with others	46	Impact on social life	41
Acquire skills	24	Work related issues	15
Timekeeping/time management	1.6	Interpersonal relations	5
Careers/CV	16	Reliance on earnings	1
Combat boredom	10	Other	15
Other	25		

8.5 Just under half of the pupils indicated that part-time work was advantageous in providing work experience and provides the opportunity to work with others. For some pupils the latter was important since it involves team work as well as providing the opportunity to meet other people and socialise. Approximately one in four pupils noted that one advantage of work was that it could be associated with the acquisition of skills. These include communication skills, dealing with problems, budgeting and handling money. The potential contribution of part-time work to future careers or to add to the content of CVs was identified by some pupils as a potential advantage; however, less than one-fifth of the pupils noted this as an advantage.

8.6 The most commonly noted ‘disadvantage’ of part-time work was that it could have a negative effect on schooling and would have a detrimental effect on the individual’s social life. The next most popular disadvantages were related to the demands of employment. Pupils noted the physical demand of working or the time demands created when someone has a job. Clearly for pupils the disadvantage of part-time work is related to the opportunity costs, that is, what you cannot do, or lose out on, as a result of work.

8.7 A smaller percentage of pupils cite more specific work related disadvantages. These fall into two categories: work related issues where the disadvantage of work is linked to poor treatment, low wages or practical aspects of work and interpersonal relations where the disadvantage of work is linked to problem relations with the people you might work with or customers.

Do pupils’ views vary depending on work status and school stage?

8.8 The latter two disadvantages suggest that pupils are drawing upon their personal experience of part-time employment when suggesting disadvantages of employment. This might suggest that the identification of advantages and disadvantages is associated with an individual’s experience of part-time work. Similarly there may be variations associated with the age (year group) of the pupils.

8.9 The focus groups included pupils who had ever had a job, (Ever Worked Pupils, EWP) and those who had never worked (Never Worked Pupils, NWP). The tables below show the percentage of EWP and NWP who cite a specific advantage or disadvantage.

8.10 For example, amongst the advantages of having a part-time job money is cited by a similar percentage of the EWP and the NWP groups. It could be argued that this is a relatively ‘obvious’ benefit of employment and we would not expect having experience of working to increase this advantage of employment.

Table 8.2: Work status and perceived advantages

Advantage Categories	EWP	NWP
	%	%
Money	67	65
Personal attributes	33	42
Work experience	46	49
Work with others	49	40
Acquire skills	28	16
Timekeeping/time management	2	2
Careers/CV	17	14
Combat boredom	10	10
Other	25	27
(n)	(260)	(116)

8.11 Based on this approach perhaps the notable aspect of the above table is the relatively low variation between EWP and NWP in citing any of the specific advantages of part-time employment. There is of course some variation between the groups. A higher percentage of EWPs cite ‘working with others’ as an advantage compared to the NWP group. Perhaps the experience of being employed results in them perceiving the value of this aspect of employment. This explanation may also account for the variation in the category of ‘acquire skills’.

8.12 It could also be the case that the experience of employment may make individuals less likely to cite a specific advantage, that is as a result of working they are aware of the limitations. For example, the advantage of work in developing personal attributes was cited by a higher percentage of the NWP group. Perhaps a lower percentage of EWP group cited this as an advantage due to their experience of employment.

8.13 This argument might also lead us to hypothesise that EWPs will have an insight into the specific disadvantage of working. The pattern of results outlined in Table 8.3 does not support this position. The most striking aspect of the table is that a similar percentage of EWP and NWP identified each of the disadvantage categories.

Table 8.3: Work status and perceived disadvantages

Disadvantage Categories	EWP	NWP
	%	%
Impact on school	48	48
Demands	29	28
Time demands	25	26
Impact on social life	40	43
Work related issues	15	17
Interpersonal relations	4	8
Reliance on earnings	1	3
Other	15	15
(n)	(260)	(116)

8.14 Overall there is little evidence to suggest that work status has any major impact on the specific advantages or disadvantages that pupils associate with having a part-time job. Can the same be said for year group differences?

8.15 Our focus groups were constructed so that they year groups were kept separate, allowing us to compare the views of S4, S5 and S6 pupils. Table 8.4 summarises the findings for the proposed advantages associated with working. For each category of advantage the total number of pupils who identified this specific advantage is given. The following columns note the percentage of pupils in S4, S5 and S6 who cite this advantage.

Table 8.4: School year and perceived advantages

Advantage Categories	S4	S5	S6	Total
	%	%	%	(n)
Money	35	35	30	(250)
Personal attributes	20	39	41	(135)
Work experience	27	39	35	(176)
Work with others	32	34	34	(172)
Acquire skills	26	36	37	(91)
Timekeeping/time management	67	0	33	(6)
Careers/CV	32	35	33	(60)
Combat boredom	50	37	13	(38)
Other	39	33	28	(95)

8.16 For example the most cited advantage of part-time employment was the category money. From Table 8.4 it is evident that the percentage of pupils in S4, S5 and S6 who identified this advantage was comparable, 35%, 35% and 30% respectively. A similar pattern of consistency across year groups is evident for a number of other advantages eg Careers/CV, Work with Others.

8.17 However there is some evidence of variation between year groups in some of the categories. It would appear that a greater number of S5 and S6 pupils noted the advantage of gaining ‘personal attributes’ from work. This pattern was replicated in the categories of ‘work experience’ and ‘acquire skills’ and might lead us to suggest that older pupils place more emphasis on different advantages of work when compared to younger pupils. S4 pupils recorded the highest number of citations in two categories, ‘combats boredom’ and ‘other’.

8.18 Turning our attention to the disadvantages of working the pattern of consistency between year groups tends to dominate. The table below shows that for the disadvantages of ‘impact on school’, ‘time demands’ and ‘impact on social life’ similar numbers of pupils in each year group identified these disadvantages.

Table 8.5: School year and perceived disadvantages

Disadvantage Categories	S4 %	S5 %	S6 %	Total (n)
Impact on school	30	34	36	(181)
Demands	29	32	39	(108)
Time demands	33	30	36	(96)
Impact on social life	34	35	31	(153)
Work related issues	40	36	24	(58)
Interpersonal relations	21	74	5	(19)
Reliance on earnings	0	75	25	(4)
Other	29	29	43	(56)

8.19 Variation between the year groups do exist. For example when we look at pupils citing the disadvantages of ‘impact on school’ and ‘demands’ of work a lower percentage of S4s listed this compared to S6 pupils. This pattern is reversed when we consider ‘work related issues’ where a lower number of S6 pupils note this disadvantage. These patterns may reflect the variation in the types of jobs carried out by S4 and S6.

8.20 While the total number of pupils who cite ‘interpersonal relations’ as a disadvantage is low (n=19) it is notable that pupils listing this were more likely to be in S4 or S5. Given the low number of pupils this may reflect individual experiences and as such we should not read too much into this year group variation.

Staff views

8.21 In the eight schools that were in the Focus Studies element of the research we interviewed a number of staff members including Headteachers and small groups of Principal Teachers. In both cases we asked them about their perceptions of part-time work (see Appendix 7).

8.22 There was a degree of overlap between Headteachers and Principal Teachers about their perception of the advantages/disadvantages of part-time work. The main themes that we identified from the comments are:

Advantages or benefits of part-time work:

- Showing young people attitudes towards work amongst employees (ie co-workers) as opposed to school pupils
- Cooperating with others particularly adults and learning value of teamwork
- Raises self esteem
- Financial responsibility and the opportunity to learn the value of money

- Learn how hard it is to earn money
- Raises ambitions and increases awareness of need for qualifications to get better jobs
- Career ideas
- Gain skills including simple social skills of dealing with other people
- Independence and a wider social responsibility
- Experience different social relationships and experiencing relationships that are not based on the standard teacher-pupil relationship
- Helps provide a rounded child
- Real experience in the real world
- Useful developmental experience

Disadvantages or costs of part-time work:

- Interferes with attendance at after school activities
- Has a negative effect on their achievement
- Few of the workers get permit forms (Note: this comment only applies to those covered by existing child employment legislation)
- Difficulty in striking right balance between work and school
- Negative effect on timekeeping (late for school) and attention in class (falling asleep in class)
- Homework suffers due to part-time work
- Tiredness and increased pressure on pupils
- Poor quality of jobs being done
- Truancy

8.23 Amongst the Headteachers the general pattern of comments indicates that they appreciate the potential cost and benefits of employment. For a number of them the central issue was of maintaining some balance:

'Each young person has to strike a balance between their school life, their paid employment and their social life.'

8.24 Another Headteacher expressed a similar view by stating:

'Paid employment needs to be kept within reasonably manageable proportions.'

8.25 Other Headteachers viewed part-time work as problematic but could still see advantages to it. Their solution was:

'In an ideal world we wouldn't want them engaged in a high level of part-time employment until they had got the first batch of highers under their belt.'

8.26 For some Headteachers, while acknowledging that there are potential benefits and costs associated with working, their concern was over the type of jobs being done and the lack of control that is exerted:

'A lot of our youngsters are engaged in work too young where they don't even have work permits and they are away at all hours of the day doing milk rounds and whatever and that I don't think is a good thing. As a society we should be moving away from the drudgery of getting very young people to do work like that, that's a personal view. I think it's exploitative and I think that's wrong.'

8.27 For at least two Headteachers the issue of the failure of existing legislation in this area was a concern. Both Headteachers were concerned about the failure of many pupils to follow the existing procedures and apply for a work permit. One other Headteacher did comment on the permit system but in this case the comments were more positive indicating that they have received requests for work permits. Within the Principal Teachers' interview groups there was concern expressed about the effectiveness of legislation in this area.

8.28 Amongst Principal Teachers some different points of emphasis emerged. When discussing the advantages of part-time work some Principal Teachers emphasise the contrast between the work place and school. Some of them indicated that the benefit of work was that it exposed pupils to different types of relationships with adults and these contrasted with the teacher-pupil roles in school:

'The relationship they get with adults they don't get in school... the way they treat adults is totally different.'

8.29 Other Principal Teachers identified the learning potential from part-time work. In some cases they linked this to a core skills agenda where it is suggested that employment provides opportunities to learn how to interact with other people in a professional capacity and contributes to confidence, social skills and maturity. In one group the idea was expressed that work:

'... can benefit them hugely and ... learn a lot that's difficult to teach them in school.'

8.30 For Principal Teachers the main disadvantage of part-time work was the negative effect it has on academic performance. They noted the need for balance between work and school. For a number of them the solution to maintaining a balance should be to limit work to the week-ends, control the hours that are worked and ensure that employers adopt a more responsible attitude.

8.31 Another point of contrast between Headteachers and Principal Teachers was that the latter drew a distinction between part-time work for pupils of different academic ability or motivation:

'I think it's really a bad idea for academically motivated pupils to try and balance school with work, but I think it's an extremely important idea to employ it with pupils that are non-academic because the curriculum as it stands ...is just not right for these kids.' [And] *'They need a curriculum which is supportive of a workplace environment.'*

8.32 Another Principal Teacher commented:

'Some of them who don't perform well academically are brilliant in their work situation because they are doing something they want and for a reward at the end of the day.'

8.33 For other Principal Teachers the problem is that weaker pupils are the ones who are working:

'I'm concerned that very often it's not our most able group, the ones very focused on their work (schoolwork) tend to be the ones that don't over work because they want to go to university and [not] to jeopardise their chances.'

8.34 There are some suggestions that part-time work could be linked to vocational aspects of education:

'I would see it (part-time work) working alongside some kind of vocational training.'

'If you could find a way of tying in part-time work to meet certain criteria like the outcomes for a work experience module it would be superb.'

8.35 In contrast another Principal Teacher commented:

'Very little of it would be linked to vocational stuff that they would do after school ... just transient to get quick money...it wouldn't have any permanent ... very few of them would work in a part-time job that would lead them on afterwards to permanent employment.'

8.36 For Headteachers and Principal Teachers it was clear that when they were addressing the issue of the advantages and disadvantages of part-time employment they focused upon the tensions between part-time work and education.

Career Advisers' Views

8.37 As part of the focus study we interviewed the Career Adviser for that school regarding their views on part-time employment. Given the nature of their role the interview covered a different range of topics compared to the school staff. However the interview touched upon the perceived impact of part-time work. The responses to these questions allow us to infer what this group perceive as potential advantages and disadvantages to working part-time while at school.

8.38 Amongst this group many of the individuals mentioned the value of part-time work in developing personal attributes such as enhancing self-esteem, developing confidence and maturity. Others referred to the potential gains in a range of social abilities such as communication skills, people skills and listening skills.

8.39 For some part-time employment may have a positive impact on pupils' motivation. In effect the experience of work could lead to an awareness of the value, or need, of qualifications for the future. It may be that they are motivated to achieve in school in order to escape the types of jobs they are currently doing.

8.40 A number of other advantages were mentioned. For at least one interviewee an advantage was that pupils learn about team building and get the chance to use their initiative. Another interviewee suggests that an advantage of part-time work is that it provides the opportunity to learn about rules and regulations in the workplace.

8.41 Disadvantages identified tended to be dominated by concerns about the potential effect on attainment. For some interviewees the concern was that pupils are treated differently at work and at school. The implication is that the employer-employee relation is more appealing to young people than the teacher-pupil one. In the former they have some adult-like status and this creates issues for them in engaging with school.

8.42 Time constraints were identified as a disadvantage by some interviewees. The net effect is that pupils do not engage with school fully because of limited time. For others the problem is one of the number of hours worked, when those hours are worked and tiredness.

8.43 A number of the Career Adviser's have concerns about the quality of the work that is being done. A number of the interviewees are of the opinion that the jobs done by pupils lack quality and are not challenging. It is apparent that for some there is a clear link between the type of job and perceived quality. Other interviewees adopted a different perspective. For them the quality of the experience depended on the individual employee's attitude and acknowledged that many pupils enjoyed the experience, particularly the social aspect of working and meeting other people. In one case the interviewee suggested that the quality came from being in the adult world and being treated as an adult.

Parents' views

8.44 In order that we could capture the views of parents we asked those pupils who had participated in the focus groups if we could send a questionnaire to their parents (see Appendix 8). The questionnaire covered a range of issues including a series of questions about the potential positive and negative aspects of work. In the case of parents whose child had a part-time job we asked what impact this had had upon their child. Since this was a survey based tool we asked parents to respond on a five point scale to these statements indicating their strength of agreement or disagreement (eg part-time work increases pupils' confidence).

8.45 As an initial indication of parents' views we asked them to indicate if they felt that it was desirable for pupils to have a part-time job while at school. Table 8.6 provides a summary of the responses and it is evident that the majority of parents (83%) indicated that they thought this was desirable. Parents whose children had ever worked were significantly more likely to be in favour compared to those whose children had never worked. However, it is noticeable that even amongst this latter group the majority of parents (74%) were in favour of the pupil combining work and school in this way. This indicates a positive orientation amongst our sample of parents to mixing full-time education and part-time work. The implication is that they perceive work as either being beneficial or at least neutral in terms of its impact on pupils.

Table 8.6: Parents views on desirability of part-time work by whether their child has ever had a part-time job

Do you think a young person should have a paid part-time job while at secondary?	All parents %	Parent's child ever had pt job %	Parent's child never had pt job %
Yes	83	88	74
No	4	2	9
Not sure	13	11	17
(n)	(263)	(178)	(85)

8.46 It is possible that whether or not parents themselves had had a part-time job while at school may influence their views on the desirability of mixing work and school. There was no evidence that parents previous work status while at school was associated with their response to this question. However, parents' previous experience of mixing part-time work and school was linked to whether they had encouraged or discouraged their child with respect to getting a part-time job. Parents who themselves had worked when at school were more likely to have encouraged their child to have a part-time job while those who had never had a job were more inclined to be neutral when it came to advising their child about getting a part-time job. We also examined whether there was any relationship between parents having worked part-

time when they were at school and their child having a part-time job but the results were not significant.

8.47 We asked parents to respond to a number of statements about the potential effect of work on school pupils. The responses (Table 8.7) indicate that they are inclined to ascribe benefits to the employment experience. The majority of parents agreed or strongly agreed with the idea that pupils get the chance to learn skills not taught in school from their part-time work (95%). A similar proportion were of the view that part-time employment can increase pupils' confidence (96%), that it results in better communication skills (94%) and that through part-time employment pupils gain the opportunity to meet a range of people from different social backgrounds (95%). It is also clear that the majority of parents believe that part-time employment results in the development of good work attitudes and habits (91%) and encourages young people to respect others (88%).

8.48 A slightly smaller percentage agreed or strongly agreed with the idea that part-time employment provides opportunities to practice what has been learnt in school (56%). Just over a quarter of those responding disagreed with this (26%) and 17% indicated they were not sure. Whether or not their child had had a part-time job did not make any significant difference to their views in respect of these statements.

Table 8.7: Parents' opinion of pupils' part-time employment

Many secondary school pupils have part-time jobs sometime before leaving school. How much do you agree with the following statements about school pupils' employment?	Strongly disagree	disagree	agree	Strongly agree	Not sure	(n)
When school pupils work....						
...they get a chance to practice what learned at school	4	23	51	5	17	(261)
...have less time for friendships	7	66	22	1	5	(264)
...they get a chance to learn skills that are not taught at school	1	3	61	35	2	(266)
...their school work suffers	8	58	12	6	16	(266)
...it increases their self confidence	1	2	51	45	2	(266)
...they don't have enough time for sports and hobbies	9	61	20	3	8	(266)
... they learn to respect others	-	6	59	29	6	(266)
...they take on adult responsibilities before they are ready for them	8	73	12	2	5	(266)
...they develop good work attitudes and habits	--	4	63	28	5	(266)
...they are under too much pressure	6	63	10	4	17	(265)
...they learn how to communicate better with other people	-	4	59	35	2	(266)
...they get to meet people from different social backgrounds	1	1	59	36	3	(266)

8.49 Amongst pupils we found that one of the perceived disadvantages of work is that it can impinge on other activities and create demands on your time. Are these disadvantages shared by parents? Based on their responses (table 8.7) parents appear to be less concerned

about these issues. The majority of parents disagree or strongly disagree that part-time work results in less time for friends or a lack of time for sports and hobbies (73% and 70%).

8.50 The majority of parents also disagree or strongly disagree with the idea that as a result of part-time work a pupils' school work will suffer (66%). However, there was a significant variation based on whether the parent's child has worked. These parents are more likely to disagree with this statement while those parents whose child had never worked were more likely to agree with this view.

8.51 Differences also began to emerge between parents when it comes to considering if part-time work places too much pressure on pupils or creates a situation where they have to take on adult roles before they are ready for them. In both cases the majority of parents disagree or strongly disagree with these views (69% and 81%). Parents of pupils who had never worked were more likely to agree or strongly agree with these views.

8.52 When considering the potential costs of part-time work these findings suggest that parents whose child has never worked are more likely to agree that school work will suffer, that part-time work places pupils under pressure and results in them facing adult responsibilities before they are ready. It is possible that these views are in part an explanation for why their children have never worked. In chapter 4 we noted that a small percentage of pupils indicated that their reason for never working was that their parents disapproved.

8.53 However, we should also note that those parents whose child has worked disagree with the idea that school suffers, that work creates pressure and that it results in the pupils having to face adult responsibilities before they are ready. Perhaps these parents disagree because they do not associate these negative outcomes with their specific experience.

8.54 There is some support for this suggestion amongst parents' whose child had experience of part-time employment. We asked these parents' to judge the extent to which having a part-time job had resulted in any changes in their child. Table 8.8 shows that the large majority of parents of working children thought that their son or daughter had experienced some change as a result of working part-time. The ability to communicate with adults in a mature manner and greater self-confidence were the two aspects that parents were most positive about (88% agreed or strongly agreed that their child's part-time job had taught him/her to communicate with adults in a mature manner; 84% felt their child's part-time job had led to greater self-confidence). It is notable in both cases, the high percentage who responded that they *strongly* agreed with the statements, indicating that they felt that their child's job had had a considerable effect in these two respects.

8.55 Not unexpectedly, parents thought that part-time working had taught their child good work habits (84% agreed or strongly agreed, table 8). A high level of agreement with two other statements suggest that parents thought that part-time work had contributed to a more mature approach on the part of their child: 80% agreed or strongly agreed that part-time work had given their child a greater sense of purpose and that it had led to a greater appreciation of adult responsibilities while 74% thought that it had taught him/her to take more responsibility for their behaviour. Part-time work was perceived as improving their child's money management as well as their time management skills (77% and 76% agree/strongly agree, table 8). The aspect where parents felt that their child's part-time work had made least change was in respect of encouraging more serious planning for the future but even here 70% were positive about the effect of part-time work. Parents' assessment of the effect of part-time work on their child did not vary significantly depending on whether or not they themselves had had part-time employment during their time at secondary school.

Table 8.8: Parents' opinion of the changes in their child as a result of part-time work

His/her part-time job ...	Strongly disagree %	disagree %	agree %	Strongly agree %	Not sure %	(n)
...has given him a sense of purpose	1	4	57	23	15	(188)
...has led to a greater appreciation of adult responsibilities	2	6	57	23	12	(188)
...has encouraged more serious planning for the future	2	11	47	23	17	(184)
...has taught money management skills	2	9	47	30	11	(186)
...has taught better time management skills	1	9	54	22	15	(186)
...has taught good work habits	1	6	56	28	9	(187)
...has led to greater self-confidence	2	2	42	42	12	(189)
...has taught him/her to communicate with adults in a mature manner	1	2	47	41	10	(187)
...has taught him/her to take more responsibility for his/her behaviour	3	3	50	24	22	(186)

8.56 It is clear that parents have a positive view regarding the impact of part-time employment on their child. These perceptions provide an important insight but further research would be needed to disentangle the changes ascribed by parents from general developmental changes associated with adolescence.

Employers' views

8.57 One of the key stakeholders in the context of this research is employers. In chapter 2 we outlined the nature of the employer's survey (see Appendix 10). As part of that survey we asked a small number of questions about their views on part-time work. We did not ask them to list the advantages and disadvantages of part-time work but rather to consider the value of part-time work compared to work experience.

8.58 Amongst the group of 42 employers the majority were of the opinion that part-time employment was of more value to the pupil than work experience. The justification for this position is that in their view part-time work shows that the individual has found a job for themselves.¹³ The implication is that this reflects on the pupil's motivation and willingness to work. There is some indication that for some employers there is a link between having a part-time job and the development of a work ethic and the attainment of specific skills.

8.59 For employers the main advantage of part-time work over work experience was that *'part-time gives you the full picture'* and that *'part-time work is more real'*. Another constraint of work experience, and by implication an advantage of part-time work, was that in the employer's view work experience exposes the pupils to a limited range of experiences.

8.60 From the employer's interviews a general picture emerges that for them the main advantage of part-time employment is that it involves young people engaging with the 'real world of work' and offers them the opportunity to learn.

¹³ We should of course note that this view needs to be considered in the light of the findings reported in chapter 5 detailing how pupils acquired their jobs.

SCEIN members' views

8.61 All SCEIN members were interviewed separately by telephone. As part of a wider interview each interviewee was asked to comment on their perception of the positive and negative aspects of part-time work. A thematic analysis allowed us to identify the common themes that emerged across the group.

8.62 From the perspective of the SCEIN members a number of positive advantages were ascribed to part-time employment. The most commonly cited benefit was that it provides the opportunity to acquire core or soft skills. In particular it was proposed that work offered the chance to work with others and develop interpersonal skills and communication skills.

8.63 A second benefit is related to gaining knowledge of the world of work. It was suggested that part-time work could result in an increased understanding of business and the workplace. Like the employers, the SCEIN interviewees propose that it exposes pupils to the 'reality' of work:

'they have to handle real consequences of what they do.'

'they can have real responsibility.'

8.64 When commenting on this positive aspect of part-time employment some interviewees drew a distinction between this and work experience. In their view the latter was less valuable in showing pupils what work is really like. A consequence of this is that the pupils can develop work discipline.

8.65 While pupils highlight earning money as a key advantage of part-time work the SCEIN interviewees also identified this potential benefit. However, for this group it was that earning money may result in some specific financial skills and this may also be relevant to their future plans:

'learning the value of money.'

'puts them into a situation where they can hope to earn money while in higher education.'

8.66 A common theme that emerged when asked to consider the benefits of work were related to the attainment of confidence, self-esteem, independence and maturity. A more general benefit was that for some having a part-time job would result in pupils having to learn how to balance their life-style.

8.67 Very few of the interviewees identified positive aspects of work that could be linked to school work. While these were the exception they are worth noting. The positive link between part-time work and school could provide a context for skills and knowledge learned in school, while the work ethic gained in work can be transferred to the classroom. It was also proposed that the increased maturity gained from work would feed into pupils approach to learning and increasing motivation to do well so that they could get a better job than the one they had as a part-time employee.

8.68 On the negative side the dominant theme was that part-time work ultimately took up time. The time taken up by work meant that other aspects of pupils' lives would suffer. A particular concern was that study time would be lost. However, this group was also concerned

about the loss of time for sport, extra-curricular activity and participation with the wider aspects of school life, such as pupils' ability to help out at different events.

8.69 Time pressure was also linked to other perceived disadvantages of work. Those with jobs may be unable to access study programmes if their employers were inflexible about leave and some pupils may truant or opt out of school if they are under pressure to work more hours. Ultimately time pressure could result in loss of sleep. Time was linked to another set of comments about the negative aspect of work. In this case the concern was when pupils worked, either early in the day or late in the evening. Working at these extremes of the working day was considered to be problematic.

8.70 A common theme to emerge when considering the negative aspects of part-time work was related to the perceived quality of the jobs and the employment experience. For some there were concerns about exploitation. This could take a number of forms including what the employee was asked to do, the hours they worked and the financial reward that they received. Others expressed concern about the poor working environments that they may experience.

8.71 A small minority of comments developed the theme of health and safety suggesting that school pupils' part-time work raised a number of health and safety issues that were related to the working environment, for example the risk associated with *'hanging off the back of a lorry'* in the case of milk delivery.

Overview

8.72 In reviewing the views of stakeholders regarding the value of part-time employment it is clear that they all have ideas about the potential benefits and costs. What is notable is the consistency of the issues that each group of stakeholders raised. For example across the groups the benefits of work were linked to skills attainment, social skills, exposure to the 'real' world of work and the development of a range of personal attributes such as confidence, independence and maturity.

8.73 Across all of the groups the dominant belief was that school work suffers as a result of work. This was emphasised in different ways by the various stakeholders, for example the Principal Teachers were concerned about this aspect. A number of the themes associated with the disadvantages of work revolved around limited time. For some a result of employment is that a pupil's time is perceived to be limited and they cannot engage with a range of other activities, eg sports, after school programmes and limited social life.

8.74 There are of course variations between the stakeholders in terms of emphasis on some of the potential benefits and costs. For example, pupils indicate that money is a primary advantage of working. The ability to earn gives you spending power and some degree of independence. For the school staff and the SCEIN members money was also identified as a benefit of work, but in this case they associated the benefit with learning the 'value of money' or increasing financial awareness.

8.75 For some stakeholders a disadvantage of work was related to the quality of the work undertaken. School staff, SCEIN interviewees, Career Advisers and school pupils all refer to this issue in one way or another. For the pupils the concern was about low wages, unfair treatment and relationships with employer and co-workers. For the adult stakeholders the issue was one of the types of jobs that were being done. As we will see in Section D concerns about the quality of work emerge when we consider the issue of recognising part-time employment.

8.76 Concern about the quality of work raises some fundamental issues. If some of the stakeholders are questioning the quality of the jobs that are being done by pupils how does this impact upon the attainment of the potential benefits that can be gained from work? It is also clear that we need a better picture of what pupils do in the workplace and we turn to this in the following chapters.

CHAPTER NINE THE QUALITY OF PUPILS' PART-TIME WORK

9.1 As we indicated in the introduction a significant gap exists in our understanding of pupil employment. This gap relates to our knowledge of what pupils do in their jobs. What are the main activities they undertake and what skills might they acquire? The survey contained a number of questions designed to provide us with information to address these questions. Pupils who were current workers responded to a range of questions about the activities/skills required in their work, the extent of training they receive and the extent to which their job allows them to learn skills and develop personal attributes. These aspects of pupils' part-time work are clearly pertinent to the discussion of the recognition of their part-time employment experience.

9.2 We start by considering the descriptive statistics relating to the activities, skills and training received. We then consider, through modelling, the factors which predict the likelihood that pupils will have a more, or less, demanding job.

The activities and skills in pupils' jobs

9.3 Pupils indicated the extent to which they had to undertake certain activities and employ particular skills in their part-time job (Figure 9.1). For each statement relating to an activity or skill they responded on a four point scale indicating the frequency of experience, ranging from 'never' through to 'all of the time'. Inter-personal skills figure strongly as requirements in pupils' jobs: a large majority responded that they had to co-operate with others all or some of the time to get the job done and also that they had to deal directly with customers all or some of the time (81% and 76%, see also Table 34, Appendix 1). Their jobs were less demanding in respect of literacy related skills, just under a quarter responded that they spent time reading, writing or dealing with paperwork all or some of the time in their part-time job (24%). Their work offered some opportunity to work with equipment such as computers, cash registers and photocopiers but less scope to work with tools and machinery (all/some of the time: 48% and 28% respectively). It may be surprising to find that over one-fifth of pupils were involved in supervising or training other staff all or some of the time (22%).

9.4 Given that the type of job pupils had varied by gender, it is not surprising to find that the extent to which pupils carried out certain activities also varied by gender with the single exception of reading/writing/paperwork. Young women were more likely to respond that they had to co-operate with others all or most of the time and to deal directly with customers than were male workers (f:87% vs m:74% and f:82% vs m:67%). Use of equipment and machinery varied along gender lines – young women were more likely to have the opportunity to use equipment such as computers (f:55% vs m:38%) while male workers worked with tools and machinery more frequently than their female counterparts (m:39% vs f:19%). The difference in respect of supervising/training others was smaller but still statistically significant; in this case young women were slightly more likely to do so (f:24% vs m:20%).

Figure 9.1: Current workers: how often do the following in their job by sex (%)

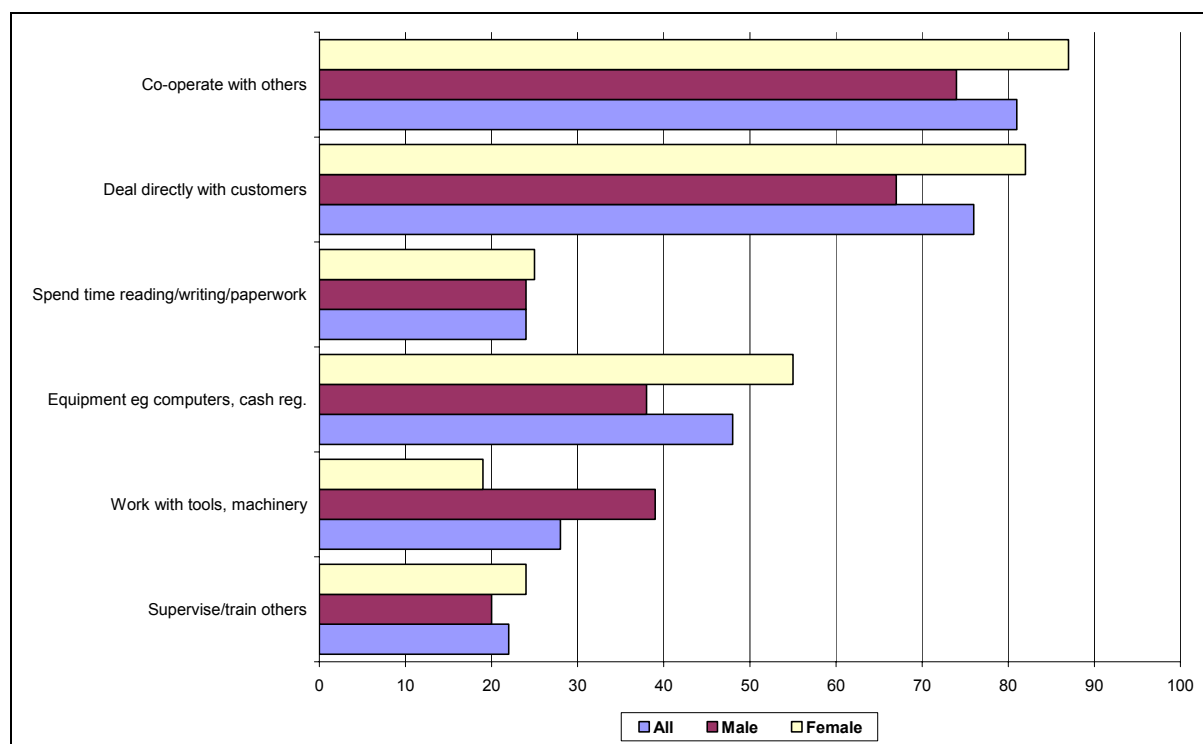
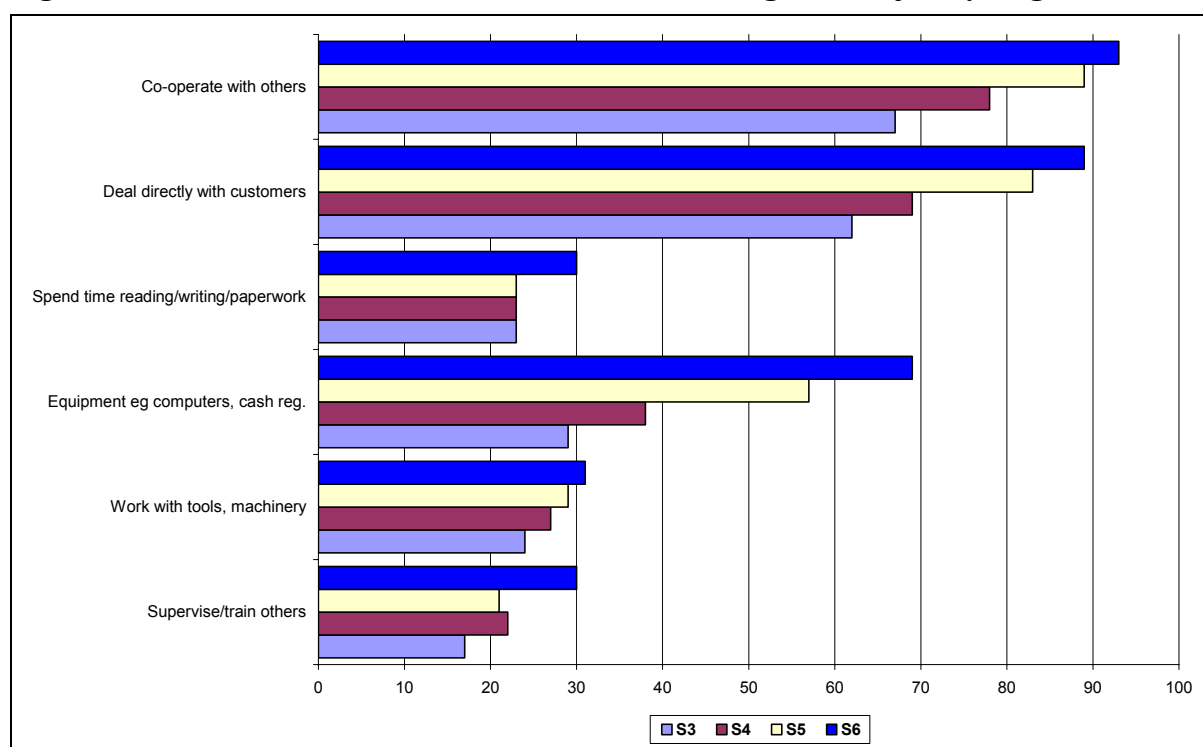


Figure 9.2: Current workers: how often do the following in their job by stage



9.5 Similarly, since younger pupils tend to work in different sorts of jobs, it follows that current workers' age/stage of school made a substantial difference to the extent to which they carried out the different types of activities as part of their job (Figure 9.2 and Table 35, Appendix 1). The extent of co-operation with others and dealing directly with customers rose in line with pupils' age/stage from, for example, 62% of S3s reported that they had to deal directly with customers all or some of the time compared with 89% of S6s. There were also substantial differences by age/stage in respect of using equipment (S3: 29% to S6: 69%) but

less so in relation to working with tools and machinery (S3: 24% to S6: 31%). Pupils in S6 were most likely to have the scope to supervise/train others than those in any other year group.

9.6 We re-categorised employers into two groups, ‘major employer’ and ‘other employer’, to consider if the activities varied depending on the type of employer. Table 9.1 summarises the responses from pupils. Pupils working for a major employer were more likely to indicate that they deal with customers, use equipment and spend time reading/writing/paperwork for all or some of the time when compared to their peers working for other employers.

9.7 The percentage of pupils who indicate that they co-operate with others or work with tools in their job all or some of the time are comparable for major and other employers. Some pupils are involved in the supervision and training of others and once again we see that there is little variation in pupils’ exposure to this activity in major or other employer categories.

Table 9.1: Current workers: how often do the following in their job: by whether employed by major or other employer

	Who is your employer	
	Major employer %	Other employer %
Co-operate with others		
All/some of the time	89	81
Hardly ever/never	11	19
(n)	(1439)	(3155)
Deal directly with customers		
All/some of the time	93	76
Hardly ever/never	7	24
(n)	(1440)	(3162)
Spend time reading/writing/paperwork		
All/some of the time	33	20
Hardly ever/never	67	80
(n)	(1438)	(3148)
Equipment eg computers, cash reg.		
All/some of the time	68	46
Hardly ever/never	32	54
(n)	(1435)	(3149)
Work with tools, machinery		
All/some of the time	26	26
Hardly ever/never	74	74
(n)	(1432)	(3145)
Supervise/train others		
All/some of the time	21	22
Hardly ever/never	80	78
(n)	(1433)	(3132)

9.8 As we would expect the frequency of activities varies depending on job type. Table 9.1 shows that across all job types, with the exception of delivery, that a large majority of pupils co-operate with others all or some of the time. The previous table had shown that a minority of pupils spend all or some of their time at work reading/writing/doing paperwork. Within the job types that we used this was most common in office work and door-to-door sales. The latter may be slightly surprising, however, a typical door-to-door activity is selling

cosmetics and this requires taking and completing order forms from customers as well as keeping some basic accounts.

9.9 The activities working with equipment and working with tools provide some points of contrast. For example it is apparent that those pupils working in retail jobs (eg chain store, supermarket and other shop) are likely to indicate that this is an activity they do all or some of the time. In contrast those working in farming, manual trades and cleaning are likely to indicate that working with tools is a common part of their work activity.

9.10 A minority of pupils, approximately one in five, is involved in supervising and training others all or some of the time. However, from the table it appears that this activity is not experienced by a large percentage of pupils working in delivery, door-to-door sales, office work and cleaning. The highest percentages of pupils indicating this activity is common for them are found in babysitting, care work and fast food outlets. We face a problem in interpreting these responses. It is possible that those in babysitting and care work are interpreting the statement 'supervising or training others' as relating to their charges. This problem shows some of the constraints of using self-report to collect this type of information.

9.11 What is evident from this table is the extent to which activities vary across sectors. It should also be noted that within job types where a specific activity appears to be common not all pupils are exposed to activities to the same extent.

Table 9.2: Current workers: % responding all or some of the time they do the following in their job: by type of job

	Co-operate with others all/some of time %	Deal directly with customers all/some of time %	Spend time reading/ writing/ paperwork all/some of time %	Work with equipment eg computers, cash rag, p/copiers all/some of time %	Work with tools and machinery all/some of time %	Supervise or train others all/some of time %
newspaper delivery	38	54	20	8	6	8
other delivery	72	83	31	28	30	27
babysitting	72	39	18	10	6	44
care work	84	62	23	29	39	33
hotel/B&B	95	77	15	30	27	25
cafe/restaurant	96	83	15	56	32	25
fast food outlet	95	94	14	79	37	30
supermarket	94	97	26	78	38	22
chain store	98	100	32	88	18	24
other shop	86	95	30	82	25	17
door-door sales	78	96	73	37	7	12
hairdresser	94	97	20	47	22	21
office work	85	70	79	92	18	11
farming	89	33	25	26	88	23
manual trades	89	59	26	28	92	20
cleaner	71	46	12	20	52	10
other	87	66	26	39	48	32
all jobs	82	76	24	48	28	22

9.12 When we consider pupils academic levels and their self assessment of their enterprising attitudes alongside the job activities a number of interesting trends emerge (Table 9.2 and 9.3). For three of the activities (co-operate with others, dealing with customers

and use of equipment) pupils with no SGs are less likely to carry out these activities in their jobs.

9.13 The patterns for the other activities are not so clear. There is some indication that pupils with either no SGs or 1-3 SGs are more likely to indicate that they work with tools and supervise or train others compared to those with 8 or more SGs. These trends do not always reach acceptable levels of significance.

9.14 Across all six activities the percentage of pupils indicating that they are exposed to these activities is highest for those pupils who rate themselves as having the highest enterprise scores. Those pupils with the lowest enterprising attitudes scores are less likely to indicate that they have experience of these activities within their jobs.

Table 9.3: Current workers: % responding all or some of the time they do the following in their job by attainment

% doing following all/some of the time	Number of SGs at Credit				All %
	none %	1-3 %	4-7 %	8 + %	
co-operate with others	76	82	84	81	79
deal directly with customers	65	77	79	77	71
spend time reading/writing/paperwork	24	25	23	26	23
Use equipment eg computers, cash rag, photocopier	39	49	50	49	42
work with tools, machinery	30	30	26	24	32
supervise/train others	24	23	23	21	22
(n)					(6454-6512)

Table 9.4: Current workers: % responding all or some of the time they do the following in their job by enterprise level

% doing following all/some of the time	Pupils' assessment of their enterprising attitudes				All %
	low %	%	%	high %	
co-operate with others	76	82	83	85	81
deal directly with customers	69	77	76	79	76
spend time reading/writing/paperwork	22	22	26	27	24
Use equipment eg computers, cash rag, photocopier	44	49	47	50	48
work with tools, machinery	23	27	27	32	28
supervise/train others	18	20	23	28	22
(n)					(6454-6511)

Opportunities to learn

9.15 Pupils were asked to judge the extent to which their current job gave them scope for learning and development. Their responses were generally positive about the opportunities of their part-time job in respect of learning, self management and decision-making. Nearly two-thirds thought that their job allowed them to learn a lot of new things all or some of the time

(62%) (Figure 9.3 and Table 36, Appendix 1). They were also positive that their job gave them scope to develop their skills and abilities (70%: all or some of the time). A majority thought that they had the opportunity to organise their own time at work (59%: all or some of the time). Just under a half judged their job as challenging to them (49%: all/some of the time) and over two thirds responded that it allowed them some opportunity of making decisions for themselves (65%: all/some of the time). Female workers gave more positive responses to every item than did male workers (ranging from +3% to +9%).

Figure 9.3: Current workers: scope of their part-time job by sex

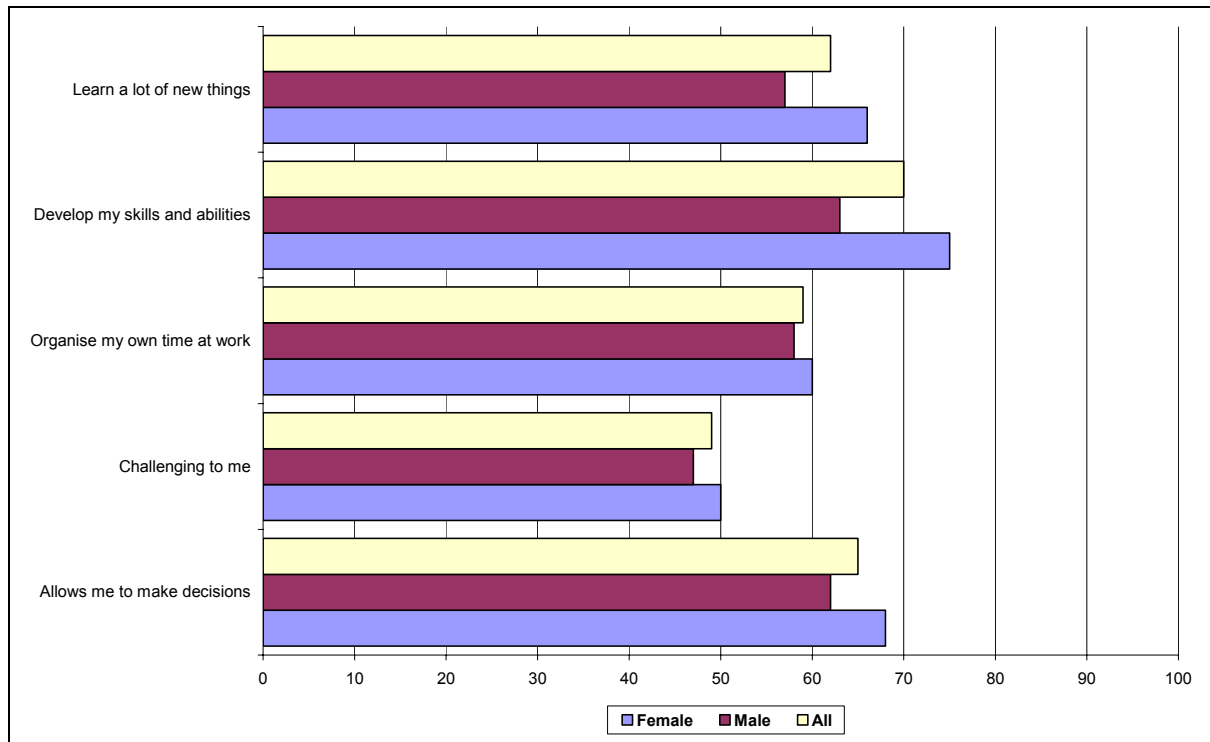
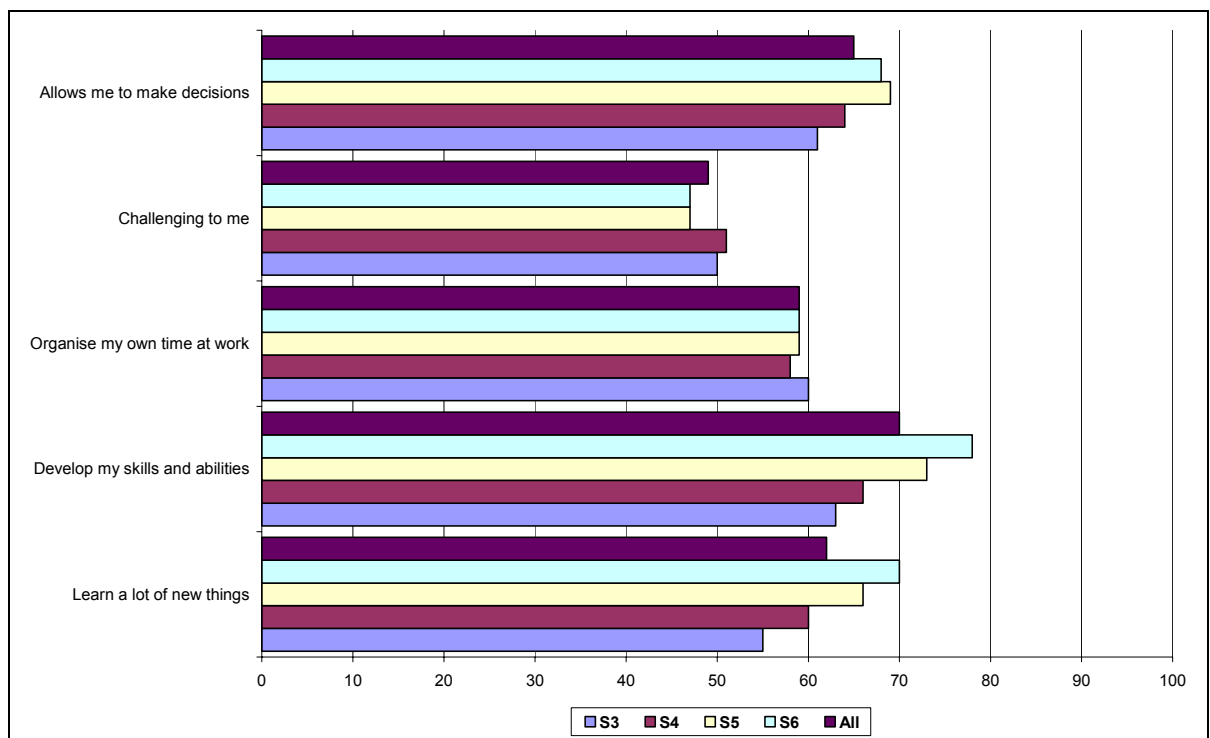


Figure 9.4: Current workers: scope of their part-time job by stage



9.16 There were differences in responses to some of the items according to pupils' age/stage but not to all of them (Figure 9.4 and Table 37, Appendix 1). Pupils across the year groups did not differ significantly in their responses to whether their job was challenging to them or if they had the scope to organise their own time in their work. For the other items, positive responses rose in line with year group. S5 and S6 pupils were more likely to respond that their job allowed them to learn a lot of new things (S3: 55% to S6: 67%, all/some of the time) and the same was true in respect of the chance their job allowed them to develop their skills and abilities (S3: 63% to S6: 78%, all/some of the time). The difference was smaller across the year groups in their opinions about the extent to which their job allowed them to make decisions but a slightly higher proportion of S5 and S6 pupils thought that their job did so (S3: 61% to S6: 68%).

Table 9.5: Current workers: % responding all or some of the time their job allows them to learn

My job....	... allows me to learn lot of new things all/some of time %	... allows me to develop my skills and abilities all/some of time %	... allows me to organise my own time at work all/some of time %	... is challenging to me all/some of time %	... allows me to make decisions all/some of time %
newspaper delivery	22	28	45	25	35
other delivery	47	60	51	51	57
babysitting	54	72	48	56	82
care work	68	80	65	43	66
hotel/B&B	70	75	60	48	68
cafe/restaurant	71	78	59	53	69
fast food outlet	63	72	58	45	61
supermarket	66	76	58	42	64
chain store	78	84	62	53	76
other shop	72	79	63	48	71
door-door sales	51	71	77	52	71
hairdresser	90	93	71	70	77
office work	72	77	73	57	73
farming	84	85	69	80	79
manual trades	95	94	77	83	84
cleaner	47	58	66	34	56
other	72	81	64	66	76
All jobs	62	70	59	49	65
(n)	(6428)	(6417)	(6389)	(3128)	(6403)

9.17 Tables 9.6 and 9.7 consider the potential relationship between academic level and enterprising scores and pupils' assessment of the scope of their jobs. A higher percentage of those pupils with lower academic levels (no or 1-3 SGs) indicate that their job provides them with opportunities to learn. We should note that in the case of decision making while this pattern is found the differences are not significant. This general pattern may be related to the extent to which pupils perceive their jobs as presenting challenges to them or alternatively falling within their existing skill base.

9.18 When we consider pupils enterprising attitudes we see a contrast between those pupils who have high rather than low enterprise scores. In all of the categories those with the lowest enterprise scores are less likely to indicate that their jobs provide them with learning opportunities. In contrast those with the highest enterprising scores are more likely to indicate

that their work provides learning opportunities. It is possible that those pupils who rate themselves high with respect to enterprise are more positive about their jobs, and themselves, in general. Alternatively it could be that these pupils are more likely to look for opportunities within their work for learning. Clearly further investigation would be needed to explore these findings more fully.

Table 9.6: Current workers: % responding all or some of the time their job allows them to learn by attainment

My job ...	Number of SGs at Credit				All %
	none %	1-3 %	4-7 %	8 + %	
... allows me to learn lot of new things all/some of time	62	68	61	57	61
... allows me to develop my skills and abilities all/some of time	73	74	69	67	70
... allows me to organise my own time at work all/some of time	61	64	57	56	59
Is challenging to me all/some of time	59	55	46	43	48
... allows me to make decisions all/some of time	68	67	65	64	65

Table 9.7: Current workers: % responding all or some of the time their job allows them to learn by their enterprising attitudes

My job ...	Pupils' assessment of their enterprising attitudes				All %
	low %	%	%	high %	
... allows me to learn lot of new things all/some of time	56	61	63	66	62
... allows me to develop my skills and abilities all/some of time	64	69	71	75	70
... allows me to organise my own time at work all/some of time	52	57	62	65	59
Is challenging to me all/some of time	45	48	50	52	49
... allows me to make decisions all/some of time	55	64	69	72	65

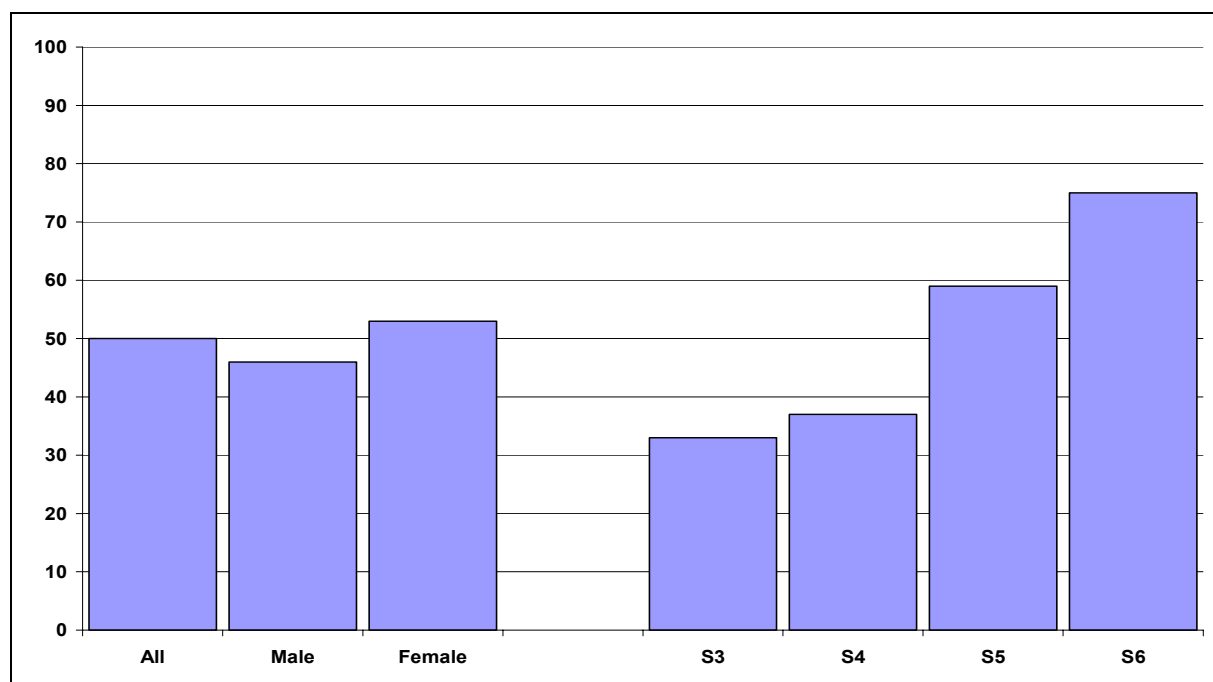
Training received

9.19 We were interested to find out the extent to which pupils in part-time employment receive any training since this could be seen as an indication of the quality of their part-time job and the extent to which it might support their skills development.

Did pupils receive any training when they started their job?

9.20 Among pupils who currently had a part-time job, half stated that they had received some training when they started the job (Figure 9.5 and Table 38, Appendix 1). A higher proportion of young women responded that they had done so (f: 53% vs m: 46%). Pupils in S5 and S6 were much more likely to have received training than were younger pupils (S3: 33% vs S6: 75%, Figure 9.5 and Table 39, Appendix 1). This is not surprising since, as we have already noted, older pupils are employed in more formal types of work than are the younger pupils.

Figure 9.5: Current workers: if received any training when they started their part-time job



9.21 Figure 9.6 shows how training varied across different types of jobs, a high proportion of pupils employed in supermarkets, chain stores and fast food outlets reported initial training (89%, 88 % and 70%). This is explained by the fact that pupils working in these three areas were more likely to be employed by a major employer and that major employers were more likely to provide initial training. We found that, first, 70% of pupils in supermarket, chain store and fast food work were employed by major employers compared with 31% of all current workers overall and, second that 76% of current workers employed by major employers reported initial training compared with 49% of those working for other employers. It is clear then that pupils working in these three areas will have a higher incidence of initial training.

Figure 9.6: Current workers: if received any training when they started their part-time job by type of job

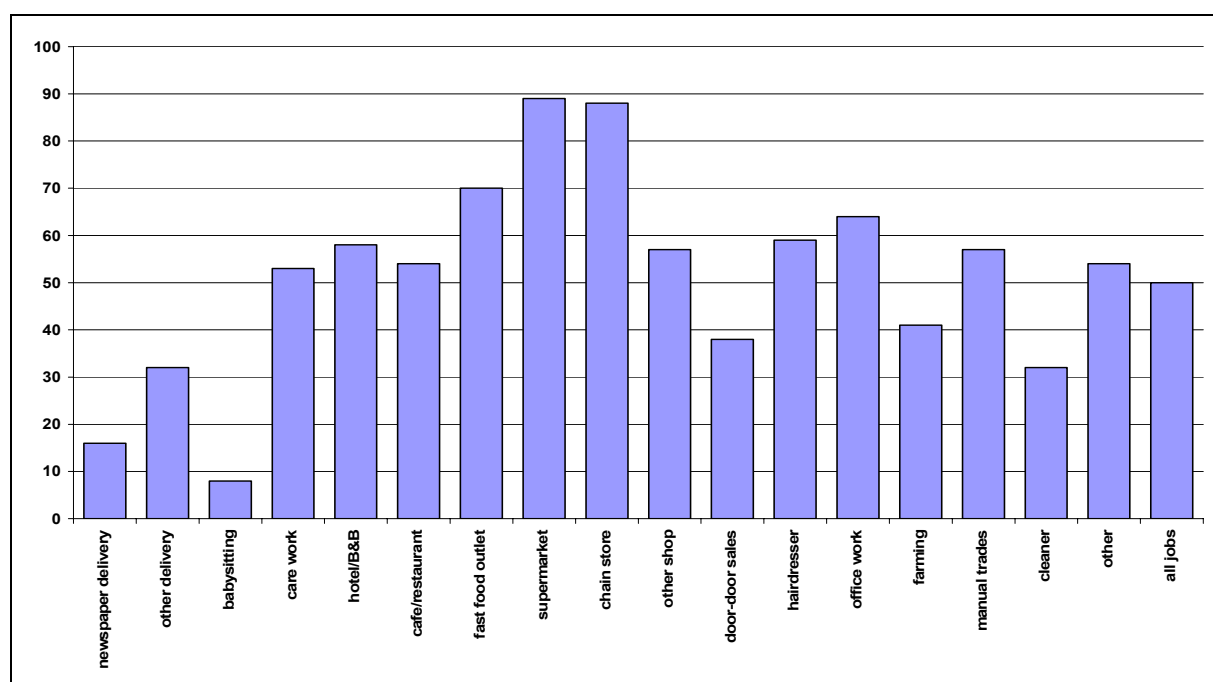


Table 9.8: Current workers: if received any training when they started their part-time job by type of employer

	Received training
Major employer	76
Other employer	49
Total	4621

9.22 Pupils who rated themselves low in enterprising attitudes were less likely to indicate that they receive training. While the extent of the variation between those with high and low enterprise scores is not vast the trend is worth noting. It is possible that a selection process is at work. Employers when recruiting employees may select based on a set of characteristics. For jobs which involve training the characteristics that an employer is looking for may be found in the type of pupil who rates themselves high in enterprising attitudes. Alternatively it may be that pupils select themselves by applying for, or seeking, certain types of jobs. Those with high enterprising attitudes may be drawn towards specific jobs, which in turn may involve training.

Table 9.9: Current workers: if received any training when they started their part-time job by their enterprising attitudes

	Pupils' assessment of their enterprising attitudes				All %
	low %	%	%	high %	
Received training (n)	44 (1468)	51 (1790)	50 (1551)	54 (1810)	50 (6619)

How long did initial training last?

9.23 We asked further questions about the extent of the training received. For a substantial proportion of the pupils, their training had lasted for 1-2 hours (42%, Table 9.10). For just under a third, their training had taken a whole morning or afternoon or a whole day (32%). It may be that such periods of training are associated with certain types of training, for example, health and safety. A quarter received training of more than a day's duration. Older pupils also tended to have longer duration training (Table 9.11). This may partly be explained by the fact that pupils who were working for a major employers were more likely to receive longer training.

Table 9.10: Current workers: duration of training

	All %	Male %	Female %
1-2 hours	42	44	41
A whole morning or afternoon	15	12	17
Whole day	17	16	19
More than one day	25	28	24
(n)	(3246)	(1285)	(1935)

9.24 Manual trades and farming accounted for the highest proportion of pupils whose training lasted for more than a day (45% and 40%). Other jobs where substantial proportions had training that lasted more than a day were hairdressing, supermarket and office work (33%, 33% and 32%). In comparison, although, as we saw, most of those who worked in chain stores and fast food outlets received initial training, they tended to have shorter training (20% and 28% training of more than one day).

Table 9.11: Current workers: duration of training by school stage

	School year currently in				All
	S3	S4	S5	S6	
	%	%	%	%	%
1-2 hours	55	43	39	38	42
A whole morning or afternoon	14	15	16	15	15
A whole day	13	16	18	20	17
More than one day	19	26	27	27	25
(n)	(509)	(683)	(1009)	(1047)	(3248)

Table 9.12: If received training - how long training lasted by type of job*

	How long did this training last?				Total
	1-2 hours	A whole morning or afternoon	A whole day	More than one day	
	%	%	%	%	%
newspaper delivery	76	5	9	11	169
hotel/B&B	51	11	14	24	236
cafe/restaurant	44	17	18	21	544
fast food outlet	36	20	17	28	261
supermarket	31	14	22	33	345
chain store	39	18	23	20	442
other shop	40	18	19	23	411
door-door sales	75	4	11	11	76
hairdresser	35	17	15	33	88
office work	38	8	22	32	85
farming	32	17	12	40	60
manual trades	29	15	11	45	73
other	38	11	14	38	256
All jobs	42	15	17	25	3248

* jobs where n < 50 not reported

Table 9.13: Current workers: duration of training by type of employer

	Who is your employer	
	Major employer	Other employer
	%	%
1-2 hours	36	47
A whole morning or afternoon	15	15
A whole day	21	15
More than one day	28	23
(n)	(1080)	(1538)

Did pupils receive any continuing training?

9.25 Just under half of pupils who had received training when they started their job reported that they were being given training on an on-going basis (47%, Figure 9.7 and Table 40, Appendix 1). Again, the same pattern is evident in respect of school stage/age - older pupils were more likely to report continuing training than younger pupils (S6: 59% vs S3: 30%, Figure 9.7 and Table 41, Appendix 1). A much higher proportion of pupils who worked for major employers reported continuing training (62% vs 38%, Table 9.14).

9.26 The extent of continuing training also varied by pupils' type of work. Almost three quarters of those employed in hairdressing reported continuing training (72%) and high proportions of those employed in manual trades, supermarkets and chain stores also did so (67%, 64% and 62%, Table 9.15).

Figure 9.7: Current workers who received initial training: any continuing training (%)

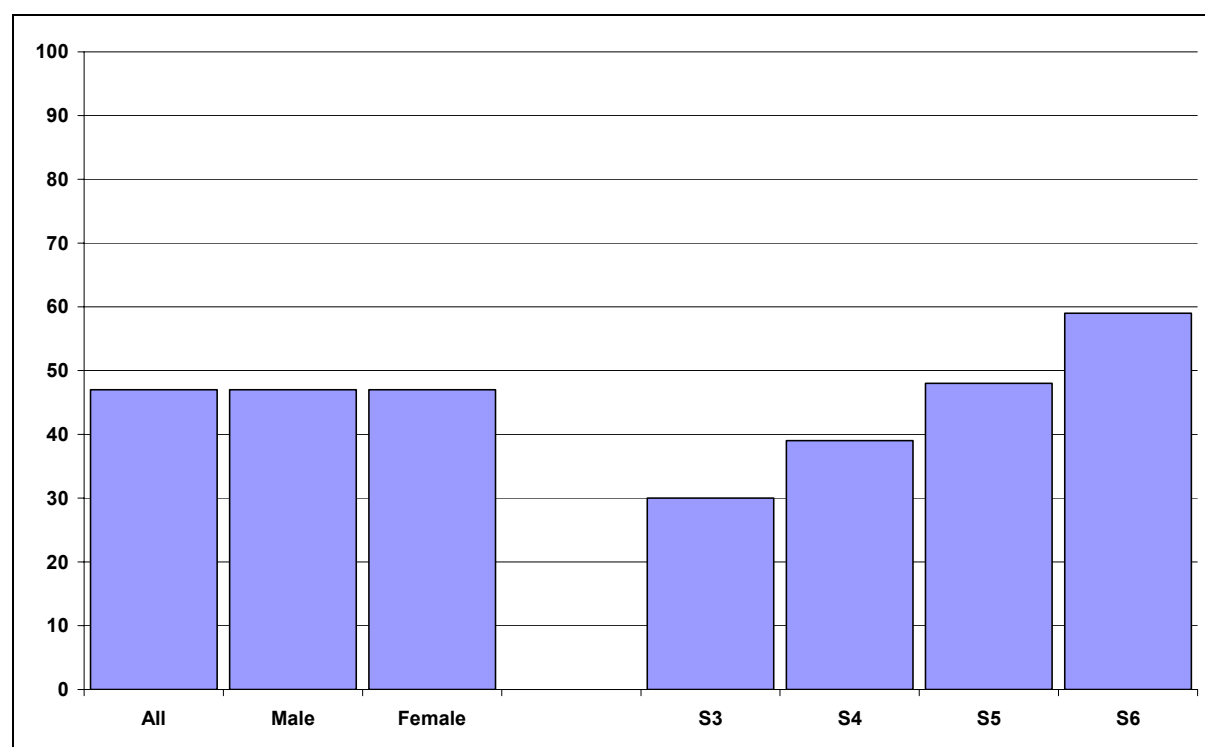


Table 9.14: Current workers who received initial training: any continuing training by type of employer (%)

	Major employer %	Other employer %	Total
Receive continuing training	62	38	(2614)

Table 9.15: Current workers who received initial training: any continuing training by type of job

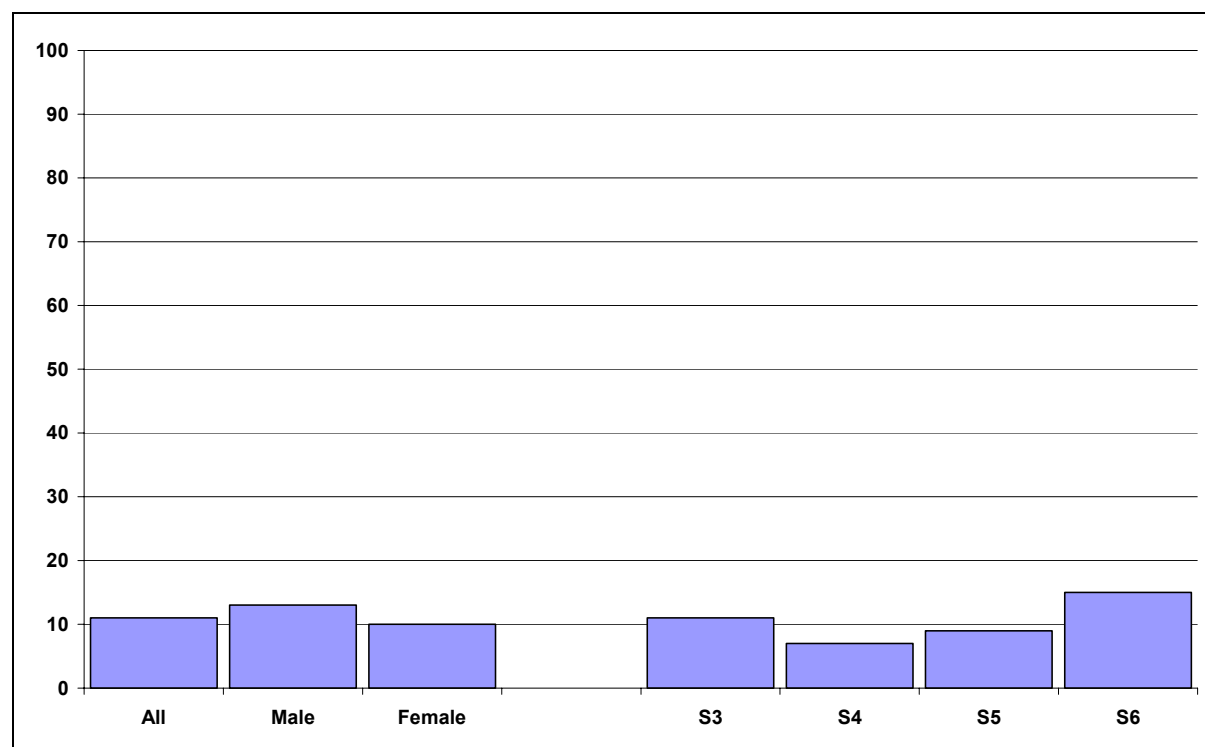
	%	(n)
newspaper delivery	7	(164)
hotel/B&B	41	(237)
cafe/restaurant	43	(543)
fast food outlet	47	(257)
supermarket	64	(344)
chain store	62	(442)
other shop	40	(409)
door-door sales	25	(76)
hairdresser	72	(87)
office work	45	(83)
farming	47	(60)
manual trades	67	(73)
other	57	(259)

* jobs where n < 50 not reported

Did the training lead to certification?

9.27 For the majority of pupils their training did not result in any formal certification, only 11% had received a certificate (Figure 9.8 and Table 41, Appendix 1). S6 and S3 pupils were more likely to respond that they had received some formal certification (Figure 9.8 and Table 42, Appendix 1).

Figure 9.8: Current workers: if received any certificate(s) from employer for any training



9.28 The extent to which pupils received a certificate for any of their training did not vary significantly between those working for major employers and those employed by other employers. However, we should note that there was some variation between different job types. A higher percentage of pupils working in the 'other' category reported that they had received some form of certificate for training (Table 9.15).

Table 9.15: Current workers: if received any certificate(s) from employer for any training by type of job

	%	(n)
newspaper delivery	6	(162)
hotel/B&B	8	(233)
cafe/restaurant	11	(546)
fast food outlet	6	(259)
supermarket	13	(344)
chain store	10	(441)
other shop	6	(409)
door-door sales	15	(75)
hairdresser	6	(86)
office work	6	(82)
farming	13	(60)
manual trades	7	(72)
other	28	(257)
all jobs	11	

9.29 Although neither the duration of training nor continuing training varied significantly according to pupils' assessment of their enterprising attitudes, a slightly lower proportion of those who rated themselves least enterprising received a certificate for any of their training.

Table 9.16: Current workers: if received any certificate(s) from employer for any training by enterprising attitudes

	Pupils' estimations of how enterprising they are				Total
	low			high	
	%	%	%	%	%
Received training	8	9	12	13	11
(n)	(631)	(892)	(754)	(955)	(3232)

Predicting who works in a demanding job

9.30 The descriptive statistics outlined above provide a picture of the activities that pupils carry out within their jobs and the extent to which they view their jobs as creating potential for learning. However, we are left with the question 'who is most likely to work in jobs that are most demanding?' To address this question we must return to modelling so that we can consider how the various factors interact to predict who will work in demanding jobs and to assess the specific effect of each.

9.31 We followed the same procedure that we adopted with previous models. The model was built up in a series of steps to enable us to examine the effect of introducing each new set of factors. All the significant factors in the prior model were carried forward to the subsequent model and the non-significant factors were generally omitted from the next stage of the process. Again, it should be remembered that where any factor has a significant effect this is over and above the impact of the other factors in the model. We present the final model here but before we consider the findings we should explain the concept of a 'demanding job' (Table 9.17).

9.32 For this analysis we predict who is likely to be in a 'demanding job'. We asked pupils to indicate how often they did a range of activities in their jobs (eg co-operate with other, spend time on paper work, use equipment etc.). They did this on a four point scale from 'never' to 'all of the time'. Based on these responses we constructed a 'score' for pupils. The higher the score the more of the activities they did and the more often they did them. This reflected the 'demandingness' of the job.

9.33 The linear regression modelling shows that job type is a key factor in predicting how demanding the job is. Compared to delivery work all other jobs are more demanding with those in the retail sector and the fast food outlets amongst the most demanding. This finding parallels our earlier finding that one of the most important factors predicting longer working hours was job type. Hence the decision in chapter 7 to consider what factors predicted the type of job that pupils had. In addition to job type a number of other factors emerged as significant predictors.

The effect of background factors

9.34 School stage was found to be significant predictor, with S6 pupils more likely to be employed in those jobs that were high in 'demandingness'. However, the effect of stage was greater in earlier models before the addition of job type, reinforcing our view that this is a key factor.

9.35 Academic level, social class and father/mother's activity were not significant predictors in this model. However, domestic arrangements were. Amongst those pupils who were currently working those in the 'looked after' category were less likely to be in jobs that were categorised as demanding.

9.36 Ethnicity was also found to be a significant factor. Pupils who classified themselves as Pakistani, Gypsy/traveller or 'Other' were more likely to be in demanding jobs. The impact of ethnicity becomes more complicated when we factor gender into the model. Overall females were more likely to be in the more demanding jobs with the exception of Pakistani females. This latter group was significantly less likely to have demanding jobs.

9.37 The nature of the employer was also important. Compared to those pupils employed by non family employers, those who were working for family or who had their own business were more likely to have demanding jobs.

The effect of attitudinal factors

9.38 Compared to pupils who never truant, those who reported minor levels of truanting, that is missing a lesson or a day here and there, had more demanding jobs. However, serious truanting was not a significant predictor in the final model.

9.39 Pupils' attitudes to school varied in their effect. The higher the level of agreement with the statement that school is giving them the confidence to make decisions, the less likely pupils were to be in a demanding job. In contrast, the more pupils thought that school is not preparing them for life afterwards, the more likely there were to be in a job with a higher level of demand increased.

9.40 Pupils who rated themselves as having high enterprising attitudes were also more likely to have jobs that placed higher demands on them.

The effect of enterprise in education

9.41 The extent to which pupils had experienced certain enterprise in education inputs was a significant predictor of whether they had a demanding job. Work experience was not significant but the extent of career education, enterprise education and work-related learning inputs are all positive predictors of whether a pupil has a demanding job.

The effect of other time commitments

9.42 Those pupils who are involved in unpaid work, are involved in doing housework, have some care duties and indicate that they go to concerts and clubs are more likely to have demanding jobs. In contrast those who indicate that they watch a lot of TV, a passive activity, are less likely to be working in a demanding job.

9.43 This pattern of results might indicate that there is some underlying variation between what we might call 'active' and 'passive' pupils. Active pupils are more likely to be working in jobs that are more demanding.

The effect of career related factors

9.44 While pupils career focus was not a significant factor post school plans are. Pupils who expressed some ambiguity about their post school plans are less likely to have demanding jobs. In contrast those who indicate that they are planning to be self-employed are more likely to have demanding jobs.

9.45 The latter finding is of particular interest since we noted earlier that those pupils who were already self-employed are likely to be working in demanding jobs. The actual

experience of and the ambition to be self employed are significant factors in predicting whether pupils are in more demanding jobs.

Table 9.17: Current workers: predicting how demanding their job is (linear regression)

	Average net effect
School stage (ref S3)	
S4	positive
S5	positive
S6	positive
Gender (ref male)	
Female	positive
Num credit SG studied for/gained (ref 8+)	
4-7	not sig
1-3	not sig
None	not sig
Type of job (ref delivery work)	
Babysitting	positive
Care work	positive
Hotel	positive
Café	positive
Fast food	positive
Supermarket	positive
Chain store	positive
Other shop	positive
Door to door sales	positive
Hairdressing	positive
Office work	positive
Farm work	positive
Manual trades	
Cleaning	positive
Who employed by (ref other employer)	
Employed by family	positive
Own business	positive
Father's soc class (ref mgt + prof)	
Intermediate	positive
Disability	not sig
Disability (ref no disability)	not sig
Ethnicity (ref Scottish)	
Asian	
Pakistani	positive
Black	positive
Gypsy/Traveller	positive
Other	positive
Female * Asian	negative
Female * Pakistani	negative
Female * Black	not sig
Stay with term (ref mother and father)	
Foster/children's home	negative
Truant (ref never)	
Lesson here and there	positive
Day here and there	positive
Days at a time	not sig
Weeks at a time	not sig

Table 9.17 (contd): Current workers: predicting how demanding their job is (linear regression)

	Average net effect
School giving me confidence to make decisions (high score=positive attitude)	negative
School is a waste of time (high score= negative attitude)	positive
School doing little to prepare for life after (high score=negative attitude)	positive
Enterprising attitudes (zscore, ref=mean)	positive
Career related EinE (normalised, ref=mean)	positive
Enterprise related EinE (normalised, ref=mean)	positive
Work related EinE (normalised, ref=mean)	positive
Unpaid work (ref none)	
Yes	positive
Housework (Zscore, ref=mean)	positive
Care duties (Zscore, ref=mean)	positive
Disco, cinema etc in the last two weeks (normalised, ref=mean)	positive
See friends in the last two weeks (normalised, ref=mean)	not sig
Watch TV in the last two weeks (normalised, ref=mean)	negative
Career focus (def idea for long time) (Zscore, ref=mean)	not sig
Post-school plans (ref HE)	
FE	not sig
Job/training	not sig
Own business	positive
Gap year	not sig
Something else	negative
Don't know	positive
Constant	positive

‘other’ job; or major/non major employer are omitted from the model by SPSS

Overview

9.46 In this chapter we have focused on what pupils do in their jobs. Within this research area there is an ongoing debate about the nature of such part-time work: is all low skilled or does it provide opportunities for development? There has been a tendency to view school pupils’ work as ‘pocket money jobs’ or ‘children’s jobs’. This debate, with a few exceptions, has been under-researched. The material in this chapter starts to provide some more detailed information on what actually goes on in the workplace.

9.47 The majority of pupils deal with customers and have to co-operate with others to get their jobs done. Just under half work with equipment and over a quarter of pupils work with tools and machinery. For nearly a quarter of employee’s paperwork forms a part of their work activities and one in five have some supervisory or training role. Fifty per cent of those working have received some kind of training. Based on this it would be foolhardy to dismiss all of these jobs as ‘children’s jobs’.

9.48 This would certainly concur with pupils own views since the majority of them believe that their work allows them to develop skills, has the potential to teach them new things and at some level allows them to make some decisions.

9.49 However, we should be careful not to over-generalise. As we have seen there is significant variation between jobs and as we have demonstrated they vary in terms of

‘demandingness’. Furthermore as the regression analysis shows not all pupils will have a ‘demanding job’.

9.50 A further note of caution is needed. We have used the term ‘demanding’ to reflect the range of activities that pupils undertake in their jobs. This is not the same as suggesting that all pupils perceive their job as being demanding. Within this chapter we have shown that just under half of all pupils felt that their job was challenging to them.

9.51 The material within this chapter has drawn upon self report information. In the next chapter we re-visit the issue of what pupils do in the workplace from another perspective. In doing so we aim to develop our understanding of what pupils do in their part-time jobs.

CHAPTER TEN RE-VISITING THE QUALITY ISSUE: EVIDENCE FROM CASE STUDIES

10.1 In the previous chapter we considered the issue of what pupils do in their jobs from the perspective of the survey data. In the present chapter we re-visit the issue by considering the evidence from the Case Studies. In chapter 2 we outlined the range of information sources that this report draws upon and explained in some detail the methodology we use for the Case Studies.

10.2 We will focus upon three stages within the Case Studies in this chapter: the interviews with pupils where they outline what they do at work; the event recording where, based on a time prompt, pupils recorded what they were doing at the time of the prompt; and the observations where employees were shadowed by a researcher who contemporaneously made a record of what the employee was doing.

The activities carried out in the job

10.3 Each stage (interview, event recording and observation) provided us with some information about each employees work activities. By activities we mean the tasks they do such as cleaning tables, working a till, stocking shelves or price labelling goods. Our initial concern was to consider the consistency across these three sources. Table 10.1 provides a summary of the number of activities identified from each information source.

Table 10.1: Total activities from each data source

Activity List				
Total number of activities at each stage				
Job Type	Case	Interview	Event Recording	Observation
Delivery	12	7	3	5
Retail	4	12	2	8
	9	18	3	15
	5	11	3	6
	6	15	2	6
Catering	8	21	4	5
	3	20	4	9
	11	13	4	18
	2	21	5	18
Miscellaneous	1	6	4	8
	10	12	7	12
	13	11	4	15

10.4 The table shows some variation in the number of activities identified from the three stages. In all of the case studies the lowest number of activities is recorded for the event recording stage. One possible explanation for this pattern is that during the interview we ask employees about their typical working day while the event recording focuses on a limited time period within the working day. For example in Case 12, delivery, the employee's newspapers were delivered to their doorstep and they had to count out the papers for the different parts of their paper round. This process was carried out in a time period not covered by the event recording.

10.5 For all of the case studies compared to the event recording, a higher number of activities are recorded for the observation stage. This is not due to differences in the time

frame since both stages lasted for one hour. It is more likely that this reflects the different procedures within each stage. The event recording was triggered by a timed signal. This took place on five occasions thus limiting the number of activities that could be recorded. The observation stage involved the researcher recording a one hour narrative noting what the employee was doing. Clearly this had a greater potential to identify more activities than the event recording.

10.6 In the majority of cases (8 out of 12) the interview resulted in the identification of the greatest number of activities. This we believe reflects the fact that many of the pupils' jobs involve a number of roles. In describing their job for us they outline the possible range of activities. What is recorded or observed in a limited time period will only capture the activities they are doing on that day and this may be dependent on which part of the shop or store they have been assigned to. This could lead us to conclude that the interview process provides us with the most detailed account of what pupils do in their jobs. However, this is not always the case. In a number of the case studies the observation identified a greater number of activities, Cases 1, 11 and 13. In addition, both the event recording and the observation identified new activities which had not been mentioned in the interview stage.

10.7 Table 10.2 summarises the unique activities identified from the interview, the event recording and the observation. By 'unique' we mean that the activity was only identified within the stated data source and not repeated in any of the other sources. Based on this information it is possible to identify the total number of unique activities identified for each participant across all three sources.

Table 10.2: The number of unique activities identified at each stage

Activity List					
Unique activities at each stage					
Job Type	Case	Interview	Event Recording	Observation	Total
Delivery	12	7	1	0	8
Retail	4	12	0	2	14
	9	18	1	3	22
	5	11	1	2	14
	6	15	0	3	18
Catering	8	21	0	4	25
	3	20	0	5	25
	11	13	0	13	26
	2	21	0	5	26
Miscellaneous	1	6	1	3	10
	10	12	3	3	18
	13	11	1	15	20

10.8 In some cases (Case 11 and 13) the observations identified new activities which the employee had not highlighted in their interview. This may be accounted for by variations in the interviewee's and the observer's level of specification of tasks. For example, in the case of some of the participants they would state that they 'served customers'. During the observation stage it was apparent that 'serving customers' involved a range of other activities such as food preparation and working machinery such as tills or coffee machines.

10.9 Of more importance is the fact that Table 10.2 highlights variations between the case studies in the total number of activities identified. Some caution is needed in interpreting this, however, it could be argued that this may reflect some aspect of the 'complexity' of the specific job, or the demands placed upon the employee. If we pursue such an argument it is

apparent that the variation in 'complexity', or 'demandingness', exists at two levels, between the individual case studies and between job types.

10.10 The greatest number of activities is recorded for catering (Cases 2, 3, 8 and 11) followed by retail (Cases 4, 5, 6 and 9) and the miscellaneous category (Cases 1, 10, and 13). The lowest number of activities is recorded for delivery (Case 12).

10.11 The discussion about activities becomes rather less abstract if we consider some examples. In the introduction we drew on the case study material to provide a sketch of Amanda's job (Case 9) in the retail sector. The following two sketches provide examples of pupils working in delivery and catering sectors. We refer to the pupils by their case study number but in outlining their job we use pseudonyms.

Case No. 12

Alexandra is 15 years old and delivers a free weekly newspaper. She normally delivers these on a Friday after school and devotes approximately two and a half hours to this task. However, she has some flexibility in delivery times as long as the papers are delivered by Saturday lunchtime.

The bundle of papers is delivered to her door along with any additional leaflets that have to be delivered with the papers. Alexandra is responsible for organising the order of the route, preparing the papers for delivery (counting papers out and pre-folding them) and inserting leaflets in advance of delivery.

When starting her job she was supplied with a delivery bag and her job clearly involves carrying loads, but she can decide for herself how large the load is. She has sub-divided the route into four segments of approximately 70 houses per section and returns to her house to re-load her bag at the end of each section. During the year she may vary the number of houses in any one segment. For example, when there are a lot of additional leaflets to deliver this increase in weight can be compensated by breaking the round into smaller sections.

She has limited contact with customers since the paper is free and no money has to be collected. However, she does meet a number of customers while delivering the papers. The route was supplied by the employer who checks that the papers are delivered by telephoning houses on her route and checking whether they have received their free paper.

Alexandra carried out a range of activities including the posting of papers, developing strategies to deliver to houses with dogs and responding to householder's requests not to have papers delivered. She has no contact with the employer or any colleagues who do the same job.

Case No. 2

Janet is 16 years old and works in a fast food outlet and typically works on a Saturday for approximately seven to eight hours. A significant part of her job revolves around serving customers. This includes taking orders, preparing the order, placing requests through to the kitchen for items, preparing drinks (hot and cold), taking payment, working the till, giving change and in some cases delivering the food to customers waiting at tables or in the car park at the take away section. In some cases she deals with more than one customer at any one time.

In addition to this Janet carries out a number of other duties. She stocks shelves with consumables (cups, napkins etc.), prepares trays for customers and stocks a number of food displays (eg drinks in the cool cabinet and sweet dispensers). To carry out these activities she

has to visit the stock cupboards and lift boxes. She carries out these activities either at the request of her supervisors or on her own initiative.

While Janet's employment contract did not include food preparation in the kitchen area she does prepare some food such as hash browns and fries.

Cleaning responsibilities range from sweeping and mopping the front seating area through to cleaning tables and tidying up after customers, for example, spillages. She also cleans the machines such as the drink dispensers.

During her shift she has to use a number of machines. These include cold and hot drink dispensers, ice cream machines and the till. In the latter case Janet was responsible for collecting the float for the till and ensuring that there was sufficient change available throughout the day.

In this environment working with colleagues was common and Janet would help make up orders for other workers and share responsibility for specific sections (eg drive through) depending on the level of customers at any given time. This element of co-working also extended to showing new employees around and guiding them through the range of tasks.

10.12 The briefest inspection of these two sketches shows some key points of contrast. For example, a significant element in Janet's job is that she has to deal with customers. In contrast Alexandra has little contact with her customers. While Alexandra appears to have a certain amount of autonomy, Janet works alongside supervisors, and while both employees' work is monitored the degree of monitoring varies. It is also noticeable that the range of activities each pupil has to carry out varies. Janet's job appears to place a greater set of demands upon her. Looking back at the case of Amanda, we might be drawn to the similarities between the work carried out by her and Janet. For example, in both cases serving customers is a central feature and they both use equipment in their work.

10.13 In the previous chapter we noted the importance of job type in predicting the 'demandingness' of the job. The finding from the case study element support this idea of variations between jobs in terms of the range of activities carried out and the potential demands they place on the employees.

Contact and Skills

10.14 In chapter 9 we drew on the pupils' survey responses to tell us the extent to which they have to cooperate with others to carry out their job and their views on whether their jobs develop their skills and abilities. The Case Studies also allowed us to explore these issues. During the interview stage we asked pupils about the other people they work with and in the post-event recording debriefing we asked pupils about the skills they thought they had gained from their work.

The extent of contact with customers and colleagues

10.15 During the interview where pupils outlined their typical activities they were asked to outline who they came into contact with as a result of their work. We distinguish between adult and peer contact in their work and whether customer contact is involved (Table 10.3).

Table 10.3: Employee's contacts

Contacts				
Job Type	Case	Adults	Peers	Customers
Delivery	12			x
Retail	4	x	x	x
	9	x	x	x
	5	x	x	x
	6	x	x	x
Catering	8	x	x	x
	3	x	x	x
	11	x	x	x
	2	x	x	x
Miscellaneous	1	x	x	
	10	x	x	
	13	x	x	x

10.16 With the exception of Case 12, all of the employees have contact with adults during a typical working period. However, Case 12 is an example of only one form of delivery work. In this case the individual delivers papers that are dropped off at their house and are typically left at the front door. Other pupils working in newspaper delivery are employed by newsagents and as such have a shop base from which they collect their papers and receive their pay. These individuals will be more likely to come into contact with adults. Similarly other forms of delivery work, such as milk delivery, are likely to involve more direct contact with adults due to the nature of the activity.

10.17 In the other eleven cases they all have contact with adults during their normal work activities. However, there is some variation in this contact. In some cases the adult contact is in effect continuous throughout the employment period. For others the adults may be in the vicinity but not continually working alongside the employee. For example in Case 1 and 10 the participants indicated that adults were in the vicinity and could be called on if they were needed. Typically they would see them at some time during their work period. This contrasts with some of those participants who worked in retail or catering where adults were continuously present throughout the work period.

10.18 The role of the adults also varied across the case studies. In some cases the adults were co-workers carrying out similar tasks. In other cases the adults were in supervisory or management roles and issued instructions to the employees and monitored performance. Unfortunately the methodology adopted here did not allow us to identify the specific role of the adults.

10.19 Contact with peers was common in all cases with the exception of the delivery sector (Case 12). Once again this may reflect the particular type of delivery work and should not be viewed as representative of all delivery work. While the majority of employees worked alongside peers these were not always other part-time school pupils. In some cases the peers were co-workers or supervisors who had left school or were full-time employees.

10.20 Customer contact was identified in ten out of the twelve case studies reinforcing the findings reported in the previous chapter. Once again there are variations in the form of contact. In the case of the delivery worker contact was intermittent and limited in its range. It might be a simple 'hello' or 'thank you' being exchanged through to a conversation about not delivering the paper to their house.

10.21 In contrast for Case 2, Janet, customer contact was central to the employment experience. Dealing with varying customer orders, specific requests and complaints meant that there was a greater degree of variation in the form of customer contact. Similarly, in Case 9, Amanda, the type of customer contact has a specific quality to it. In her retail environment she serves customers and deals with a range of product questions. In addition the 'sales element' within the job has a specific impact on the employee-customer interaction.

10.22 It is noticeable that neither Case 1 nor 10 have customer contact. This is in part a reflection of the jobs that they do. In both cases the participants were involved in sports coaching. As such they do not have 'customers' in the sense of the word that was applied to this research. Rather we may think of them coming into contact with a range of 'clients' who benefit from their services as coaches. Clearly the initial conception of customer needs to be re-considered to allow for the variety of jobs that school pupils are involved in.

Skills gained from work

10.23 During the meeting that took place after the event recording stage, pupils were invited to outline what skills they thought they had gained from working. When analysing the interview transcriptions some common themes emerge which cut across all of the case studies, while other themes were clearly job specific. Let us start by considering the former.

10.24 Six of the participants identified communication skills as a skill that they had gained as a result of working. Amongst those who did not directly refer to communication skills a number inferred this skill by referring to behaviours such as '*better at talking to customers*' or '*talk to strangers a lot better*', while one referred to an improvement in their '*people skills*' as a result of their employment.

10.25 A second theme to emerge was the relationship with co-workers. A number of the participants refer to '*working with others*' or '*being able to work with different people*'. In some cases the pupils refer to having gained some skill in team working or '*working together with people*'.

10.26 For some pupils working had improved their confidence. One may debate whether confidence is a skill per se, however, many of the employees indicated that their employment had contributed to a greater sense of confidence. Some commented that their employment had resulted in the ability to '*overcome shyness*' or '*more confident dealing with customers*'.

10.27 Finally, a number of individuals referred to skills such as '*maths skills*' or numeracy. These pupils typically work with tills and handling cash. As such this leads us onto the issue of job specific skills.

10.28 In a number of cases it is apparent that the skills pupils are developing are dependent on the specific job that they do. For example in Case 1, the pupil is a part-time sports coach, and in their view coaching has improved their own specific sports skills. However, they also commented that through coaching different people they had an '*understanding that they learn differently*'. This idea was also mentioned by another pupil who works as a sports coach, Case 10. This pupil also thought they had gained another skill, the ability to adapt to different situations. This results from the fact that while they may plan their coaching session in advance what actually happens is dependent on who turns up and their particular ability levels. Not all jobs have this degree of variability.

10.29 Pupils working in the retail sector suggested that as a result of their work they had learned a lot about, and had become more aware of, retail sales. Job specific aspects emerged in other cases as well. Some pupils linked their training with skills attainment. For example,

Case 9 referred to skills gained as a result of training. In this case they had been instructed in shoe fitting, how to use specific equipment, and shoe care products. Case 2, who worked in catering, had gained health and safety knowledge as a result of training, while Case 8 referred to specific skills associated with clearing tables and setting up function suites. While training may be linked to skills attainment we noted in chapter 8 that not all jobs provide this type of experience for this group of employees.

10.30 Given the context within which this information was provided it was possible to check on the reliability of the pupils comments about skill gains. By checking what the pupils told us with respect to skills against the interview, event recording and observation material we are able to verify, in the majority of cases, that there was a basis for the claims being made.

Overview

10.31 In considering what pupils do and the potential impact of this experience we have two sources of information to draw upon, the survey and the case studies. As we saw in chapter 8 when looking at job activities and the scope of work an important influence is the type of job. This finding is reinforced by the regression analysis where a key factor in predicting 'demandingness' was job type.

10.32 The case studies provide us with a level of insight that we cannot expect to gain from large scale self report sources. Adopting this methodology also points to the importance of job type. Across the various sectors it is apparent that there is variation in the number of activities or demands that pupils face within their jobs. The variations mirror a number of the findings we report in the previous chapter. However, the case studies also show us the variation between jobs within the same sector. We should not assume that simply because two jobs have the same title, eg shop work that the activities carried out will be the same.

10.33 The survey data clearly demonstrates the scope of the jobs that pupils do. In this chapter the case study sketches provide concrete examples of the range and scope of some pupils' jobs. They also offer some support for the pupils' views that their work offers them the opportunity to learn and attain skills.

CHAPTER ELEVEN PART-TIME WORK AND BEING ENTERPRISING

11.1 One aim of the research is to allow us to understand part-time employment within the context of education. One recent development within educational settings has been the attention paid to encouraging and developing enterprising attitudes amongst pupils. An obvious question is the extent to which part-time employment is linked to enterprising attitudes? For example, it could be hypothesised that it is the more enterprising pupils who may seek out part-time employment or that employers are more likely to employ individuals displaying such attitudes.

11.2 Before considering this issue we should recall that within the research pupils were asked to assess themselves on a series of statements. The statements were constructed to draw on a range of areas that have been associated with enterprising attitudes. In effect the pupils were providing a measure of their enterprising attitudes (see chapter 2). In this chapter we focus on this measure and its links to part-time employment. However, we will start by considering educationalists' views on the potential link between these two variables.

Educationalists' views

11.3 In the first chapter in this Section we considered the views of a number of stakeholders on the advantages and disadvantages of part-time work. A number of these stakeholders were asked about the potential part-time work-enterprise link.

11.4 In particular three groups of stakeholders were asked about the potential impact of part-time work on enterprising attitudes: Headteachers, a senior management representative responsible for enterprise in education within the school and Career Advisers (see Section G Appendix 7).

11.5 For at least one Headteacher the key issue regarding the potential impact of part-time work on enterprising attitudes and behaviour was the nature of the work activity. In general having a job has the potential to provide some insight into working environments. However, this Headteacher perceives some qualitative differences between the types of jobs which pupils have, that is, not all jobs were equal.

11.6 Another Headteacher saw a clear link between part-time employment and enterprising attitudes and behaviour. In this case their views may reflect the specific environment within which the school exists. There were many small businesses in the area and pupils often worked for them. The Headteacher stated that his/her perception of his pupils was that:

'Many [pupils] are getting exposure to small business environments and therefore seeing how the local entrepreneurs operate.'

11.7 He/she went on to add:

'I think local small businesses see us as a potential breeding ground for that ... for both present and future jobs.'

11.8 One Headteacher expressed some very positive views about the Determined to Succeed strategy but did not draw any explicit link between part-time employment and

enterprise. Another Headteacher stated that in his/her view pupils involved themselves in a wide range of potential enterprise relevant activities stating:

'There's a huge range of activities that are there but are not specifically curricular areas ... how we do that in a curricular sense the challenge is getting teachers to embrace that.'

11.9 For some of the enterprise in education staff the potential impact of part-time work on enterprising attitudes/behaviours was something that they had clearly not considered. In part this might be related to existing attitudes towards part-time employment as the following comment suggests:

'To be honest, I've never thought about it, about that connection, my impression of the educator's point of view of part-time work was that it was a distraction, it's interesting to see the focus of this research is actually trying to bring that round.'

11.10 Other staff implied that part-time work would have little impact because of the motivation of the pupils:

'I would find it difficult to answer that ... I wouldn't say we have a host of kids coming out saying that they want to be the next Richard Branson ... they see either university, apprenticeship or tourist industry or the fish farm or something ... they don't see a gap in the industry there ... I would say they don't have much of an enterprising'

11.11 In contrast some of the interviewees were more positive about the potential impact of part-time work on enterprise attitudes and behaviours as the following quotes suggest:

'I think it's quite often looking at basic skills like working with others, sometimes it's literacy and numeracy, communications and working with others and it may even be things like problem solving ... if they are working in a hotel and dealing with the public or waiting at tables. Tourism is so important in Scotland but yet some of the hotels are going out the way to employ Australians because we don't have the interpersonal skills, these things are difficult to measure but I think they are important.'

11.12 The same individual went on to add:

'It helps them in their own personal social development but also for employability.'

11.13 One interviewee appeared to be initially dismissive of the potential impact but then as he/she expanded his/her thoughts they began to suggest some potential links:

'No I don't think so ... I don't think they bring it back in with them. What it might do is that the kids... say in S4... the kids who do have part-time jobs tend to be slightly more mature in their attitude towards certain things. That comes across quite often ... just generally in the school, they are probably more used to dealing with adults in a different context so therefore their social skills will be a wee bit stronger and more relaxed about dealing with an adult member of staff for example.'

11.14 Expanding this idea he/she added:

‘They are more used to being around adults ... therefore that makes it much more easy for them to deal with teachers. A lot of them are much more likely to get involved in other aspects of the school ... they do take a bit more social responsibility for example those that I know who do have part-time jobs or evening jobs and whether it’s simply an ability to make best use of their time quite often they are able to get involved with younger pupils or charitable events.’

11.15 Amongst the Career Advisers some felt they had limited information and were unable to comment. Others were of the view that part-time work could have an impact on enterprising attitudes. For example, part-time work experience may provide ideas of running their own business. For others it was that part-time work could influence other personal attributes such as enthusiasm and confidence in a positive way. For at least one Adviser the important point was that part-time work would give pupils the confidence to see beyond short-term goals.

11.16 While they were not unanimous in their views it was clear that a number of the stakeholders viewed the potential link between part-time employment and enterprising attitudes in a positive way. There is another source of views on this issue. In chapter 8 we reviewed stakeholders’ views on the possible advantages of part-time employment. A number of the advantages identified by pupils, parents, school staff, Scottish Councils Education Industry Network (SCEIN) members and Career Adviser’s overlap with attributes associated with enterprising attitudes. In particular many of the stakeholders identify advantages of part-time work that develop personal attributes which are associated with being enterprising. Based on these views it is conceivable that part-time work may have a direct or indirect effect on enterprising attitudes.

Pupils’ perception of their enterprising attitudes

11.17 From the pupils’ responses to the statements on enterprising attitudes we constructed a score which represents their self assessment. Depending on this score pupils were placed into one of four categories: ‘low’, ‘quite low’, ‘quite high’ and ‘high’. We use these categories to describe the responses.

11.18 Across the whole sample of pupils a similar percentage of pupils viewed themselves as low/quite low compared to those who rated themselves as quite high/high. (53% vs 47%). Table 11.1 also shows that a slightly lower percentage of females were at the higher end of the scale (m: 49%; f: 45%).

Table 11.1: Extent to which pupils think themselves enterprising

Extent of enterprising attitudes	All %	Male %	Female %
Low	26	25	27
Quite low	27	26	28
Quite high	22	22	22
High	25	27	23
(n)	(18429)	(8964)	(9326)

11.19 There was some indication of variation across school stage. This is shown in Table 11.2.

Table 11.2: Extent to which pupils think themselves enterprising by school year

Extent of enterprising attitudes	School year				All
	S3 %	S4 %	S5 %	S6 %	
Low	32	24	25	21	26.
Quite low	27	26	28	27	27
Quite high	20	23	22	21	22
High	21	28	25	30.	25
(n)	(6041)	(5918)	(4134)	(2335)	(18426)

11.20 To what extent are background factors associated with pupils' enterprising attitudes? When we look at social class as defined by father and mother's social class there is some variation associated with these factors. Table 11.3 shows the distribution of enterprising attitude categories by father's occupation. A higher percentage of pupils whose father's were classified as working class, other and missing assess themselves as having low/quite low enterprising attitudes (56%, 56% and 61%). This pattern was repeated for mother's social class (see Table 11.4). In both cases the largest percentage of pupils viewing themselves as high in enterprising attitudes have parents in the managerial & professional category.

Table 11.3: Extent to which pupils think themselves enterprising by father's social class

	managerial & professional %	intermediate %	working class %	not classified %	missing %	total %
Low	20	23	28	30	36	26
Quite low	28	27	28	26	25	27
Quite high	24	24	22	20	18	22
High	29	26	23	24	22	25
(n)	(5014)	(2053)	(6623)	(2504)	(2234)	(18428)

Table 11.4: Extent to which pupils think themselves enterprising by mother's social class

	managerial & professional %	intermediate %	working class %	not classified %	missing %	total %
Low	21	24	28	29	39	26
Quite low	26	27	29	27	22	27
Quite high	24	23	21	20	18	22
High	29	26	22	25	22	25
(n)	(4250)	(2958)	(5588)	(4721)	(912)	(18429)

11.21 We also considered whether there was any link between parental self employment and how pupils rated their enterprising attitudes. We found that more pupils whose parent(s) were self employment or had their own business rated themselves as quite high/high in enterprising attitudes than pupils whose parents were employed by someone else (50% vs 46%, table not shown).

11.22 Pupils with higher academic levels tended to perceive themselves as higher in enterprising attitudes. If we consider the two extreme categories of enterprising attitudes, low and high, then there is a clear trend. Those pupils who view their enterprising attitudes as low are more likely to have no SGs or 1-3 SGs. The trend is reversed for those viewing themselves as high in enterprising attitudes. Thirty-two percent of pupils with 8+ SGs classify themselves as high in this attitude compare to 17% of those with no SGs (Table 11.5).

Table 11.5: Extent to which pupils think themselves enterprising by Standard Grade level

Extent of enterprising attitudes	none %	1-3 %	4-7 %	8+ %	all %
Low	38%	29%	22%	18%	25%
Quite low	28%	28%	28%	26%	27%
Quite high	18%	20%	24%	24%	22%
High	17%	22%	27%	32%	26%
(n)	(2100)	(3718)	(5904)	(4296)	(16018)

11.23 Within the survey we ask a number of questions about future intentions. When we consider what pupils believe they will be doing at age 25 the majority respond that they will be in a full time job (Table 11.6). There is some difference in response between those who have low and high enterprising attitude scores (64% vs 68%). When we look at those who indicate that at 25 they will be running their own business, then those with low enterprising attitudes were less likely to indicate this option compare to those with high enterprise scores (6% vs 10%). We need to be cautious in interpreting this trend since the sample size is small.

Table 11.6: Pupils' expectation of what they will be doing at 25 by their enterprising level

	low %	little %	quite a lot %	a lot %	all %
In a full-time job	64	67	68	68	67
Running your own business	6	7	7	10	7
Studying part-time	2	1	1	1	1
Looking after the family or home	2	1	1	1	1
Doing something else	5	4	4	3	4
In a part-time job	4	2	2	1	2
Out of work*					
In full-time education	2	3	3	3	3
A combination of these	15	15	14	13	14
(n)	4762	4942	4008	4567	18279

*very small numbers

11.24 In the context of thinking about their future job by the age of 25, we asked pupils how important it was to them to have a job that provided opportunities to keep learning. Those with high enterprising attitudes were likely to rate the former as very important compared with those with low enterprising attitudes (28% vs 22%, Table 11.7).

Table 11.7: Pupils' attitude to their future employment by their enterprise level*

How important is it that in your future employment you would be able to forget about your work when you go home?	Level of enterprising attitudes				all %
	low	little	quite a lot	a lot	
	%	%	%	%	
Very important	22	22	22	28	24
Quite important	31	33	34	30	32
Not very important	31	32	31	28	30
Not at all important	17	13	14	14	15
(n)	(4732)	(4940)	(3996)	(4553)	(18221)

11.25 The majority of pupils indicate that having a job where they can continue learning is either quite or very important to them. However, when we look at those who indicate that this is very important to them a clear trend emerges. As enterprising attitudes increase more pupils perceive this aspect of their adult work as being very important for them.

Part-time employment and enterprising attitudes

11.26 What is the relationship between enterprising attitudes and a pupils' work status? Table 11.8 considers the work status of pupils at the time of the survey (current, former and never) and compares that with enterprising attitudes scores. Pupils who see themselves as high in enterprising attitudes are more likely to be currently working compare to those with a low score (43% vs 35%). This trend is reversed when we look at the never worked group. Pupils who have never worked are more likely to see themselves as low in enterprising attitudes while those with high scores are less likely to have never worked (45% vs 38%).

Table 11.8: Pupils' part-time work status by their enterprise score

	low %	quite low %	quite high %	high %
Current job				
All	35	38	40	43
Male	30	34	36	40
Female	38	42	44	46
Former job				
All	21	22	21	19
Male	22	23	21	18
Female	20	21	21	21
Never worked				
All	45	40	39	38
Male	48	43	43	42
Female	42	37	35	33
(n)	(6914)	(4939)	(4148)	(2152)

11.27 When we consider the reasons that pupils provide for working we found that pupils who scored highest in enterprising attitudes were more likely to indicate that their reason for working was to gain independence (41% high score vs 21% low score).

11.28 These patterns suggest that there is some association between part-time employment and enterprising attitudes. The evidence that we have presented in earlier chapters indicates that this claim has some substance. For example in a number of the modelling exercises that underpin chapters 6, 7 and 9 enterprising attitudes emerged as a significant predictor.

11.29 In chapter 6 our modelling showed that enterprising attitudes are a significant predictor of work status. Pupils who perceive themselves as low in enterprising attitudes are less likely to be current workers when compared to those with high enterprising attitudes. The likelihood of being in work declined with the enterprising attitude score. Amongst current workers we identified that the hours committed to employment is an important factor. Once again enterprising attitudes are found to be a significant predictor of hours worked. In our model (see chapter 7) pupils who rated themselves higher than average on enterprising attitudes were likely to commit more hours to work each week. Pupils with high enterprising attitudes worked an additional 0.52 hours per week. While this may not be a large number of additional hours it reinforces the idea of the link between enterprising attitudes and part-time work.

Table 11.9: Reasons by enterprise (ever worked) (multi-response)

	low %	little %	quite a lot %	a lot %
gain experience for a particular course or job I want to do in the future	11	13	13	18
find out what work is like	18	23	25	30
try out a specific career	6	9	8	13
build up a track record to help get a better job in the future	15	20	21	26
earn money to pay for my social life/going out	79	83	83	83
earn money to buy clothes, shoes and toiletries	69	71	71	74
earn money to buy CDs, music and magazines	69	70	70	73
earn money to buy alcohol or cigarettes	21	21	19	20
save money for major purchases eg holiday	28	34	38	42
earn money to contribute to the family budget or housekeeping at home	5	5	8	8
meet people/make new friends	11	15	16	22
gain independence	23	32	38	44
parents/carers want me to work	12	13	14	15
most of my friends are working part-time	11	12	12	14
Other	4	4	4	6
(n)	(1994)	(2455)	(2092)	(2390)

11.30 Enterprising attitudes are also important with respect to the type of job that is done. We considered what factors were likely to predict the type of job that a pupil does by focusing on four job categories; delivery, catering, retail and miscellaneous. Enterprising attitudes are not significant in predicting employment in catering, retail or miscellaneous categories. However, they are significant in predicting whether or not you are employed in the delivery sector. In this case pupils who rated themselves as having high enterprising attitudes were less likely to work in this sector. Pupils who saw themselves as being low in enterprising attitudes were more likely to work in this sector.

11.31 In addition to the type of job we postulated that it is important to consider the ‘demandingness’ of the job (see chapter 9). Enterprising attitudes are a significant predictor of pupils’ employment in low or high demanding jobs. In this case pupils with high enterprising attitudes are more likely to work in jobs with higher levels of ‘demandingness’.

11.32 Clearly there is some consistency in the pattern that is emerging. Further support comes from some of the findings from the focus groups that we carried out. As part of the activities within the focus groups pupils completed the Attitudes to Enterprise Test (Athayde, 2003).¹⁴ We compared the test results for those who have part-time jobs with those who do not. There was no consistent variation between the Enterprise Test score for those who had worked compared to never worked. However, there are some significant findings on the Attitudes to Enterprise Test subscales. Pupils who are currently working or had worked have higher enterprising attitudes on some subscales when compared to their peers who have never

¹⁴ This enterprise test was under construction by its author at the time of this research and we included it in the focus group element of the research. See Section G Appendix 7 for a fuller outline of the test and discussion.

worked. This reinforces the argument outlined above that there is some link between part-time work and enterprising attitudes.

11.33 What is the nature of this link? One interpretation that could be placed on this material is that those pupils who rate themselves as having enterprising attitudes are more likely to get a part-time job. In turn this job is less likely to be in the delivery sector and will be high in 'demandingness'. They will then commit more time to this job than pupils with low enterprising attitudes. While this interpretation is intuitively appealing we suggest that the picture is more complex than this.

Predicting enterprising attitudes

11.34 To consider the employment and enterprise link more fully we ran another modelling exercise. In this case our aim was to identify the factors that predict the level of enterprising attitudes. In this linear regression we follow the same procedures as in the earlier modelling exercises. The model is built up in a series of steps evaluating the impact of each new set of factors. All factors that proved to be significant in the prior model are retained in the subsequent model while non-significant factors were generally omitted. We report on the final model (Table 11.10). As with the previous models we will consider the factors under a series of sub-groupings: background, attitudinal, enterprise in education, other time commitments and career related factors.

11.35 Based on our previous discussion we would anticipate that part-time work should be a significant predictor of enterprising attitudes. This is supported by this model (Table 11.10). Compared to pupils who have never worked those who are currently working are likely to have higher enterprising scores. However, having had a part-time job in the past was not significant in predicting enterprising attitudes.

The effect of background factors

11.36 School stage is significant, with pupils in S4 having higher enterprising attitudes compared to their peers in S3. However, neither stage S5 nor S6 were found to be significant. The significance of the S4 stage may be related to the fact that at this stage a pupil may leave the school system. This means that in S5 and S6 we have a different type of cohort, those pupils who have decided to stay in school.

11.37 The statistical modelling confirms that academic level is a significant predictor of enterprising attitudes. The lower pupils' academic levels, the more likely to have lower enterprising attitudes. The model also showed that, after taking account all other factors, that gender was a significant predictor: compared with males females are likely to rate themselves as lower in enterprising attitudes.

11.38 A number of parental and family background factors emerge or are confirmed as significant in this model. Social class (both mother's and father's) is linked to enterprising attitudes. Those pupils from working class and the 'other' category were more likely to have lower enterprise scores compared to pupils whose parents are in the managerial & professional category. For pupils whose parents were self employed the model shows that this is linked to higher enterprising scores.

11.39 In general ethnicity was not a key factor in predicting enterprising scores with the exception of Asian pupils. Compared to Scottish pupils, Asian pupils were likely to rate themselves as having lower enterprising attitudes.

11.40 One other background factor was found to be a significant predictor of enterprising attitudes. This was in the area of family living arrangements. Compared to pupils who lived at home those pupils in boarding schools are likely to perceive themselves as having lower enterprising attitudes.

The effect of attitudinal factors

11.41 Pupils' responses to a number of statements about school were used to infer their attitude to school. These include whether they think school is giving them confidence to make decisions, that school work is worth doing and that their friends take school seriously. In all cases responses to these statements were found to be significant in predicting enterprising scores.

11.42 Pupils who agree that their school is giving them the confidence to make decisions are significantly more likely to view themselves as having high enterprising attitudes. A similar pattern emerges for those who believe school work is worth doing and that their friends take school seriously. In both cases the more pupils agreed with these ideas the higher they rate themselves in terms of enterprising attitudes. The pattern that emerges is one that suggests that pupils who have positive attitudes toward school are more likely to view themselves as having high enterprising attitudes. This finding is consistent with the fact that we find that academic level is positively linked to enterprising attitudes.

11.43 One indicator of a less positive attitude to school can be found in truanting behaviour. However while pupils who truant are more likely to rate themselves as having lower enterprising scores, it is not just the serious truants who are more likely to do so. Compared to those who never truant, pupils who truant for a lesson here and there were almost as likely to report lower enterprising attitudes as those who reported truanting for days or weeks at a time.

The effect of enterprise in education factors

11.44 As in the previous statistical modelling, we sub-divided the enterprise in education inputs into four types of inputs: work experience; work related learning; enterprise education and career education (see P 40, chapter 4) and examined their effect in predicting pupils' enterprising attitudes. Work experience was not a significant predictor and was therefore not included in the final model (Table 11.10). The lack of effect of work experience contrasts with that of part-time employment which does help to predict enterprising attitudes. The three other aspects of enterprise in education inputs each had a significant effect. The level of work-related learning, enterprise education and career education inputs that pupils had experienced each made a difference: the more experience pupils had of these activities, the higher they rated themselves in terms of enterprising attitudes. We might anticipate such a relationship given that many of these activities are designed to make pupils aware of enterprise related issues.

The effect of other time commitment factors

11.45 A number of pupils' 'out of school' responsibilities and activities are significant in predicting enterprising attitudes. Engagement in unpaid work, doing housework, socialising with friends and going to social events such as discos, clubs concerts etc. were all positively linked with enterprising attitudes. Pupils who are involved in each of these activities at an above average level are more likely to rate themselves as having a higher level of enterprising attitudes.

11.46 Some out of school activities are negatively associated with enterprising attitudes. Pupils who spent above average time watching TV or using their computer are likely to rate themselves as having low enterprising attitudes. The picture that emerges here is that pupils

who are more engaged with their out of school environment and where that engagement is active rather than passive, are more likely to have higher enterprising scores.

The effect of career related factors

11.47 We considered two elements within this area, the extent of career focus and post school plans. In both cases the modelling shows that they are significant in predicting enterprising attitudes. In the case of career focus pupils who have a definite idea of their career plans are more likely to have higher enterprising scores.

11.48 Compared to pupils whose post school plans consist of going into HE, those pupils who plan to go to FE or leave education and find a job have significantly lower enterprising attitudes. However, it is those pupils who indicate that they do not know what they intend to do after school who rate themselves lowest on enterprising attitudes. With respect to these factors those pupils who do not have a clear career focus, and little idea of what they intend to do after school, view themselves as less enterprising than their peers.

Enterprising attitudes and part-time employment

11.49 Based on this modelling exercise we now have a new context within which to re-visit the link between part-time employment and enterprising attitudes. This model shows us that part-time work is only one amongst a number of factors which are significant in predicting enterprising attitudes.

11.50 If we view part-time employment as another out of school experience, this model suggests that pupils who are positively engaged with a range of activities outside of school are more likely to perceive themselves as high in enterprising attitudes. In this case part-time work is another indicator of a pupil engaging with their social environment.

11.51 In addition those pupils who have positive attitudes to school, who have a high academic level, a career focus and whose post school plans involve going on to HE are likely to have high enterprising attitudes. Not only is engagement with out of school activities significant but successful engagement with education and consideration of post-school plans is also linked to enterprising attitudes.

11.52 In contrast pupils who have never worked, who come from lower social class groups, have less positive attitudes to school, who truant and have lower academic levels are likely to have lower enterprising attitudes. They are also less likely to be engaged in out of school activity and spend more time watching TV or spend time on their computer. They are less likely to know their post school plans and to have less experience of enterprise in education activities.

11.53 In this model the link between part-time work and enterprise is placed in a wider context. This leads us to question any simple causal link between such employment experiences and enterprising attitudes.

Table 11.10: All pupils: predicting their level of enterprising attitudes

	Average net effect
School stage (ref S3)	
S4	positive
S5	positive
S6	not sig
Gender (ref male)	
Female	negative
Num credit SG studied for/gained (ref 8+)	
4-7	negative
1-3	negative
None	negative
Ethnicity (ref Scottish)	
Asian	
Father's soc class (ref mgt + prof)	
Working class	negative
Other	negative
Mother's soc class (ref mgt + prof)	
Working class	negative
Other	negative
Mother's current activity (ref FT work)	
Unable to work	positive
Don't know	negative
Parental self employment (ref no)	
Parent is self-employed	positive
Stay with during term (ref mother and father)	
Foster/children's home	negative
Boarding school	negative
Truant (ref never)	
Lesson here and there	negative
Day here and there	not sig
Days at a time	negative
Weeks at a time	negative
School gives me confidence to make decisions (ref strongly agree)	
Agree	positive
School work is worth doing (ref strongly agree)	
Agree	positive
Friends take school seriously (ref strongly agree)	
Agree	positive
PT work status (ref never)	
Current job	positive
Former job	not sig
Work related EinE (normalised, ref=mean)	positive
Enterprise related EinE (normalised, ref=mean)	positive
Careers related EinE (normalised, ref=mean)	positive
Unpaid work (ref none)	
Yes	positive
Disco, cinema etc in the last two weeks (normalised, ref=mean)	positive
See friends in the last two weeks (normalised, ref= mean)	positive
Watch TV in the last two weeks (normalised, ref= mean)	negative

Table 11.10 (contd): All pupils: predicting their level of enterprising attitudes

	Average net effect
Use computer in the last two weeks (normalised, ref= mean)	negative
Housework in the last two weeks (Zscore, ref=mean)	positive
Career focus (ref def idea for long time) (Zscore, ref= mean)	positive
Post-school plans (ref HE)	
FE	negative
Job/training	negative
Own business	not sig
Gap year	not sig
Something else	not sig
Don't know	negative
Constant	positive

Overview

11.54 A number of educationalists perceive a potential link between part-time employment and enterprising attitudes. For some the link arises because of the exposure to enterprise and business that young people may gain through this type of experience. However, there is some recognition that not all jobs may have the same potential influence on enterprising attitudes.

11.55 For other stakeholders the link between work and enterprising attitudes may be more indirect. In an earlier chapter we reviewed the perceived advantages and disadvantages of part-time employment. In this context none of the stakeholders specifically linked employment and enterprising attitudes. However, an indirect link was made. Many of the attributes that some stakeholders thought young people might gain have been linked to being enterprising eg independence, confidence and communication skills.

11.56 Inspecting the evidence of the link between part-time employment and the enterprising attitude measure indicates that there is some basis for linking these two variables. However, the modelling exercise to identify the predictive factors explaining enterprising attitudes shows that a more complex process may be at work.

11.57 While part-time employment is a significant predictor of enterprise attitudes, it is one among many. Rather than assigning primary importance to part-time employment in predicting enterprising attitudes we offer an alternative interpretation. We propose that it is the pupil's wider profile that we need to attend to. Of particular importance is the link between a pupil's active engagement with school and a range of out of school activities in predicting enterprising attitudes. Part-time employment is only one of a number of out of school activities that reflect this active engagement.

SECTION D

RECOGNITION

STRUCTURE OF SECTION D

D.1 In sections B and C we outlined the nature, extent, quality and value of pupils' part-time employment. In this section the focus shifts more directly to a consideration of the principle and practice of making use of pupils' part-time work in their schooling by providing some form of recognition of this experience. We start in chapter 12 by reviewing the existing use of part-time employment within pupils' schooling and any proposals to develop its use; this chapter also considers the legislative issues around the employment of children and young people, including health and safety issues.

D.2 Chapter 13 considers the links between part-time employment and other vocational experiences such as work experience, vocational pathways and other enterprise in education inputs. It then discusses current approaches to certificating 'out of school' experiences such as voluntary work and work experience to identify models which might usefully be applied to part-time work.

D.3 The rest of this section focuses on the principle and practice of recognition of school pupils' part-time employment in their schooling. Chapters 14 and 15 consider the views of different stakeholders on the principle of recognition and the practical models that might implement it. In chapter 14 we present and discuss the views of educationalists including school staff and managers, local authority members of the Scottish Councils Education Industry Network (SCEIN) and careers advisers; and in chapter 15 we describe the views of pupils, parents and employers. Taken together, both chapters present the complexities of opinion on whether pupils' part-time work should be recognised in their schooling, and if so, how that might be done.

CHAPTER TWELVE CURRENT AND PLANNED USE OF PUPILS' PART-TIME EMPLOYMENT IN THEIR SCHOOLING, AND RELATED LEGISLATIVE ISSUES

12.1 In this chapter we have drawn on evidence from across the various elements of the research:

- Firstly, in considering the current and planned use of school pupils' part-time employment in their schooling, we have considered the evidence from the focus studies in the eight schools (covering the views and experiences of pupils, school staff and careers advisers) and from the survey of Scottish local authority members of the Scottish Councils Education Industry Network (SCEIN);
- And secondly we consider an issue which is key if pupils' part-time employment is to become more linked to schooling, that of the legislation around the employment of children and young people. For this we draw on the experiences of employers and our two local authority studies: firstly, of those staff with knowledge of, or responsibility for, legislation on the employment of children under 16; and secondly the SCEIN study.

12.2 It should be noted that the evidence described here was gathered in 2004/5 and therefore the term 'current' should be read with that in mind.

12.3 Brief details of the scope and approach of each of these elements of the research can be found in chapter 2, and the full text of the individual reports can be accessed in Appendices 6, 8, 9 and 10.

Current use of school pupils' part-time employment in their schooling

The views of teachers

12.4 We met with a group of Principal Teachers in each of the eight schools involved in our focus studies. These came from a range of subject disciplines, and normally included guidance/pastoral care staff.

12.5 In each of these focus groups, Principal Teachers were able to give examples of lessons which mentioned, or drew upon, part-time work. They referred to a range of classes when citing examples, the most common being Personal and Social Education (PSE), Maths, English and Modern Studies. The following examples were given:

- (We discuss pupils' part-time employment) *'In enterprise and business studies and also via links with employers where they can get stock from or financial advice for the enterprise projects.'*
- *'We talk about it a lot in PSE, about core skills or careers and talking about transferable skills and employability as well, also when they are organising work experience.'*
- *'In the maths curriculum certainly there are whole exercises about earning money in terms of part-time jobs, about earning commission... we teach the kids about time and a half and double time, clocking in, clocking off.'*
- *'I'm in business management and, yes, I can draw on their personal experiences, for example this morning I was doing health and safety legislation with them and I was drawing on various experiences.'*

12.6 The Principal Teachers also suggested that there was some similarity in the way that part-time employment and work experience were used within classes. They indicated that work experience was drawn upon in the classroom, or rather in certain types of classes:

'All 4th years go for a week's work experience, if we're looking at a topic in the standard grade syllabus like unemployment, you can talk about industries declining etc you can relate that to jobs that they've done'

12.7 A common view from Principal Teachers was:

'I think any good teacher would ask, 'Has anyone got any experience in this area?' and try to draw from the kid's experience.'

12.8 However, none were able to give examples of existing approaches to the systematic use of pupils' part-time work, or of any embedding into the curriculum.

12.9 Enterprise in education specialist school staff were also asked about the current use of part-time employment in schooling. For most, the links were not being made at that time:

'At the moment certainly we don't draw on any of the skills, we don't draw on them in any structured or formal way ... it's certainly not something I've ever considered about how do we tap into their experiences that they have outside of the school in terms of employment, but certainly it's something we could do.'

12.10 The only specific example of linking part-time work to schooling, given by enterprise in education school staff, was not from the enterprise in education provision, but from a subject teaching role:

'Quite often when we're sitting having a discussion about, say, in modern studies, employment opportunities, kids will bring in something to bear ... a girl was pointing out that she works in a hairdressers at the weekend and she thinks she's paid below the minimum wage so that then generated a discussion ... that was brought out in the context of me teaching a subject, it wasn't consciously being brought in the context of enterprise but it is something that could be brought in more.'

The views of Careers Advisers

12.11 The school Careers Advisers found it difficult to comment on the extent to which schools made use of their pupils' part-time employment, mainly because their role brought them into only limited direct contact with the subject curriculum or subject teachers. All, however, said that as careers advisers they commonly referred to pupils' paid part-time jobs in their work with young people. This could be as part of their input to career education, for example during induction sessions with senior pupils, in CareerBox career education lessons, or when advising on CVs/UCAS or other Personal Statements. Several commented that, in individual interviews, pupils found it difficult to make the links between part-time work and learning, or to draw out their skills from their experience of working. Careers Advisers reported that they regularly made use of part-time work in career interviews, for example through mapping part-time work to the Career Planning Journey (a strategy currently used in much of Careers Scotland work). In working with vulnerable clients prior to leaving school or already in the labour market, Careers Advisors stated that school leavers' part-time work was regularly used to help construct Get Ready for Work action plans.

The views of SCEIN respondents

12.12 From the 32 local authorities twenty respondents said that part-time work was not used in any way in schooling, nor were there any plans for this: some qualified this by adding 'as far as I know'. The main reason given was that most had just not thought about it: it was not part of the Determined to Succeed plan; it had not formed part of employer discussions on business partnerships; and there had been no consideration of links between part-time work and vocational pathways. One of the main reasons for the lack of a link with vocational pathways was that some of the sectors typically covered by these pathways, for example, construction and engineering, were thought unlikely to be areas in which young people had part-time jobs: areas such as retail, where part-time work was common, were not yet part of the vocational pathway provision, usually because retail training was not located in the college sector but with employers and private trainers. However this did not explain why there had been no consideration of links with vocational pathways such as hairdressing and hospitality where part-time work was already common and where training could be done at an FE college. Other reasons were:

- Schools would not know which pupils were working so could not make these links, and pupils might be reluctant to admit to having a part-time job.
- Schools would not wish to know or make use of it as it might encourage more part-time work.

12.13 Some other respondents thought that there might be some informal links at a school level. Discussion of part-time work might be happening in some classrooms, with some teachers. This was more likely to occur in English, Business Studies and PSE. There might be links between part-time work and work experience: one might lead to the other, with the same employer. And one respondent thought there might currently be some use of part-time work for the Duke of Edinburgh Award Scheme.

The views of pupils

12.14 We asked pupil focus groups whether their part-time work was referred to in academic classes, in a PSE/guidance context or by Careers Scotland staff. Under a third of focus groups included some pupils who noted reference to part-time employment in subject classes for example:

'In English we had to write about and do a talk and whether you liked it or not.'

'Uh-huh, I do business management and we're always talking about ... well, we're always bringing in part-time work to it, to relate to it, kind of thing.'

12.15 Some pupils noted that part-time work was referred to negatively by school staff.

12.16 In more than half the focus groups some pupils noted some reference to part-time work in PSE classes or guidance contacts: this was typically in reference to the use of this experience in CVs and application forms. The use of part-time work in career discussions was also noted by some pupils in a number of discussion groups.

Plans to make use of pupils' part-time employment

12.17 SCEIN respondents were the only data source for this question. A small number had considered developing closer links between school pupils' part-time employment and their schooling in the past. Two authorities had seriously considered replacing work experience

with part-time work but because part-time work was not standardised, monitored and had no partnership agreements, this had been abandoned, at least temporarily.

12.18 Others had been wondering whether it might be possible to use part-time work, perhaps to replace work experience for those who had part-time jobs, and release placements for young people with additional support needs. Another idea was that part-time work might be used to help in the certification of work experience since the number of hours required for Intermediate 2 could not normally be found from work experience alone. (For more details of the links between part-time work and other vocational experiences, see chapter thirteen). One respondent thought that New Community Schools might be a good way to harness part-time work, and gave the example of a key worker who set up a baby sitting group for young people who were paid for babysitting in order to help support and train them in this role.

12.19 A very few authorities had more clearly formed plans to make links with part-time jobs. These ideas included:

- Schools would have a 'part-time work' noticeboard where employers who were in partnership with the school would advertise vacancies. This would control hours and share the opportunities around more fairly
- Using part-time work on its own to deliver Intermediate 2 Work Experience, as this seemed to fit the experience required more closely than school work experience
- Building part-time work for S6 into business partnerships under Determined to Succeed, whereby there would be a contract (to ensure each pupil kept a balance between work, study and other parts of their lives) and an agreed wage
- Developing an agreement between a call centre and eight local schools, which would include part-time work opportunities.
- Using 'S6 enhancement time' to allow pupils to include part-time employment in their timetable
- Extending 'timetable flexibility', currently in place to allow sport to take place on a Friday afternoon, to part-time workers.

12.20 At the other end of the scale some showed considerable reluctance to make any links:

'The answer is to bring vocational experiences into the school, not use outside experiences that are not controlled by the school.'

12.21 Both negative and positive views on the increased use of part-time employment in schooling are discussed in more detail in chapters fourteen and fifteen in which we draw together the attitudes of different groups of respondents to the principle and practice of recognition.

12.22 We now move to considering an issue that impacts on current use of part-time work in schooling and requires attention if increased links are to be made: that is, the legislation on the employment of children and young people.

Legislation

12.23 In considering legislative issues we draw primarily on the two surveys of all local authorities in Scotland: firstly, the survey of local authority staff with a knowledge of, or responsibility for, the operation of the legislation on the employment of children under 16; and secondly, the survey of local authority staff who were members of SCEIN, many of whom had responsibility for ensuring health and safety, and risk assessments of work

experience placements. Together, these surveys raise important issues that would need to be addressed if significant steps were to be taken to use part-time employment in pupils' schooling.

12.24 We also integrate data on the use of permits from the survey of employers, from the pupil survey and from school staff into our report of the operation of the legislation by local authorities.

Legislation on child employment – local authorities

12.25 A fuller account of the legislation, and of the key points made under this heading, can be found in the Appendices.

12.26 Responsibility for implementing legislation on child employment (of young people under the age of 16) lies with local authorities. They in turn have the power to make byelaws on child employment. At the time of the survey (2004) all but one of the authorities had byelaws on child employment and some were in the process of changing the byelaws, which could take some considerable time. It is important to note that the time taken to amend byelaws and have byelaws ratified by the Scottish Executive might be seen as an impediment to effective regulation of child employment.

12.27 As part of this study, the research team reviewed copies of the byelaws, the majority of which had relevant definitions of 'child', 'employment' and 'light work'. There was a lack of clarity, and some confusion, in the specification of the number of hours that children were permitted to work and more than half of the authorities had byelaws which set a minimum age for work which was not in line with the current Scottish legislation. (Nor did the maximum number of term-time hours of work permitted in Scotland, at the national level, conform to current European Union standards). A cross-authority comparison showed that the lists of prohibited jobs varied considerably, so that work which was permitted in one area might be prohibited in another. Some lists were outdated.

12.28 In implementing the byelaws, all but one of the authorities had adopted a 'permit' system to register child employees. However, there was considerable variation in the particular procedures employed. The majority of authorities had no system in place either to ensure employers and employees conformed to the byelaws or to deal with amendments to permits, for example, if pupils changed jobs. The majority of authorities kept records of the number of permits issued, but some authorities devolved the issuing of permits to schools and kept no central records.

12.29 Our interviews with Headteachers showed that, while a number were concerned about the lack of use of the permit system, some were proactive in monitoring requests at a school level:

'I do get many requests coming in from... sometimes they are submitted by parents, sometimes they are submitted by local employers with the standard form asking for permission, the school's permission, approval or agreement to the hours that are being suggested. In the main the hours are within the framework and that's easy 'cause I sign the form and I am happy to do that generally because I know who the local employers are ... I know the nature of the work that the youngsters are being asked to do. It's probably about 1 form in 20 that we send back because the hours are excessive or are at the wrong times and might impact ... for example working in the morning before school I would say no, not on ... they are usually returned with hours that I can approve but what I don't know if... whether the employer sticks to those new hours, I think in the main they probably do, I'm not aware of too many problems'

12.30 A number of Principal Teachers expressed concerns about the regulation of the employment of their pupils at a school level:

'I've sometimes been very surprised that the school never seems to invoke the powers that it has to some extent in terms of ensuring that pupils who are overstretched are not employed for very long hours. There are kids getting in all sorts of trouble, it could be used as a sanction in some ways but it never is.'

'There's no whole-school policy towards it just individuals (guidance teachers) expressing their own genuine felt concerns.'

12.31 There was a high degree of variability in the number of permits issued by different authorities, ranging from none up to 324. In our survey of pupils we asked those currently working how many held a permit to do so. We report here the figures for S3 and S4 as the best proxy for those aged under 16 (of course, some S4 pupils will already be 16, but some S5 would have been under 16 for part of the year, so the two may well balance). Of the 3664 current workers in S3 and S4, 11% said they had a permit, 55% said they had not. Since it was the responsibility of the pupil to get the permit we can also assume that the 25% who said they did not know if they had a permit should be added to those who knew they did not, a total of 80%. The remainder did not answer.

12.32 Drawing on the employers' interview data, few of the 16 employers who had under 16s working for them were able to tell us if their employees had work permits. None of the employers in the Retail sector were able to provide this information and one employer had no knowledge of the permit system. The Delivery sector has generally been associated with higher permit levels and three quarters of the employers said that their employees had permits. Two of the three employers stated that all of their employees had permits, while the other employer was sure that some of his employees had permits, but others did not. The fourth Delivery sector employer said that his employees did not have permits but explained that he had parental permission for his employees and that was good enough for him.

12.33 Although some authorities produced leaflets or information packs on child employment regulations, a significant minority did not, and authorities varied in terms of which department was assigned responsibility for child employment. In the past researchers had speculated that one of the reasons for the low uptake of permits was the lack of awareness and knowledge amongst employers (Hobbs and McKechnie 1997). In our survey of employers we considered two possible routes by which employer information could be generated: visits by local authority personnel to the employer's premises; and the byelaws. Of those employers in our survey, only one employer of under-16s had ever received a visit at his premises to check on his young employees. A higher number of employers had viewed the byelaws (6), however, this did not ensure that their employees had the necessary permits.

12.34 With one exception, all authorities assigned staff to deal with child employment issues but for the majority of the staff concerned, child employment constituted a minor part of their work.

12.35 Part of the rationale for devolving child employment regulation to the local level was to allow for local needs to be reflected but there appeared to be little evidence that authorities were actually accommodating unique features of their regional labour market in their byelaws. There is, however, a question whether the rationale for allowing regional flexibility in the content of byelaws is appropriate in a modern labour market.

12.36 There were clearly a number of difficulties in the way the system was operating, difficulties which were clearly recognised and acknowledged by the staff responding to our survey. The majority of the respondents were of the opinion that the present system was inadequate, in that

- It did not give rise to sufficient public awareness of child employment and its regulation, and
- It failed to protect children.

12.37 Staff provided a number of suggestions for improving the regulation of child employment. However, they were aware that since their suggestions would require greater resources, this could be a major constraint.

Health and safety issues – SCEIN local authority respondents

12.38 SCEIN members were prompted to consider the health and safety issues involved in the use of part-time work in schooling. Twelve respondents could not see any particular problems, two felt it would be relatively easy to extend the risk assessment currently done for work experience (including that for post-16s under the school's 'duty of care') and a third thought that those companies on the existing work experience risk assessment database might well overlap considerably with those companies who were providing part-time work for school pupils. (We have noted earlier in this chapter that, while there is some overlap it is not possible to say to what extent).

12.39 Some suggested that at the moment parents would be responsible rather than the school if children under 16 were doing part-time work, but if it became part of the curriculum then the school could no longer deny knowledge.

12.40 The remainder, just over half, had some or major concerns. Some concerns related to specific types of part-time working, for example in farming and fishing environments. Others raised not just health and safety but child protection issues, for example pupils in S3/4 delivering goods in the dark, or going round doors to sell goods. One authority was considering requiring work experience employers to hold Disclosure Scotland certificates because they should not otherwise be in one to one contact with those under 16 years old. Many of the issues that might affect recognition of part-time work in schooling were also present in the attempts to regulate work experience, some feeling that work experience was now getting so over-controlled that it was becoming unmanageable.

12.41 There was considerable confusion and misinformation about what the legal position actually was. A small number were unsure whether there was some kind of system in existence, for example in a byelaw. *Was* a permit needed for under 16s to have a part-time job? The following quotes will give a flavour of the concerns, the lack of clarity and the inaccurate views held about the current legal position:

'We couldn't stop it anyway. The overarching legislation doesn't provide enforcement powers to stop it, only Environmental Health can, and only regarding food retailing.'

'If we're going to accredit part-time work, it would need legislation that makes the links clear between the byelaws (secondary legislation) and employment legislation (primary legislation). Companies can hire legally under employment legislation, but illegally under the byelaws.'

'Our legal services say that if they have a National Insurance number and are under 16 they can be paid to work but they can't be paid otherwise.'

'There are greater insurance difficulties if young people are paid than not paid.'

'Under 'duty of care' in the common law the local authority does have responsibility for pupils' welfare when they are out on an experience that the authority approves of,

so if we 'recognise' part-time work, for example for core skills, this could be termed an exercise we approve of.'

12.42 Some of the underpinning concerns related to the possibility of the authority being sued:

'There needs to be a change in the law or statement from the Executive to say they will cover our liability if part-time work is to be assessed, recognised or incorporated in schooling in any way.'

12.43 One respondent raised the personal issues involved:

'If there are problems then it's me as an individual that's personally responsible and could be sued, not the authority.'

Overview

12.44 It seemed that, at the time of the research, there was very little structured use of part-time employment in schooling. Some subject areas appeared more likely than others to throw up opportunities to refer to part-time work and to capitalise on this workplace experience, but this seemed to be rather by default than design.

12.45 School staff who might have been expected to be more aware of vocational links to schooling, such as enterprise in education teachers, were just as unlikely to make use of part-time employment in their work.

12.46 Careers advisers, whose role is to help pupils make individual transitions from school to work and post-school learning, were more conscious of trying to use pupils' part-time employment in their work.

12.47 From a pupil perspective there appeared to be only a few links into the mainstream subject curriculum, although PSE and individual pastoral care and guidance contacts did appear to refer more often to part-time employment. But pupils noted that they had also experienced discouragement and concern about the impact of part-time employment on their attainment.

12.48 The potential for using school pupils' part-time employment in their schooling had already been considered by a small number of SCEIN respondents. Although other suggestions were made, the most common thoughts had been about using part-time employment to support, enhance or replace work experience, or to allow targeting of work experience placements on particular groups of pupils.

12.49 With regard to legislation and child protection the general picture was one of confusion and lack of clarity from school level to Scottish Executive level on the principles and practice of protecting children at work. The majority of respondents recognised that, even without adding in the potentially complicating factor of recognising pupils' part-time employment, there was the need for clearer guidelines on the legislation and a shared view of how these should be interpreted.

12.50 While there were particular issues around the employment of children under 16, there was also the need for clarity and guidelines on those aged over 16 who were employed while still at school and the idea of recognising part-time work in schooling brought this into focus and made it more of a priority.

CHAPTER THIRTEEN LINKS BETWEEN PART-TIME EMPLOYMENT AND OTHER VOCATIONAL EXPERIENCES; AND THE CERTIFICATION OF ‘OUT OF SCHOOL’ EXPERIENCES

13.1 In this chapter we have drawn together the evidence on the links between part-time employment and vocational experiences, such as work experience, self-employment, vocational pathways and enterprise in education inputs. The sources for this are the focus studies, the Scottish Councils Education Industry Network (SCEIN) data, and the pupil survey. We have also included information from the SCEIN study on current approaches to certificating ‘out of school’ experiences: this section provides a link into the following two chapters on the policy and practice of recognising pupils’ part-time employment in their schooling.

13.2 Brief details of the scope and approach of each of these elements of the research can be found in chapter 2, and the full text of the individual reports on the focus studies and the SCEIN survey can be accessed in Appendices 6 and 10.

Work experience

13.3 Work experience is typically a week’s unpaid experience in a work place, organised *by* the school, either using its own contacts or a local authority or Careers Scotland database of employers, or *through* the school and authority for placements identified by pupils themselves or by their family, friends or neighbours. Work experience normally takes place in the last weeks of S3 or in S4, and some pupils may subsequently have one or more further placement. The work experience opportunity is likely to be linked into a job title, such as janitorial assistant or child care assistant, and health and safety risk assessments are conducted prior to placement. Work experience has been developing over a number of years, and is likely to have a structured briefing and debriefing: large numbers of pupils have also been presented for accreditation for work experience. Further developments on producing guidelines on work experience were part of Determined to Succeed recommendations (Scottish Executive, 2002a) and guidelines on work experience from Learning and Teaching Scotland have been recently made available (Learning and Teaching Scotland, 2006).

13.4 Work experience, therefore, may provide a model for how a vocational experience may be recognised and supported, and the next section relates some of the evidence about its scope and nature, and its relationship with part-time employment. In the following two chapters we discuss work experience in more detail in the context of accreditation of vocational experiences.

13.5 It is relevant to consider the position of work experience as this demonstrates how schools handle and use an employer-based educational experience. As will become clear, it appears that there is a developing relationship between part-time employment and school work experience, with the latter very much in a state of flux. Here we draw on data firstly from the study of SCEIN members – one from each Scottish local authority – and from the pupil survey.

The extent of work experience in Scotland

13.6 Thirteen of the SCEIN respondents indicated that their local authority was aiming for 100% of pupils having one work experience placement (two qualified this by saying that

100% of pupils would have this over a period of S3 to S5 with all others expecting this to be done at the end of S3 or during S4, ie during compulsory education). Another seventeen of the SCEIN respondents recognised that their local authority was not reaching 100% but that the vast majority of pupils (around 80%) took part in work experience. Where an authority was not achieving its target of 100% this was because: parents would not agree to the placement; the placements available did not match the vocational aspirations of pupils; or pupils were excluded from school. A very small minority had moved from aiming for 100% coverage to targeting pupils who might find it useful. In these cases it was available to those who were thought to be most disadvantaged, were aiming for direct entry to the labour market, or needed the experience for entry to HE courses or to professions.

13.7 From the survey of pupils, we can see that just under three quarters of S4 pupils had had work experience, with just over a quarter not (although it was possible, since the survey took place during S4, that this was still to happen for some). S3 pupils were not asked about work experience since it was too early in their school experience for this to have been provided.

Table 13.1: Frequency of work experience by school stage

	School year currently in			Total
	S4	S5	S6	
Never	28	18	15	22
Once	69	77	70	72
2 or 3 times	2	4	12	5
More than 3 times	1	1	3	1
(n)	(5864)	(4110)	(2319)	(12293)

13.8 By S6 the percentage of pupils not having work experience had dropped to 15%, with more than one placement being provided for another 15%.

13.9 Males were more likely than females to have never had work experience (males 25%; females 19% - Table 13.2).

Table 13.2: Frequency of work experience by gender

	Male	Female	Total
	%	%	%
Never	25	19	22
Once	69	75	72
2 or 3 times	4	5	5
More than 3 times	1	1	1
(n)	(5928)	(6291)	(12219)

Challenges and changes in work experience

13.10 The statements made by SCEIN members implied that work experience was still thought of as a universal ideal for school pupils in compulsory schooling, and the figures from the pupils' survey confirm that work experience was accessed by the great majority of pupils. But it seemed that a radical examination of the value of work experience was taking place. According to SCEIN respondents, a number of factors and perceptions were driving this re-examination of work experience:

- The place of work experience in schooling was thought to have been strengthened in many areas by its ability to contribute, through the certification of the experience, to attainment targets. However, difficulties with certification had been increasing, thus undermining the place of work experience in the curriculum.
- Many noted an increase in ‘self-found’ placements, and this was taking the allocation of placements out of school control. (One authority noted that in a particular school ‘self-found’ placements were now in excess of 70% of placements.) It was suggested that there was an equity issue here as pro-active parents and families used their contacts or encouragement to secure ‘good’ placements for their children. Some authorities, observing this happening, were keen to target work experience placements on those children whose parents were not in a position to be influential on their behalf.
- There was increasing tension between what were seen as varying purposes of work experience. Was it still about ‘gaining an understanding of the working world’ regardless of whether it was in an occupational area that interested pupils? And if so, was it of any value when pupils already had had part-time jobs, in some ways seen as giving a more accurate reflection of the demands of the working world? If it was to give pupils a ‘taster’ in an area of vocational interest, then placements were not seen to be sufficiently varied to match the aspirations of pupils.
- Following on from this point, many authorities were keen to move to ‘bespoke’ placements targeted on individuals needing the experience to move into particular HE courses or professional training, or those with specific needs, for example excluded or disruptive pupils, those with additional support needs or those expecting to enter the labour market straight from school (especially from S4 or from the leaving date in the middle of S5).

13.11 These issues are particularly relevant to this research as the targeting of work experience was seen by many authority representatives only to be practicable since many pupils had already had paid part-time employment. It is also interesting to see the ‘equity and fairness’ issue (which we note elsewhere as of considerable concern for school and local authority staff and pupils considering the use of part-time employment in schooling), also being raised about work experience (particularly with respect to self-found placements).

13.12 School staff also referred to a number of these issues, as we will now see when we compare part-time employment and work experience.

Part-time work and work experience

13.13 In considering the relationship between part-time work and work experience we draw on evidence from the pupil survey, from the SCEIN study, from the school staff in focus studies and from employers.

How many pupils had had neither work experience nor a part-time job?

13.14 We now focus on the extent of pupils’ involvement in work experience and/or part-time work drawing on data from the national pupils’ survey. We omit the S3 group since although some would have had part-time employment, most would not have had the opportunity to do work experience. Table 13.3 shows the extent to which S4 – S6 pupils had only work experience, only part-time work, combined the two experiences or had neither. For over a quarter of S4-S6 pupils, their experience of the working world was solely through work experience (27%) while for a smaller proportion (13%), their experience was through part-time employment alone. Just over half of the S4-S6 group had been on work experience

as well as having a part-time job (51%). Just under 10% had no experience of work through either work experience or part-time employment. A lower proportion of young men combined work experience and part-time work than did their female counterparts (46% vs 57% table 13.3). However, they were slightly more likely to have been involved solely in work experience (29% vs 24%, table 13.3). Table 13.4 shows pupils' participation in work experience and part-time employment over the school years. The biggest change across the years is the increase, especially between S5 and S6, in the proportion who had experienced both part-time work and work experience.

13.15 Tables 13.3 and 13.4 illustrate the extent to which pupils' experience of work is not confined to their work experience placements. This has implications for the organisation, planning and delivery of work experience. However, the tables also show that more than a quarter of pupils relied on work experience for their exposure to the working world, and, at the S4 and S5 stage the proportion of pupils who did so was higher. Young men were slightly more reliant on work experience than were young women. While it is necessary to take account of the fact that a significant number of pupils who go on work experience also have had part-time employment, it is also important not to lose sight of the group who rely on work experience for their insight into the working world. There was also a small minority of pupils who had no involvement in either work experience or part-time employment especially at the S4 stage. While the proportion of pupils concerned is small, nevertheless it is notable there were a group of pupils who did not experience the working world through either type of opportunity.

Table 13.3: S4, S5 and S6 pupils: extent of work experience and part-time work

	All	Male	Female
	%	%	%
Work experience only	27	29	24
Part-time work only	13	13	12
Both work experience and part-time work	51	46	57
Neither work experience and part-time work	9	12	7
(n)	(12187)	(5861)	(6255)

Table 13.4: S4, S5 and S6 pupils: extent of work experience and part-time work, by stage

	S4	S5	S6
	%	%	%
Work experience only	31	26	14
Part-time work only	15	11	11
Both work experience and part-time work	42	54	71
Neither work experience and part-time work	13	8	3
(n)	(5798)	(4078)	(2311)

What were the views of school staff on the relationship between work experience and part-time employment?

13.16 The general pattern of responses from *enterprise in education specialist staff* in the eight schools in our focus study suggests little or no interplay between work experience and part-time employment. When asked about the impact of part-time work on work experience one interviewee stated:

'It doesn't...everyone in 4th year gets a work placement whether they've got part-time work or not.'

13.17 Work experience and part-time work were generally seen to be different in purpose and content:

'Work experience is more related to a future desire or at least an experience, it's something they thought they might like, very often the value of work experience is that it teaches them that it's not something they want to do with their lives, it's more focused more directed to what they want to do in their careers, whereas the part-time jobs I'm aware of it's a way of earning money but there may be by-products.'

13.18 There were mixed views from Headteachers on the current value of work experience: at one end of the scales was the argument that work experience had in the past been effective, but at the present time was ineffective and a poor use of time since the quality of placements was thought to have dropped over time. Others were much more positive:

'I think work experience is a terrific thing. The enthusiasm is clear and the work experience helps them to put the school work into perspective... there's the slant that's put on the work experience by the lead up in class and the debrief afterwards.'

13.19 The same spread of opinion was apparent in Headteachers' comparisons of what they felt pupils gained from work experience compared with part-time work:

'If you're out working part-time you tend to see a snapshot of the organisation for those few hours you are working there, whereas if you go for a full five days they see a whole week's activity across the business and they are more liable to come across difficult situations, difficult customers, problem solving issues. In a part-time situation they are less likely to use their own initiative.'

'We used to have a very comprehensive work experience programme ... a perfect solution would be to have genuine work, I think when you start to create false working conditions, going and kid-on you're working in the x [fast food outlet] it's no good, because a lot of the benefit of mixing school and work is the genuineness, it's the reality of the situation. To put them in false situations where they are exchanging fake goods and toy money doesn't really give them the experience, they can do that in the class.'

13.20 To recognise part-time work would, several Headteachers thought, have some impact on work experience: perhaps those with part-time work would not need access to work experience, thus freeing up placements for others.

13.21 SCEIN respondents raised similar issues. Some respondents suggested that it would be easier to certificate *unpaid* as opposed to *paid* experiences. Their view was that the Intermediate 2 Work Experience unit required pupils to negotiate the work they did in the work place, and while that could happen in work experience it was unlikely to happen in part-time work where, they thought, young people just *'have to do what they are told or they don't get paid'*. (There is, however, a question about the extent to which, in reality, pupils on work experience might have sufficient confidence to negotiate tasks, or the extent to which work experience employers would expect this to happen). On this basis, if being able to negotiate tasks was important, then work experience might, they thought, be considered more amenable to recognition than part-time work. But if the focus were to be on skill and attitude development (eg responsibility, work discipline) then it was suggested that part-time work might provide more material for recognition. The same issue was noted with regard to

voluntary work: it was thought to be more flexible and capable of being driven by the pupil, with the potential for demonstrating development of target-setting and negotiation skills.

13.22 Some suggested that the order in which young people had work experience and part-time employment was important:

'it's [ie work experience] a more powerful experience if it precedes part-time employment for pupils.'

13.23 However, for the 48% of S3 pupils who had already had a part-time job by the time of our pupil survey, work experience would *not* be the first experience of the workplace.

13.24 Lastly, many SCEIN respondents wondered whether young people might be increasingly more likely to want a vocationally relevant placement from their work experience if they were already getting basic knowledge of the world of work from part-time work. The overall balance and relationship seemed to be of key importance. Might increasing acknowledgement or recognition of pupils' part-time work undermine the principle of '*work experience for all*', or could the experience be made complementary?

What were the views of employers on the relationship between work experience and part-time employment?

13.25 The study of 42 employers of school pupils showed that 17 of those did also offer work experience placements, of whom just over half were involved in providing feedback to the school on the performance of pupils on work experience. Nine of those employers had also employed the same pupils in their business as had been on work experience.

13.26 The majority of employers suggested that part-time employment was of more value to pupils than work experience in the context of future employment (Table 12.6). Reasons given for this were that young people had found the job for themselves, that the experience was for a longer period, provided a broader range of experiences and a more accurate view of the workplace:

'part-time gives you the full picture.'

'part-time work is more real.'

13.27 Those employers defined as 'miscellaneous' (which includes employment such as pupils working in care homes, leisure facilities and jobs involving mechanical skills such as bike maintenance) were more likely to be positive about work experience than other employers. This was because work experience was seen to provide access to a wider range of opportunities than part-time work.

Table 13.6: Value of part-time work and work experience (positive responses)

Job sector	Part-time employment	Work experience	Both	Don't know	(n)
Delivery	4	0	0	0	(4)
Retail	9	1	1	2	(13)
Hotel/Catering	8	1	1	2	(12)
Miscellaneous	6	5	2	0	(13)

Vocational pathways and development of a more flexible curriculum

13.28 Over recent years schools and authorities have been encouraged to make the curriculum more flexible, as a result of which a range of vocationally related opportunities had been developing in secondary schools in Scotland, many of them linked to local colleges (Scottish Executive, 2005). Since an aim of this research was to consider ways in which part-time work could be linked into schooling, the relationship between part-time employment and these new developments formed part of the discussions with SCEIN members.

13.29 Vocational pathways had been developing in S3/S4 in order to provide young people with a vocational experience which included a workplace (or simulated workplace) element. SCEIN respondents were asked about the stage of development of vocational pathways in their locality, the sectors involved and the potential for links with school pupils' part-time employment.

13.30 At the time of this research, vocational pathways were at very differing stages of development in authorities. Around a third could be classified as well developed with a range of industry sector provision, with the remainder at differing stages from pilot to limited range. Target groups were varied: some had replaced one or more 'S' grades with opportunities which included vocational pathways; the majority of authorities were targeting particular pupil groups (for example those for whom a particular 'S' grade seemed unsuitable; those who were challenging or disaffected; S5 Christmas leavers; or those studying 'S' grade at general level who might be encouraged to remain in full time FE).

13.31 Not all SCEIN respondents were familiar with the development of vocational pathways in their authorities, but from those that were, industry sectors covered by these pathways (which typically included work towards Scottish Progression Awards – SPAs; or other SQA national units) were:

- Construction (28)
- Hairdressing (15)
- Hospitality (10)
- Care (9)
- Sport and leisure (8)
- Land-based (8)
- Admin (7)
- Motor vehicle (5)
- Engineering (4)
- Retail (2)
- Tourism (2)
- Call centre (2)

13.32 Industry sectors are listed above to allow comparisons with the types of part-time work that the pupil survey has identified. Few respondents had considered that part-time work might provide a work context for vocational pathways, and when asked, only a minority saw it as a possible development, with hairdressing being the sector most likely to be noted as a possibility. One reason for this was that they tended to expect pupils to be working in retail and hairdressing rather than in opportunities that might match to the vocational pathways.

13.33 Respondents were asked how the sectors were chosen for development. The most commonly reported approach was to start by making use of spare capacity in the local FE college. This approach impacts on the range of pathways as some sectors, most significantly retail (a key player in the employment of school pupils), deliver off the job training through companies or commercial training providers, and some respondents questioned whether

parents would accept the value of training provided in such settings compared with that available in FE. (It is likely that this comment also reflects the views of many school and authority staff, given historical scepticism about work-based training routes compared with academic ones). A small number of authorities noted that their initial sector targets had been based on labour market information and skill shortages, though that had also been constrained by the availability of FE provision. Localities where there was no FE provision had had to be much more flexible, making use of what available provision there was, and locating much of the vocational learning on adapted school premises.

13.34 It was not the purpose of this survey to gather detail on vocational pathways, as the focus was on possible links to part-time employment, but it was clear that there were a large number of developments taking place, not just in the S3/S4 curriculum, but also at S5 and S6 (for example, the introduction of Higher National Certificates (HNCs) in some specialist areas for senior pupils). All these developments had the potential to link to pupils' part-time employment; indeed without this it could give rise to the bizarre situation (a small number of respondents suggested) where schools and authorities were struggling to locate work-based learning opportunities for young people who were already employed in the part-time pupils' labour market.

13.35 The most obvious route, it was suggested, was for a direct sector link between part-time work and vocational learning opportunity (for example, hairdressing to hairdressing). However, a few respondents commented that part-time work might contribute to the generic employability element of Scottish Progression Awards (SPAs), thus doing away with the need for a direct vocational match.

13.36 We asked how important the direct vocational match might be? From a labour market perspective, there was an incentive for young people who were making good progress to continue along a particular vocational pathway and into full time work in the same vocational area since the level 2 Vocational Qualification could not be awarded to them until they were actually in employment. There was also an incentive for the employer to take these young people on as full time workers since financial payments became available very quickly to a company once an employee achieved the level 2 award. Such clear articulation between school pupils' achievements in vocational pathways and post-school opportunities in FE and the labour market was obviously extremely important for those young people who had clearly chosen their career direction and who have been carefully advised and supported. But it was potentially very narrowing for others (probably the majority) who were less clear or committed to a single route, chosen at the end of S2. Only one SCEIN respondent noted that the careers adviser was involved throughout with those young people on vocational pathways (but this issue did not emerge until more than halfway through the research interviews, so not all respondents were asked about it). If part-time work could be tied in to vocational pathways, would this also have a narrowing effect? Perhaps most pupils saw part-time work as instrumental (in a very broad sense) rather than as linking them on to a specific vocational route, it was suggested.

13.37 At the time of the research, the retail sector seemed not to be involved to any great extent in vocational pathways, but it was a sector which provided a significant amount of pupils' part-time jobs. If recognition of part-time work was to be tied into vocational pathways, then there was recognition that retail pathways would need to be developed. There were recognised difficulties involved in getting retail sector standard training – much current training was employer-specific rather than industry specific. Given that retail work-based training was now rarely done in FE, perhaps private training providers (sometimes regarded with suspicion by educationalists) might provide a more generic training environment for vocational pathways in retail? SCEIN respondents were unsure about this issue.

13.38 Given the general concern raised by SCEIN respondents (and also by a range of respondents to this research) we also asked about equity in recruitment to, and selection for, vocational pathways. Who are vocational pathways aimed at? A number of SCEIN respondents noted that both employers and lecturers were '*pleased with the quality of young people*' being put forward for the vocational pathways, suggesting that 'better' pupils were being targeted for these opportunities. (This comment was less likely to be made where access to vocational pathways had been targeted at disaffected or disengaged young people, an approach which had been adopted in some areas.) Lecturers were noted, in some cases, as seeing themselves able to '*slot young people in*' to full-time courses on leaving school because they were getting a '*consistently better calibre*' of young people than many applying to FE previously. Clearly, different approaches were being taken to the allocation of these vocational opportunities in different areas, in itself a further source of inequity.

Self employment

13.39 One aspect of the employment of school pupils was self-employment. From the pupil survey we know that only 2% of pupils were self-employed, a small figure. In order to learn more about this, and to see if pupils' self employment was linked in any way into schooling, we asked SCEIN members to comment.

13.40 The majority (25 of 32) of SCEIN respondents felt unable to comment on the extent of self-employment amongst pupils. Others had anecdotal evidence, but this was based on the exceptional rather than the common experience of pupils. Most of the evidence came from activities arising out of Young Enterprise programmes, with one locality noting that it was a role for school enterprise programmes to help the young person who was a sole trader. The only pattern noticeable was that in some farming communities it was common for a pupil to have their own cow or sheep from which they built up a small business.

13.41 The types of businesses pupils ran ranged from the more informal (babysitting circles, selling home bakery and tablet round doors, employing others to do a paper round, negotiating from a supermarket the right to allocate 'trolley-gathering' work to others) to more structured opportunities such as:

- Being a weekend musician
- Producing craft work for sale at shows
- Bike hire
- Importing a game from the internet and negotiating ownership of the UK franchise
- Selling goods on a personal website
- Growing mushrooms for farmers' markets
- IT consultancy

13.42 Those respondents who gave examples of self-employment amongst pupils were positive about the skills and experiences gained, responding in some cases with a mixture of admiration and astonishment at some of the entrepreneurial approaches used. However another respondent commented that schools generally might not be so positive: '*some schools are so concerned with attainment they are very unlikely to celebrate wee Jimmy having his own business*'.

13.43 SCEIN members were unable to identify direct links between self-employment and schooling.

The school as an employer of pupils

13.44 In discussions with SCEIN members it emerged that there were a number of examples of schools employing their own pupils.

13.45 Some schools in some authorities (11 of the 32) were employing their own pupils for specific tasks (and in one case, pupils worked centrally with the authority, providing administrative cover over the holiday periods). These roles included: school cleaner (4); website design (4); admin duties in the school office (5); and support for summer camps, including Enterprise Camps (3). There were also instances of other tasks being paid: work in the school library; dining hall supervision; coaching; mentoring; playground supervision; setting up science experiments for the next day.

13.46 Generally, however, SCEIN members reported some resistance to mentoring roles being paid. This was partly due to a feeling that pupils should contribute to the school community through voluntary support for others, and also to a reported block from the EIS to pupils being paid for any duties that might have been done by a teacher. The situation seemed to be confusing, for example, with some areas expecting pupils to do admin work in the school office as volunteers, and others paying for this work. Nine respondents felt that most of this work should be on a voluntary basis. The remaining respondents were not clear whether schools employed pupils in their area (11) or were clear that this did not happen in their locality (10).

13.47 While the number of young people involved in this was small, it is relevant to this research for two reasons. Firstly, where the school is also the employer, the potential exists to develop approaches to assessing and accrediting the experience. Secondly, as some respondents suggested, this could help with any equity issue by ensuring that disadvantaged young people who did not have a part-time job with another employer were given priority access to these opportunities.

Enterprise in education inputs, apart from work experience

13.48 The final area in which we searched for links between part-time work and schooling was in what we have termed enterprise in education inputs. (We have already discussed work experience: this section considers the other elements). In discussing this we draw on the views of enterprise in education specialist staff in our eight focus group schools, and on the data in the pupil survey about pupils' actual contact with specific enterprise in education experiences.

13.49 We asked the enterprise in education school staff to comment on how part-time work might link to enterprise in education. Most were unable to identify direct links.

13.50 Others noted that it might already be being discussed within some subject teaching, or within PSE/guidance roles. There seemed to be few links to enterprising teaching and learning or to world of work activities. Examples of how these links might be made include: in industry challenge and awareness days; Real Game activities; or in enterprise inputs. In each of these, pupils commonly take on roles, whether in simulated or real-life tasks. It might be possible, for example, to compare the skills used in these experiences with those used in part-time work. There are other examples, but this illustrates the potential. However, making such links, other than in a very general way, had not been considered by our respondents.

13.51 We asked a question in the pupil survey about pupils' involvement with what might be termed the enterprise in education curriculum and we note the results below (excluding work experience).

Table 13.7: Education in Enterprise inputs

	All %	Male %	Female %
How often have discussed what would be involved in running a business?			
Never	48	49	47
Once	15	15	15
2 or 3 times	13	12	13
More than 3 times	11	11	11
Not sure	14	14	14
(n)	(19214)	(8867)	(9214)
How often have taken part in an enterprise project/challenge day?			
Never	41	42	41
Once	28	29	27
2 or 3 times	16	15	17
More than 3 times	4	4	4
Not sure	11	10	11
(n)	(18192)	(8854)	(9208)
How often have discussed how your school subjects linked with industry and business?			
Never	28	28	29
Once	19	19	18
2 or 3 times	25	24	25
More than 3 times	13	14	12
Not sure	16	15	16
(n)	(18064)	(8798)	(9135)
How often have visited a college or university?			
Never	51	52	51
Once	26	26	25
2 or 3 times	15	14	16
More than 3 times	7	6	7
Not sure	1	2	1
(n)	(18250)	(8870)	(9250)
How often have visited an employer or business (not as part of work experience)?			
Never	70	68	72
Once	14	16	13
2 or 3 times	7	7	6
More than 3 times	4	5	4
Not sure	5	5	5
(n)	(18147)	(8830)	(9186)
How often have had talks or visits from an employer or someone from industry or business?			
Never	31	33	29
Once	28	28	28
2 or 3 times	24	23	25
More than 3 times	8	8	7
Not sure	9	8	10
(n)	(18156)	(8833)	(9191)

Table 13.7 (contd): Education in Enterprise inputs

	All %	Male %	Female %
How often have had a mock or practice job interview?			
Never	76	75	77
Once	17	17	17
2 or 3 times	4	4	3
More than 3 times	1	1	0
Not sure	3	4	3
(n)		(8851)	(9235)
How often have prepared a course or job application form or CV?			
Never	45	47	44
Once	35	34	36
2 or 3 times	13	11	14
More than 3 times	3	3	3
Not sure	5	5	4
(n)	(18227)	(8856)	(9240)
How often have looked for career information in a careers library or on a website?			
Never	16	18	13
Once	26	26	25
2 or 3 times	36	34	38
More than 3 times	20	20	21
Not sure	2	2	2
(n)	(18204)	(8853)	(9219)
How often have got career information at a careers fair or convention?			
Never	40	42	39
Once	35	35	36
2 or 3 times	16	15	17
More than 3 times	4	4	3
Not sure	5	5	5
(n)	(18108)	(8853)	(9219)
How often have had talks or visits from college or university staff?			
Never	41	43	39
Once	26	26	26
2 or 3 times	19	17	21
More than 3 times	5	5	5
Not sure	9	9	10
(n)	(18150)	(8805)	(9219)
How often have discussed your career ideas with a careers adviser/someone from Careers Scotland?			
Never	39	40	37
Once	36	34	37
2 or 3 times	16	15	16
More than 3 times	5	5	5
Not sure	6	6	5
(n)	(18188)	(8824)	(9233)

Table 13.8: Education in Enterprise inputs

	School year currently in				
	S3	S4	S5	S6	All
	%	%	%	%	%
How often have discussed what would be involved in running a business?					
Never	41	52	55	39	48
Once	17	13	13	18	15
2 or 3 times	15	11	10	16	13
More than 3 times	12	9	10	17	11
Not sure	16	15	12	10	14
(n)	(5960)	(5854)	(4087)	(2312)	(18213)
How often have taken part in an enterprise project/challenge day?					
Never	38	46	44	34	41
Once	29	26	27	30	28
2 or 3 times	16	14	17	23	16
More than 3 times	3	3	4	8	4
Not sure	14	11	8	6	11
(n)	(5946)	(5852)	(4086)	(2310)	(18194)
How often have discussed how your school subjects linked with industry and business?					
Never	23	29	33	31	28
Once	20	19	18	18	19
2 or 3 times	27	24	23	23	25
More than 3 times	15	11	11	14	13
Not sure	16	17	15	15	16
(n)	(5880)	(5880)	(4063)	(2302)	(18063)
How often have visited a college or university?					
Never	71	56	38	11	51
Once	18	31	34	18	26
2 or 3 times	6	9	21	43	15
More than 3 times	3	3	6	28	7
Not sure	2	1	1	0	1
(n)	(5956)	(5867)	(4105)	(2323)	(18251)
How often have visited an employer or business (not as part of work experience)?					
Never	72	72	70	60	70
Once	12	14	15	19	14
2 or 3 times	5	5	7	11	6
More than 3 times	4	4	4	4	4
Not sure	7	4	4	7	5
(n)	(5910)	(5848)	(4084)	(2305)	(18147)
How often have had talks or visits from an employer or someone from industry or business?					
Never	36	35	27	14	31
Once	31	30	25	23	28
2 or 3 times	18	22	29	37	24
More than 3 times	4	4	11	18	8
Not sure	11	9	8	8	9
(n)	(5935)	(5833)	(4082)	(2305)	(18155)

Table 13.8 (contd): Education in Enterprise inputs

	School year currently in				
	S3	S4	S5	S6	All
	%	%	%	%	%
How often have had a mock or practice job interview?					
Never	85	76	72	56	76
Once	8	18	21	30	17
2 or 3 times	2	3	4	10	4
More than 3 times	1	0	1	1	1
Not sure	4	3	2	3	3
(n)	(5941)	(5865)	(4096)	(2316)	(18218)
How often have prepared a course or job application form or CV?					
Never	76	39	26	15	45
Once	14	45	45	44	35
2 or 3 times	2	11	21	31	13
More than 3 times	0	1	5	8	3
Not sure	7	4	2	2	5
(n)	(5934)	(5866)	(4108)	(2321)	(18229)
How often have looked for career information in a careers library or on a website?					
Never	22	18	10	7	16
Once	31	29	20	13	26
2 or 3 times	33	36	42	37	36
More than 3 times	12	16	27	42	20
Not sure	3	2	1	2	2
(n)	(5937)	(5847)	(4105)	(2314)	(18203)
How often have got career information at a careers fair or convention?					
Never	45	50	33	17	40
Once	38	32	39	31	35
2 or 3 times	9	11	21	40	16
More than 3 times	2	2	5	9	4
Not sure	7	5	3	3	5
(n)	(5903)	(5806)	(5903)	(2316)	(18108)
How often have had talks or visits from college or university staff?					
Never	55	49	28	11	41
Once	22	28	30	23	26
2 or 3 times	10	13	28	40	19
More than 3 times	2	2	7	20	5
Not sure	12	9	7	6	9
(n)	(5905)	(5838)	(4091)	(2317)	(18151)
How often have discussed your career ideas with a careers adviser/someone from Careers Scotland?					
Never	45	45	31	18	39
Once	36	37	36	31	36
2 or 3 times	9	10	23	33	16
More than 3 times	1	3	7	16	5
Not sure	9	5	3	3	6
(n)	(5925)	(5848)	(4096)	(2318)	(18187)

13.52 Looking at those enterprise in education inputs which might reflect ‘enterprise education’ it appears that around two fifths of pupils said they had discussed running a business, while just under a half noted they had taken part in an enterprise project/challenge day. More S3 and S6 pupils than S4/5 recalled having these experiences, which for S3 is likely to reflect the use of Schools Enterprise Programme packages in primary and lower secondary schools over the last few years and for S6 the Young Enterprise programme. More S3 pupils noted they had discussed the links between school subjects and business/industry than other age groups, but this is likely to be due to the proximity of S3 pupils to the S2/S3 subject choice programme which is likely to cover these issues. Beyond that, the differences across year groups show that the numbers experiencing enterprise in education inputs increased as pupils moved up the school.

Models of certificating vocational or ‘out of school’ experiences

13.53 In the final section of this chapter we look at how vocational and other ‘out of school’ experiences are certificated in order to identify models that might be applied to pupils’ part-time employment. This section can be seen as a link into the following two chapters which consider the policy and practice of recognising part-time employment in schooling.

13.54 One section of our discussions with SCEIN respondents examined any existing models of recognition that might also be appropriate for recognition of part-time employment. Respondents noted a range of possibilities, though they also commented that they were not fully aware of all possible approaches. A summary of these discussions now follows, but a fuller review would be required as part of any future feasibility study.

13.55 Work experience and voluntary work were the examples most commonly given of the recognition of pupils’ ‘out of school’ experiences. In addition, vocational pathways, existing certification and provision designed to provide extra support targeted on particularly needy young people and the development of local certificates were also suggested as possible approaches to formal recognition of pupils’ part-time employment.

The certification of work experience

13.56 We asked SCEIN respondents about the position (at the time of the research) with regard to certification of work experience. Across Scotland the general picture was of a reduction in the certification of work experience, although a number of the total of 32 authorities were still aiming for close to 100% certification. Most of those (10) were certificating work experience at Intermediate 1. Some were aiming for Intermediate 2 (5) but this was for at most 50% of the year group. Beyond this certification was limited or non-existent (11). This included: certification only for those doing Social and Vocational Studies; the use of the ASDAN award; the use of work experience to provide evidence of core skills, particularly ‘working with others’; and certification at Access 3. It also included two authorities where a positive decision had been taken not to seek accreditation because the quality of the experience was seen as being the most important gain. Six authority representatives were not sure about the extent of certification in their area.

13.57 The most commonly raised issue was a lack of clarity about SQA requirements for certification, with some authorities apparently being given different advice from SQA compared with others. On the one hand, accreditation at Access level created no organisational difficulties but this level of qualification was thought not to be valued by able pupils (particularly those aiming for higher education), by parents or by school senior managers. There was thought to be a lack of clarity, for example, about the number of hours required for Intermediate 1 and 2, what level of qualification could be gained by pupils who

had used an authority or Careers Scotland database rather than finding their own work experience placement, and the extent to which pupils had to negotiate their own tasks with the work experience employer in order to get higher levels of certification.

13.58 Accreditation of work experience was thought to be more important for some pupils than others. Those with otherwise low attainment were thought to be a priority for certification; but on the other hand pupils who would benefit most from having an Intermediate 2 award were not thought to have the personal resources to get their own placement. One respondent noted that some pupils were asked to do extra placements in their school holidays to raise the number of working hours in order to get an Intermediate 2 award: it was important that they found their own placements, but since pupils had been told these had to be related to vocational goals it was not possible to use any part-time employment unless it related to their vocational aspirations.

The certification of voluntary work

13.59 Formal recognition of pupils' voluntary work came from the SQA in only a small minority of situations. Three authority representatives noted the use in some of their schools of SAD, VAD or PAD units to recognise voluntary work. Five noted some use of undefined certification which was seen as the equivalent of the old 'Community Involvement' module whereby *'the SQA gave a set of criteria and a named assessor in the workplace ticked boxes to confirm the criteria had been met'*. In addition to this there would be, presumably, some kind of internal or external moderation/verification. However, there was much greater use of other types of recognition:

- 16 authorities noted some use of the ASDAN award to recognise voluntary work, and two said this was being introduced. This required young people to provide evidence of having met their negotiated 'challenges', and the number of hours completed would be signed off.
- 18 authorities noted that community work was recognised as part of the Duke of Edinburgh Award Scheme. This was not difficult to do, it was suggested, as the standards were clear and agreed by everyone. A log book signed by the person with whom the young person was working was considered sufficient evidence.
- The Princes Trust, or Princes Trust XL, was noted by 9 respondents as being delivered in their area, and using unpaid community work as part of the experience.

13.60 School level certification of voluntary or community work, through achiever awards or citizenship certificates, were noted by almost all respondents. Some noted that this was only certificated if the voluntary work was part of the school curriculum, and raised the issue of who accredited voluntary work undertaken outwith the school curriculum? This had been addressed in one area where development funding had been made available to ensure that all young people leaving school should have gained a certificate from their volunteering, accredited by the local Volunteer Development Centre.

13.61 Although a small number questioned the desirability of this happening, when asked if these approaches could be used to recognise part-time work most SCEIN respondents thought this would be possible.

Linking to vocational pathways for certification

13.62 Another approach, SCEIN respondents suggested, would be to use pupils' part-time employment within vocational pathways, perhaps to cover the work for a half or a full module from the group of modules. This could also be done by using an SQA-accredited employer of part-time school pupils to provide evidence for a Scottish Progression Award (SPA). Or a hairdressing employer, for example, could be paid to close the salon for half a day to do accredited training as part of a hairdressing vocational pathway. Another idea was that part-time work might be used as part of an SPA in Employability Skills.

Harnessing existing approaches designed for young people with support needs

13.63 In most SCEIN areas there were examples of provision targeted at young people with different kinds of support needs. Some of those might be possible ways of providing some formal recognition of part-time employment. These included: Access 3 Work Experience which did not need moderation; Preparation for Independent Living Unit 1 or 2; ASDAN awards which could include part-time work as part of Learning for Work initiatives; an ENABLE initiative which employed young people without special needs to do a part-time job alongside a young person with additional support needs; Princes Trust XL award; Bridges to Work programmes in special education. Using part-time work in schooling would link well to authorities' work to engage disaffected young people. The Bridges to Employment package being introduced for all young people in one area was another possibility.

Locally produced certificates

13.64 A further possibility, SCEIN respondents suggested, was to extend local certificates or recording systems to include part-time work. One authority, for example, was planning a Determined to Succeed Award Scheme for young people doing voluntary work or citizenship activities, and this could be extended to include part-time work. Another had a Local Leavers' Statement of Achievement in which young people might be encouraged to include part-time work. A third had a local certificate for Enterprise and Citizenship in which part-time work could have a logical place.

Overview

13.65 The discussion of the interplay between work experience and part-time employment has raised a number of questions and issues. Work experience and part-time employment can each be seen as a 'majority experience'. Moreover, just over half of S4 to S6 pupils had both experiences: this suggests that various aspects of the planning of work experience needs to reflect this in order that learning from vocational experiences can be maximised and that these learning experience can be complementary and, if possible, progressive. Those pupils who had only done work experience might be likely to be more reliant on it to provide an insight into the working world, and briefing and debriefing might need a differentiated approach for this group. There was also a minority (9%) of pupils who had had neither work experience nor part-time employment. How much does this matter? Where are these pupils gaining an understanding of the working world, and what role can enterprise in education play for this group?

13.66 It seems that work experience and part-time work are seen to serve different purposes. Opinion varied as to which was 'best'. On the one hand, work experience was seen to have a more varied range of opportunities. This view is supported by data from Careers Scotland work experience databases which suggests a quite different balance of 'job' opportunities and of employers than in part-time work. (Public sector providers and major utilities and financial services employers play a key role in work experience, and can ensure access to more opportunities in care and educational roles, in leisure, sport and recreation and in office and

technical roles than can part-time work). On the other hand, part-time work is seen to be more 'real' and provide a picture of work across the year. (For more detail on the quality and 'demandingness' of part-time work, see chapters 9 and 10 of this report.)

13.67 To what extent are these experiences complementary, and to what extent repetitive? And should vocational experiences which are within the power of the school to allocate be targeted on those in greatest need, or needing to try out a career idea, or those who are not otherwise involved in the labour market?

13.68 Although not all respondents had direct dealings with vocational pathways, those who did noted little evidence of pupils on these programmes being asked if they had any part-time work. The potential to make use of the experience (whether through a direct link eg a hairdressing pathway linked with a hairdressing Saturday job; or through a more generic link into the employability element of SPAs or of HNC units) had just not been considered at that point.

13.69 There were few links apparent between part-time work and enterprise in education inputs. Pupils' involvement in the elements of this curriculum varied by stage, with involvement increasing for most elements from S3 to S6.

13.70 SCEIN respondents were able to note a number of existing approaches to certificating pupils' vocational or 'out of school' experiences. These included the use of: existing work experience modules; certificates and modules used for voluntary work; vocational pathways certification; programmes and certificates for young people with support needs; and locally produced certificates of achievement. The full list of certificates and approaches to recognition noted by SCEIN respondents is attached to Appendix 11, but this list represents those approaches known to the informants, and do not replace the need for a full feasibility study.

CHAPTER FOURTEEN THE PRINCIPLE AND PRACTICE OF RECOGNITION: THE RESPONSE OF EDUCATIONAL STAKEHOLDERS

14.1 In this chapter we consider the response of educational stakeholders to the idea that the learning associated with pupils part-time work could be linked to their formal schooling to a greater extent than currently happens and whether it could be recognised in some way. We report on the views of Headteachers, Principal Teachers, enterprise in education staff, Scottish Councils Education Industry Network (SCEIN) representatives, and careers advisers to the general idea and then go on to consider the response of Headteachers, Principal Teachers and SCEIN representatives to the more specific question of how recognition might be approached in practice. Further details of the responses from the educational stakeholders can be found in Appendices 4 and 8. It should be noted that they were commenting on the issue of recognition on the basis of their perceptions of the extent and nature of pupils' part-time work.

14.2 Before considering the response of the educational stakeholders, we first outline the approach to the recognition of part-time employment that we have adopted in the research and explain the models of recognition that we have developed (for a fuller discussion of the question of recognition and approaches to it, see the two working papers on recognition contained in Appendices 11 and 12).

The approach to recognition in the research

14.3 The starting point for work on linking pupils' part-time work to their formal schooling is the recommendation in *Determined to Succeed* that 'opportunities for certification of appropriate part-time work as part of the National Qualifications Framework must be investigated so that it is clearly recognised by employers' (Scottish Executive, 2002a, p.40). In considering how to take this recommendation forward in the research, we concluded that a focus only on certification would be unduly narrow. We therefore adopted the term 'recognition' to include formal recognition of achievement through certification but also other kinds of recognition of part-time work, for example:

- The contribution which the learning associated with part-time work could make to learning in a subject might be recognised by being mentioned in an SQA Course Arrangements document or a unit specification or a NAB (an assessment pack from the National Assessment Bank)
- The ways in which part-time work could be used to generate evidence for skills which are already part of units or courses could be recognised in guidelines on assessment
- Other skills developed in part-time work could be developed into new National Units
- The potential role of part-time work in personal development could be recognised in paper or IT support for Progress File or Personal Learning Planning
- The contribution which part-time work could make to an individual's personal development could be brought out in a range of new ways which a young person could draw on in seeking to progress in education, training or into work.

14.4 When we do use the term *certification*, we mean specifically inclusion in the catalogue of awards made by an awarding body (typically, the SQA). The term *accreditation* has a variety of meanings but where we use it in the research, it should be understood as giving formal recognition through discrete certification. More detail about the terminology we use in this research is given in chapter 2, p.19.

14.5 As described in chapter 1, we developed five possible models or approaches to recognition. The models are neither exhaustive nor mutually exclusive but were developed to reflect variations in approach to the issue of recognition. The models are differentiated in terms of:

- the level of school involvement;
- the extent to which the employer is involved;
- the nature of the link (if any) to the school's curriculum;
- the nature of the link (if any) to employability or other progression;
- whether or not certification is involved.

14.6 The five models are:

- *recognition of part-time work through full embedding in the curriculum;*
- *recognition that part-time work can develop generic transferable skills;*
- *formal recognition of the distinctive outcomes of part-time work;*
- *recognition of the role of part-time work in personal planning;*
- *recognition of the potential of part-time work to contribute to progression.*

14.7 Lastly it is important to note that it was **not** part of the brief of this research to conduct a feasibility study on the implementation of approaches to recognition, but our work does raise key issues that would inform such a study.

Responses to the principle of increased use of part-time employment in schooling

Headteachers

14.8 Headteachers gave a mixed range of responses when they were asked for their views on the principle of using part-time employment within education. At one end of the scale, one Headteacher felt that it was *'a wonderful principle, we want school to be part of the real world'* while at the other end of the scale was the Headteacher who was not convinced that the school should be involved in this aspect of pupils' lives. The majority of views lay in between. Some thought that in principle it ought to be possible to increase the linkages between pupils' part-time work but also expressed reservations or caveats. On the one hand, some felt that putting the idea into practice would be problematic because there would be a *'reservation about one size fits all solutions.'* On the other hand, several felt that while linking part-time employment to schooling was possible, it could not be compulsory since it was not a universal experience. The need for an individualised approach was also seen as a basic principle.

14.9 The question of recognition and possible models raised fundamental issues for Headteachers about the academic vocational divide:

'There is a dichotomy between the academic on the one hand and the vocational on the other. With the really academic youngsters we would say, 'You shouldn't be doing that!' and with some of the poorer ones we may say, 'Well, yes, that's a good idea' – and that's the way the system works. We need to get a system where there isn't this value judgment on the vocational versus the academic.'

14.10 Headteachers also highlighted the need for recognition to be based on an individualised approach but noted the resource implications of this:

'One model might apply to one person but may not apply to somebody else, the individualised approach to each young person is the thing most of all that has resource implications.'

Principal Teachers

14.11 Some Principal Teachers rejected the principle of recognition, expressing strong feelings about the place of work in young people's lives and that:

'The very thought scares me, we should be allowing kids to be kids and this is just a lot of...'

14.12 It was evident that Principal Teachers' response to the question of recognition was affected by their picture of part-time work:

'I'm trying to think, but most of the jobs around here, most of the jobs the kids are doing round here ... they're mostly shelf stacking and working in the sinks.'

'It's tricky because the kids who have part-time jobs ... tend to be the kids who have reached a stage where they are working towards specific qualifications which have a very rigid syllabus. We can't just put things into that, I'm thinking of my own subject and if kids are working towards, say, Higher English there's nothing, or very little you can put into that that's going to tie into their work.'

14.13 A number of Principal Teachers expressed positive views about the principle of using part-time work, but like some Headteachers qualified these by concerns about whether the process of recognition would be voluntary:

'I think it could be worthwhile definitely but I would be a wee bit wary about it being mandatory for all pupils because it might not be suited to them ... it could be very useful but it could act negatively if it's not tailored to the individual or if it's seen as mandatory or the individual doesn't want to do it. I think there are a lot of advantages to be had for certain pupils.'

14.14 The view articulated in the last part of the quote above that recognition of part-time work might be particularly relevant for certain pupils, was a fairly common one among Principal Teachers:

'It's a bridge between education and work and it may be that for certain pupils for whom useful education in the school sense is finished at an earlier age, who previously may have left school at 15 or 14 who need a bridge to get them into employment ... I think that could be of benefit to the pupils.'

14.15 A related theme concerned vocational routes in education. From some of the comments it appeared that the Principal Teachers associated discussion of part-time work with the more general debate on vocational education:

'If the Scottish Executive want to go down the vocational route then they should go down the vocational route and shouldn't be using this as another way of trying to do that, for kids that are not academic then bring more vocational stuff into the classroom, get them out on work placements, fund it properly....'

14.16 Others expressed a more positive view:

'Personally I think the curriculum is wrong and I think it needs to change and I am 100% behind something that involves the working environment much more in school and much more practical in terms of the curriculum for a lot of pupils.'

14.17 A concern that arose with some Principal Teachers was that recognition might encourage more part-time working by pupils:

'It could be a problem if employers are valuing certificated work placements of some sort and they don't have a work placement. That's encouraging more of them to do after school work.'

14.18 For many Principal Teachers it was impossible to separate out their response to the principle of recognition from the question of the practical demands that would result from it:

'I wouldn't like to see it being made more formal because the demands on teaching staff at the moment are such that this would create another monster to be managed by them and who would manage it? Who would be responsible for ensuring that whatever the pupils have to be given credit for they have actually done and how [do] you liaise with employers?'

14.19 An underlying concern of Principal Teachers was with the practical consequences of placing any new system on top of an existing curriculum, where space is already at a premium.

Enterprise in education staff

14.20 Those with a specialist role in implementing enterprise in education in their school were asked specifically about the principle of linking part-time employment to the enterprise in education provision within the school. While there was a spread of views the overall tone was positive. The majority of the enterprise in education staff, however, also added a variety of caveats to their comments:

'You've got to be sure of what you're doing with the recognition, why are you recognising this, is it going to be of benefit to potential employers or the kids themselves and if the answer to either of those questions is possibly yes then certainly recognition might be good.'

14.21 There were concerns about the overall principle of involving employers:

'I think big employers would find it easier [building bridges with education]. In an area like this where there is high unemployment, the shortage of small scale employment and plus the fact with the legislative restrictions on them offering work placements or necessary insurance cover all the legal restrictions and health and safety issues – all of those things make it difficult. One of the things that would be good would be to have a link between a secondary school and, say, a major employer, there could almost be a two way transfer.'

14.22 For some there were questions about whether pupils and their parents would value schools making use of their part-time employment.

'They (the pupils) just perceive it just as their pocket money so it might be a different target, so within certain areas it might be those who want to go into that (ie as a career) in the long term. How do you sell that?'

'Yes, without a doubt, I think it's potentially a very positive aspect, it has the potential of turning what we see as a negative into a positive but I think we would have to get parents on our side on that one and we have to take them with us.'

14.23 Like the Principal Teachers, enterprise in education staff were concerned about the practical implications of the idea of recognition:

'I think the principle would definitely be (good) ... just the actual workings of it ... half the class would be saying, 'We haven't got a part-time job!''

'Probably through PSE would be the best way... if you were doing guidance interviews, 'cause then you would get away from the problem of workers and non-workers and you wouldn't have timetabling problems with which ones did and didn't work.'

'Yes, but I think it would be a very, very hard job, to put something in place, especially if you look at the figures...you're talking about 400 to 500 kids there that you would be trying to organise something with and pick out which one was [employed in a part-time job] and which one wasn't.'

SCEIN representatives

14.24 Members of SCEIN made positive and negative comments on the principle of recognition in almost equal numbers.

14.25 Some made the point very strongly that it was time that such a formative and significant experience in pupils' lives as part-time work was '*brought out of the closet*' and '*the authorities*' (in the broadest sense) forced to put systems in place to deal with the reality of school pupils' contact with the workplace.

14.26 This latter comment related to concerns about health and safety and legislation on the employment of children and young people. The issue of the legality or otherwise of younger pupils part-time work was a common concern and some were cautious or strongly against the use of part-time work in schooling because they perceived this as '*for those under 16, accrediting an illegal activity.*' (It might be noted that pupils under 16 can, in fact, work legally in certain types of jobs within specified limits.)

14.27 From a positive point of view, if school pupils' part-time work was more official employers would need to be more open about selection, and young people could be supported and helped to keep a proper balance in their lives. But others thought that in reality, employers have the power to make young people do what they wanted, and schools could not control the experience sufficiently to incorporate it into education.

Careers advisers

14.28 Careers advisers had a generally positive view about part-time employment being used in a more structured way which it was felt would help pupils to make more sense of the link between schooling and work, something that they were not necessarily able to do:

'I'm not convinced that pupils can contextualise their experience [of part-time work] in educational terms.'

14.29 Recognition of part-time work within education would also:

‘...help young people articulate their skills, it’s the West of Scotland syndrome, you can’t boast about your achievements.’

The views of school and local authority staff on models of recognition

14.30 We now consider the five models using data drawn from two sources: Principal Teachers, enterprise in education school staff and Headteachers from the eight schools in the focus studies; and the SCEIN representatives from all 32 local authorities. (It should be noted that discussion of the models was not part of the interview schedule for enterprise in education staff, but time did allow this with some respondents, and details are included where appropriate.) The careers advisers who worked in the case study schools were also asked about the models, but generally felt unable to comment. In considering school and local authority staff’s responses to the five different models presented to them, it is important to recognise the basis on which many were commenting:

- Their perceptions of the extent of part-time employment in their school and their locality;
- Their perceptions of the quality of the part-time employment pupils had, and the level of skill it involved;
- Their values about the relationship between schooling and the workplace; and
- Their values about the fairness of recognising an experience that was not universal

14.31 Each of these underpinning assumptions is open to challenge as other evidence from this research indicates.

Model 1: recognition of part-time work through full embedding in the curriculum

In this model part-time work would be recognised as a context for school learning and assessment. This could be achieved through syllabus inserts and/or by ensuring that there were opportunities for learners to draw on their experience of part-time work in assessments. There would be no discrete certification.

14.32 Headteachers had no common view on this model. Those who supported Model 1 did so because it was seen as making considerable impact, harnessing pupils’ personal experiences and increasing relevance without too much work:

‘The youngsters may be motivated by the fact that it’s something they do voluntarily and they’re able to talk about personal experience and their own views of things.’

14.33 SCEIN staff also noted the value of Model 1 in helping pupils have a greater realisation of the relevance of schooling, that it gave:

‘... a tremendous opportunity to integrate elements of the curriculum and to help pupils see schooling’s usefulness in everyday life.’

14.34 While a minority of Principal Teachers thought Model 1 could have some positive value in embedding core skills, their general view of this model was a negative one. The least negative comment from Principal Teachers was that there was nothing new in this: discussions with pupils in S3 and S4 about work already did take place.

14.35 Many of the SCEIN representatives also thought that discussion of part-time work was already happening informally, and was part of good teaching:

'Excellent, encourages participation in class, gives real-life contexts and let others not in part-time work see and share the benefits.'

14.36 Subjects in which SCEIN respondents thought part-time work could play a role included English, IT, computing, business education, maths, social subjects, science, vocational courses, SVS. This might be assisted by linking the learning into LTS guidelines for specialist subjects. The learning from part-time work was thought to have an obvious role as part of the guidance curriculum, although this was seen as already over-crowded.

14.37 However, the idea of formal embedding through syllabus inserts was generally received negatively, especially by Principal Teachers. This idea of syllabus inserts was seen as going against the current trend towards integration of the curriculum and as a distraction, taking time away from *'what we're trying to teach'*. Some suggested that the inserts could only be included at the expense of some other aspect of the syllabus which would need to be ejected to create space in an already highly pressurised curriculum:

'Syllabus inserts are dreadful, what they do is they disturb what's going on by taking time out of this place or that place.'

and

'Too hard to achieve, syllabus inserts have fallen out of favour. The local authority don't want bolt-ons they want full integration.'

14.38 All three groups of staff pointed to various difficulties in respect of planning and implementing Model 1. Headteachers were aware of a number of practical issues relating to this model: it would require school staff to have more knowledge than they currently had about what pupils were doing outwith their schooling; there were concerns about the *'limited experience'* which part-time jobs were thought to give to school pupils; there was recognition of the need for support materials for teaching staff; and there were major issues about who would be responsible for ensuring this happened. For some Principal Teachers the administration and organisation of such a system would *'be a nightmare'* and hence reduce any appeal the model had. The fact that not all pupils had part-time work was generally seen as problematic, both in terms of equality of treatment and also its practical planning implications:

'The biggest difficulty would be the lack of universality. Not everyone is involved in part-time work ... so in terms of curriculum planning if it's not universal it makes it slightly more difficult to plan it in terms of the curriculum, timetable and curriculum inserts.'

14.39 SCEIN respondents were concerned that since Model 1 would not deliver discrete certification, it would not contribute to raising attainment, a key driver for schools and authorities. They were also concerned that teachers were generally considered to be reluctant to think of the work-related purposes of education.

Model 2: recognition that part-time work can develop generic transferable skills

In this model part-time work would be recognised as a context for the development and assessment of skills which complement the subject-based curriculum. These could either be skills which can already be assessed and certificated through national units (eg core skills) or skills which would require the development of new national units (eg other employability skills).

14.40 SCEIN respondents saw many positives about Model 2 in relation to core and transferable skills. On the one hand, schools had struggled to evidence *'working with others'*

as a core skill, and part-time work, they believed, could clearly deliver on this. On the other hand, Model 2 could help young people to become aware of, and describe, their transferable skills, something that is very important for their future. Headteachers thought that Model 2 would mean re-visiting the core skills agenda and 'revitalising' it. SQA was also thought to be still struggling with the certification of core skills.

14.41 An advantage of a broad generic approach identified by SCEIN respondents was that Model 2 which could harness transferable learning not only from part-time work *but also* from a range of other experiences such as work experience, voluntary work, drama, sport and enterprise activities. In this way it would be possible to extend Model 2 to cover the full pupil group, thus dealing with concerns about equality of opportunity.

14.42 On the other hand, this model was seen by some Headteachers to be a positive one only for ...

'... certain youngsters ... if we could get vocational pathways up and running for certain youngsters who wouldn't certificate maybe or particularly well under a very academic system'

14.43 Respondents in all three groups of staff questioned the value of Model 2 based on their perception that the work pupils did was limited and perhaps some part-time jobs might not have transferable skills

'Difficult to see the core skills you would extract from filling shelves in [named supermarket] ...or scrubbing pots.'

and

'Are checkout skills transferable?!'

14.44 One Headteacher raised concerns about the extent of individual variation in the interpretation of the experience of the workplace. SCEIN representatives also raised this point, that jobs might not be comparable, for example, two young people, each employed in a newsagents' business, could have very different experiences and gain very different skills:

'We can't assume that different youngsters get the same thing out of the same opportunity.'

14.45 Model 2 was thought to require a considerable amount of tracking and monitoring by schools - would the gain be worth the extended staff time?

14.46 The nature and extent of the role of employers was a common issue raised in respect of Model 2: would employers need to assess their pupil employees and provide feedback to the school, in which case would other than large employers be willing to spend the necessary time; and would the evidence be trusted?

14.47 In respect to employers, SCEIN representatives thought that one advantage of Model 2 might be that if an employability unit were to be developed, it would force the development of better links with employers locally and might encourage employers to provide a better quality of experience for school pupils working with them part-time.

14.48 For some Principal Teachers, the 'stand alone' aspect of Model 2 was a positive feature of it compared to Model 1 since it would not have to be linked into the curriculum but there were still concerns expressed about the pressure on the curriculum. Other practical

concerns were the perceived lack of materials or precedent for helping pupils to reflect on their learning from part-time work as existed for work experience.

Model 3: formal recognition of the distinctive outcomes of part-time work

In this model part-time work would become a focus for discrete certification in which either the school or the employer or both could be involved. This would result in the generation of a formal record of the outcomes.

14.49 This was the model which generated most discussion amongst respondents. Principal Teachers were more positive about Model 3 than were Headteachers. The most positive aspect of this model for SCEIN respondents was the necessity of employer involvement in a joint partnership.

14.50 Principal Teachers identified the advantage of Model 3 for pupils as being:

'... far more concrete. Pupils need to feel, 'This is where I'm heading and this is what I get if I achieve this'. There's some mileage in this, it's related to the curriculum and both school and employers would have an input to the structure and assessment of it.'

14.51 There might be support in principle for this, particularly if applied to S6 pupils.

14.52 Some Headteachers saw positive aspects to this model '*... because you're consulting the employer*', that it would meet parental expectations of certification, and that a certificate would help pupils '*get you through the door for an interview*'. But others were not interested in a certification model: this could lead to '*bureaucratic centralism*' and from the school's perspective would be a '*bureaucratic nightmare*'. Where a Headteacher was negative about certificating part-time employment this was often expressed strongly:

'I've become deeply suspicious of certification... you run the risk of measuring only the things that can be measured. There is so much in life that cannot be measured and these are sometimes more important ... I'm not sure about the quality of certification for something like part-time work ... if it was just a blanket certificate to say that you had had this part-time work at some stage someone would say, 'Well, everyone's getting the same certificate so let's have an A, B or C grading' ... you could predict that's the way things would go and then you're on that slippery slope of what makes an A and a B and someone's picking out characteristics or whatever....'

14.53 A related issue was the need to acknowledge the range of pupils within the school system and that certification could result in fail grades as well as pass grades. There were questions about pupils' enthusiasm for this model:

'I'm not sure kids would like it, I think they enjoy the separation of school and work, kids don't always want teachers to know everything about their lives.'

14.54 Principal Teachers also pointed out that pupils might well not want the school interfering in this aspect of their lives. Nevertheless, some SCEIN representatives thought that having an SQA certificate would be well-regarded and therefore useful to young people, employers, parents and the school alike. But others questioned whether assessment would be good for, or wanted by, young people? Maybe it was enough that the greater maturity caused by having a part-time job showed up in current assessed work rather than create new units? And perhaps young people were 'sick to death' of unit tests, and any formal certification would be just another one.

14.55 Model 3 was seen as raising issues around employers' involvement. Respondents were uncertain whether employers would or could make the level of commitment required. From a SCEIN perspective it was already proving difficult to engage and sustain the engagement of employers in working with schools.

14.56 The issue of how the activity would be recorded and assessed was highlighted as was quality assurance: the need for employer assessment would create issues of 'trust'. An independent assessor would also be needed, particularly for those young people who worked for family members where the assessment was most likely to be subjective.

14.57 Various resource-related concerns were highlighted by the three groups of respondents, for example, the extent of individualised planning, the amount of monitoring and tracking of pupils, employer liaison, and the workload involved in training school staff:

'... practically, the amount of tracking that that would take ... you'd be talking about an individual curriculum just for every youngster.'

'Would require training of staff – fully versed in learning outcomes, criteria, standardisation, moderation procedures.'

14.58 Would the resource that would need to be devoted to Model 3 be justified or were there not more important priorities than pupils' part-time work?

14.59 Some respondents from rural areas, questioned the fairness in respect to Model 3. Their perception was that in their area there was a lack of part-time job opportunities compared to a 'city' and therefore it would be unfair to those that could not get jobs. (But see chapter 3 for survey results of the extent of part-time working in different localities). Others noted that some pupils might be disadvantaged since some jobs would be of a lower skill level and therefore impact on certification. Some Principal Teachers were concerned that the possibility of certification might increase pressure on children to get jobs (something that several would be concerned to discourage).

14.60 A further qualification was the impact that assessment for certification would have on the quality of the experience:

'I think there's a similar analogy that you've had with the practical subjects and that is that you've ruined them, you no longer cook in home economics you write about cooking ... it's assessment, assessment, it's writing, they're losing the practical skills and the moment you do that with part-time work you'll lose the benefit of it.'

Model 4: recognition of the role of part-time work in personal planning

In this model, part-time work would be formally recognised as having a part to play in the learner's personal development planning. This would be captured in paper or IT-based support materials related to Progress File and/or Personal Learning Planning.

14.61 A response common to the three groups of respondents was that this model was already present in schools, partly through the informal support given by guidance/pastoral care staff when pupils were completing application forms and CVs and partly through classes:

'I think that's already happening in terms of social education in the school.'

'That's easier, that's done already informally when you have guidance staff speaking to pupils about their course choices and career aspirations ... work comes into it ... either neutrally or negatively. It comes in with lower achieving pupils. It fills the vacuum where youngsters aren't achieving in academic mainstream.'

14.62 One of the main advantages perceived for Model 4 was the opportunity it would give pupils to reflect on their experiences; to assess themselves and help them to become more aware of what they had learned and able to explain this:

'I think the idea that through PSE and Progress Filing they can in some way formalise core skills experience that they are gaining from having a job, I think that would be fair enough.'

'Agree with it in principle to get them thinking about it.'

14.63 To make this model work would require, it was suggested, that young people be given support and help to tease out their skills, especially employability skills. It could not be assumed they would be able to do this automatically. Some SCEIN staff wondered if the changed pastoral care/guidance system would be able to provide this support?

14.64 It was also suggested by Headteachers that this model might provide a useful strategy for pupils who were in need of counselling and support, or display challenging behaviour. In effect part-time employment could be viewed as a means of engaging such pupils.

14.65 However, it was important that there should be no compulsion in respect of Model 4 since not all young people would find this appropriate for them, nor had they all had a part-time job:

'...but it would need to be done in a way that didn't disadvantage those that didn't have a part-time job.'

14.66 Criticism of Model 4 tended to be based on a negative view of current and previous profiling and reviewing approaches. In the eyes of some Principal Teachers the model was 'airy-fairy' and would result in a paperchase. A minority of Headteachers opposed Model 4. They suggested there was an issue about the sustainability of such a model based on their prior experience of Personal Learning Plans, Progress Files, and the National Record of Achievement. SCEIN respondents noted that the extent of usage and development of Progress Files and Personal Learning Planning was variable across and within authorities.

14.67 For those respondents who had favoured formal recognition/accreditation (ie Model 3), Model 4 was unsatisfactory: it would not act as evidence for employers in a way Model 3 would; taking this approach was too easy, and missed the chance to provide more formal recognition through a certificate.

Model 5: recognition of the potential of part-time work to contribute to progression

This model focuses on the contribution which the experience of part-time work may make to the learner in future – ie to the next stages of education or to employment - rather than on possible links to concurrent school activities. Examples of the outputs envisaged here would include web-based self-assessment programmes for the learners, structured references for use by employers, or a combination of these.

14.68 This model required most explanation and discussion as it appeared almost the same as Model 4 to many respondents.

14.69 For some Headteachers and Principal Teachers this model was already in place, while others thought it had happened in the past:

'That's done to a certain extent already informally.'

'That one does look OK to me, kids already draw on their work experience in applications ... they do write about what they've learnt from their part-time work.'

14.70 The majority of negative comments reflect the view of Principal Teachers that this model involved repetition of existing activity, and could not be differentiated from Model 4.

'I think in a sense we've already got Model 5.'

'It's done in Progress File already.'

'CV already shows all employment and educational experiences ... already done by guidance.'

14.71 Several SCEIN respondents expressed negative views about Model 5 on the basis that this approach still kept part-time work separate from schooling, and allowed schools and their staff to avoid recognising this useful learning experience. Schools could, in theory, make more use of part-time work using this approach, but only if the guidance/ pastoral care system was able to support it, and, it was suggested, that this was very questionable.

14.72 Assessment was an issue raised by Headteachers and Principal Teachers: who would be assessing pupils? Would they be assessing themselves? If so, some were concerned that this might end up being based purely on pupils' self-assessment as it was thought unlikely that employers would participate in Model 5. In the absence of formal certification, this approach would have no more credibility than any local initiative unless it became well used across Scotland.

14.73 SCEIN respondents had most to say on the option of web-based self-assessment programmes, possibly available on Careers Scotland's websites and/or through local library and community learning sites. This option made Model 5 attractive to several respondents by taking it out of the formal education context. Other possible locations, such as on employers' premises, with training providers and FE colleges, were also considered. A positive for SCEIN respondents was that young people, at the point of transition, or in preparation for a Careers Scotland input, would be able to access review materials that could be immediately used. If a pupil's self-assessment was then counter-signed by his/her part-time employer, then this would strengthen the credibility of the assessment and assist employers (particularly smaller ones) by providing a structure for a reference. This was seen as most useful for young people with few or no qualifications. If Careers Scotland staff were able to provide personal support as part of their assisted services, this would further improve this model.¹⁵ It could also be an approach that applied to any 'out of school' experience. But while noting that web-based approaches might well catch the interest of young people, SCEIN staff also highlighted the existence of real challenges in designing packages that were truly appropriate: a lot of existing IT resources were thought to be at a reading age well above the average.

¹⁵ Assisted services' are one element of Careers Scotland's current operating model, which is to provide differentiated services based on an individual client's need for support: the other two levels of service are intensive and self-help

Overview

14.74 The overall principle of making more use of pupils' part-time employment was generally viewed positively but a variety of caveats were expressed by school and educational staff, some of which were serious in nature. The following are key issues of principle, and questions, which arose when considering the principle of increased use and recognition of part-time employment in schooling:

- Any system of recognition should be voluntary since not all pupils have a job and not all who do have one, would want to use it in this way.
- Many respondents were of the view that pupils' part-time work was often low-skilled and poorly regarded. As a result, they could not see how a part-time job could lend itself to recognition, nor did they think it would be desirable to try.
- It should take account of equality issues – some pupils did not have part-time jobs. In addition, some pupils were thought to have 'better' part-time jobs than others and therefore to be more able to receive recognition.
- The need for recognition to be based on an individualised approach with multiple models of recognition within the idea of the flexible curriculum.
- Recognition of part-time employment might best be targeted on certain pupils who were thought to be most likely to benefit from it.
- Recognition of part-time employment highlighted the need for a review of the role and purpose of vocational education in secondary schooling and a need to address the academic-vocational divide.
- Health and safety issues and legislation on the employment of children and young people would need to be clarified.
- Would recognition encourage more pupils to work? The implication behind this question was that outcome would be an undesirable one.

14.75 The views of school and local authority staff on the different models of recognition were varied and it is difficult to see a clear pattern. There were, nevertheless, some common themes and questions:

- What would be an appropriate role for employers to play and would their co-operation be forthcoming?
- Assessment and quality assurance: who would be responsible for the assessment of the knowledge, skills and understanding that pupils had gained, or had reported they had gained? Who would moderate the assessment?
- *Illegalities*: these concerns were raised both with respect to the employment of pupils under 16, and with respect to the school recognising any experience, no matter the age of the pupil, for which a risk assessment had not been done.
- The difficulty of adding another element into an already crowded curriculum.
- The resource implications of implementing any of the models (with the partial exception of Model 5) were a major concern.

14.76 Considering the responses, there was no consensus in favour of an approach to the recognition of part-time work which includes formal discrete certification. This can be seen in the responses to those models which describe such accreditation: Model 3 and to a lesser extent Model 2 (which suggests discrete accreditation of employability skills, but also a more integrated accreditation through core skills).

14.77 Some suggested strongly that formal certification (Model 3) or full embedding (Model 1) would be required if a proposal to make use of the learning from part-time work

was to be taken seriously, but they were very much in the minority, and both these Models had equally vociferous critics.

14.78 The use of part-time work in personal planning (Model 4) or to contribute to progression (Model 5) constitute the least formal approaches to recognition and are also the ones which would require least change from schools. These were the models most likely to be positively favoured, or at least, received the least critical comment by school and local authority staff.

14.79 It is evident, however, that the educationalists in this study, particularly at the level of Principal Teachers, still have to be convinced that recognition of pupils' part-time employment (especially involving formal accreditation or embedding) is feasible. This was expressed succinctly by one enterprise in education specialist teacher who noted that there was a *'hearts and minds'* campaign to be fought first:

'I think raising the profile of it (part-time work) is important for teachers in terms of raising the status as a possible contributory factor to a profile or a reference ... I think we suffer from a lot of baggage about part-time work because of what it's been previously associated with, and the type of pupils it's been associated with and that's where the negative aspect comes in.'

CHAPTER FIFTEEN THE PRINCIPLE AND PRACTICE OF RECOGNITION: THE RESPONSE OF PUPILS, PARENTS AND EMPLOYERS

Introduction

15.1 In this chapter we consider the response of pupils, parents and employers to the principle of the greater use and recognition of part-time work in pupils' schooling. As we saw in the previous chapter, school staff and other educationalists identified employers' willingness to participate in any system of recognition as critical and in this chapter we also report on employers' response when asked about this.

15.2 In respect of the five different models of recognition that were put to school staff and other educationalists, we had to adopt a somewhat different approach with pupils, parents and employers. It became clear when we were piloting the questionnaires that it was not possible to use the full five models. It proved too difficult to describe these models in a questionnaire to non-educationalists since these ideas required more understanding of educational approaches than most pupils, parents and employers would have. The pilot of group discussions with pupils showed that, even face-to-face, the five models were difficult to understand. Therefore, when consulting pupils, parents and employers about the ways in which recognition might happen, we adopted a different approach:

- in our group discussions with pupils we contracted the five models to three, and omitted any question on models in the national pupil survey;
- in the parent's questionnaire, we only asked about only one possible approach to recognition;
- employers were asked if they thought that it would be a good idea for pupils to receive formal recognition for their part-time work. A subsequent question asked them whether they would take account of whether applicants had a certificate for any previous part-time work.

15.3 More details of pupils', parents' and employers' responses can be found in Appendix 4; Appendix 8 and Appendix 10 respectively.

The Pupil Response

Pupils' attitudes to the principle of increased use of part-time employment in schooling

15.4 All pupils participating in the focus groups were asked on two occasions to respond to the principle of increased use of part-time work in schooling. The first occasion involved asking them to indicate their 'gut reaction' to this idea; the question was then repeated after pupils had discussed a simplified description of the different models that might be proposed for recognising part-time work.

15.5 Many pupils had difficulty in responding the first time they were asked whether there should be more use of part-time employment. In part this may be due to the novelty of the idea – it was apparent that this was something that they had never considered before – and the lack of concrete examples of how this might be done. We therefore report on pupils' more considered second responses to the principle of recognition after they had had the opportunity to discuss examples of possible approaches.

15.6 Table 15.1 presents a summary of the responses to the question ‘*Should more use be made of pupils’ part-time work in their schooling?*’ Pupils could respond by ticking either a ‘yes’, ‘no’ or ‘not sure’ response box.

Table 15.1: Pupil responses to the principle of using part-time work in school*

Year Group	Yes %	No %	not sure %	(n)
All pupils	42 (160)	31 (118)	27 (102)	(380)
S4 pupils				
all	50	28	22	(124)
ever worked	54	23	24	(80)
never worked	43	39	18	(44)
S5 pupils				
all	37	37	26	(142)
ever worked	53	21	25	(75)
never worked	29	31	40	(45)
S6 pupils				
all	39	27	32	(114)
ever worked	42	26	32	(93)
never worked	29	33	38	21

* The full table with all base numbers included is in Appendix 4

15.7 As table 15.1 indicates, the pupil response to the principle of greater use of part-time employment within school was mixed. There was not a majority view either for or against the idea. Less than half were definitely in favour of the idea (42%) but only a minority (albeit a substantial minority) were definitely against it (31%). Another sizeable proportion of pupils were unsure whether greater use of part-time work would be a good idea or not (27%).

15.8 But pupils’ responses varied depending both upon year group and their part-time work status. Just over a half of pupils in S4 and S5 in the Ever Worked (EW) groups¹⁶ were in favour of the principle of greater use of part-time employment within school (54% and 53%, table 15.1). For S6 this drops to 42%. The trend across all year groups is for pupils with experience of part-time work to be more positive about the idea of using part-time employment within school than those who had never worked.

15.9 It is important to note, however, that sizeable proportions of the Never Worked (NW) groups, participants were in favour of the principle of recognition and this was especially true of the S4 NW group. 43% of pupils in S4 who had never had a part-time job were in favour of this idea. In S5 and S6 the proportion in favour dropped to 29% (S4: 43%, S5: 29%, S6; 29%, table 15.1).

15.10 It is notable that substantial minorities of pupils in both the EW and NW groups indicated that they were still unsure about the principle of recognition even after discussing the different ways this might be done. This could reflect the fact that pupils did not like any of the models presented, but it could also reflect the conditions or caveats that they had. In a number of cases where pupils responded ‘not sure’, they indicated in written comments that it

¹⁶ For more information on the Ever and Never Worked pupils, see chapter 3.

would depend on the degree of choice open to pupils whether to participate in such a system; others thought it might be of use to some other pupils but not to them.

Pupils views on models of recognition

15.11 As noted above, the time constraints of the focus groups and complexity of these models led the research team to reduce the original five-model version down to a three model version for use in the pupil focus groups. The three models used for pupils reflect the general principles underlying the five-model version.

15.12 The three models used with pupils in the focus groups were:

1. *Teachers might ask pupils to talk about their part-time jobs in subject classes.... Or encourage them to use their part-time work experiences in assignments.... Or use part-time work to give evidence of their core skills.*
2. *Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.*
3. *Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.*

15.13 Each model was presented to the groups in the above order and pupils were asked about their views and comments on the idea. After discussing all three models the pupils were asked to indicate their individual view on each model by rating it on the following scale: very good, fairly good, not very good, not good at all and not sure. In addition they were asked to write any comments that they wished about each of the models. A high percentage of pupils did make a comment, most commonly a single comment.

15.14 In the section which follows we note the responses of pupils to the different models, and consider the extent to which these differ, depending on: whether pupils have ever had a part-time job (Ever Worked - EW) or never had a part-time job (Never Worked – NW) and by stage of schooling.

Model 1 (pupils' version)

Teachers might ask pupils to talk about their part-time jobs in subject classes ... or encourage them to use their part-time work experiences in assignments ... or use part-time work to give evidence of their core skills.

15.15 This model matches to Model 1 and part of Model 2 from the original five models.

15.16 Overall, taking the pupil group as a whole, just over a half of them were positive about the idea of using part-time work in teaching, assessments or core skills (51%).

15.17 Figure 15.1 provides a summary of the responses of the Ever Worked group of pupils and Figure 15.2 of the Never Worked group. A small minority of pupils were unsure but, as was the case for the other two models, most pupils were able to state a preference.

Figure 15.1: Ever worked pupils' responses to Model 1 (use in teaching/assessments/core skills)

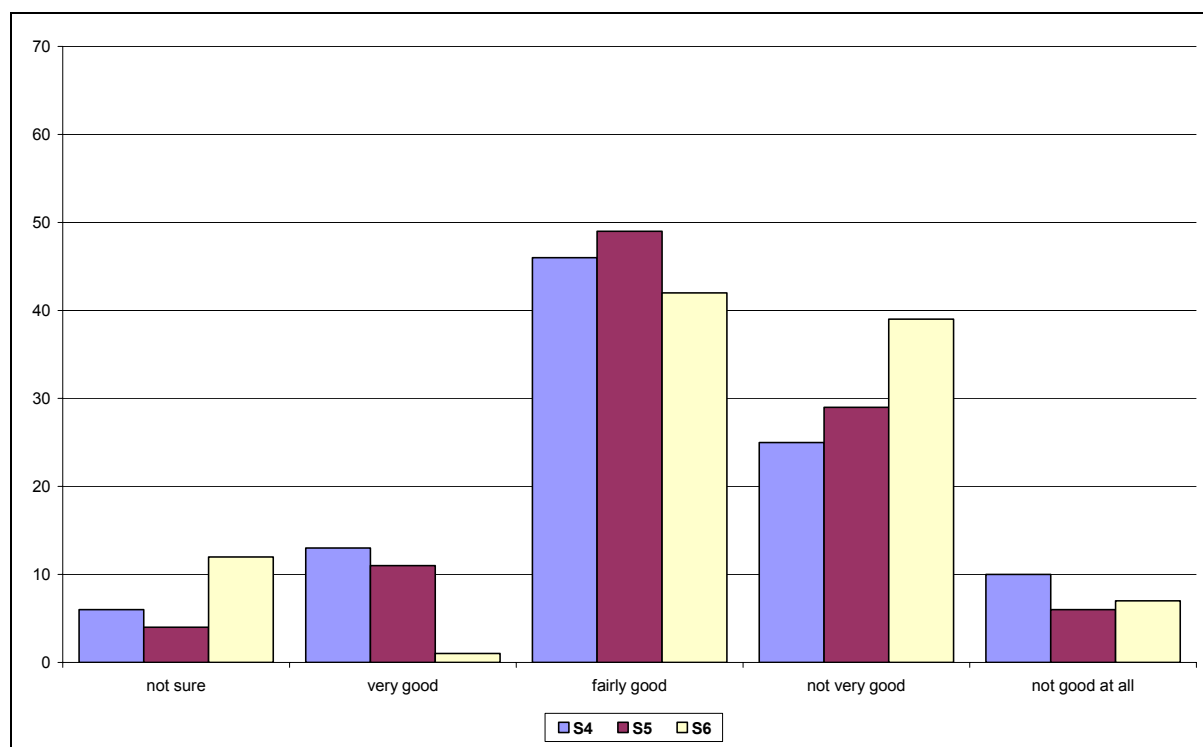
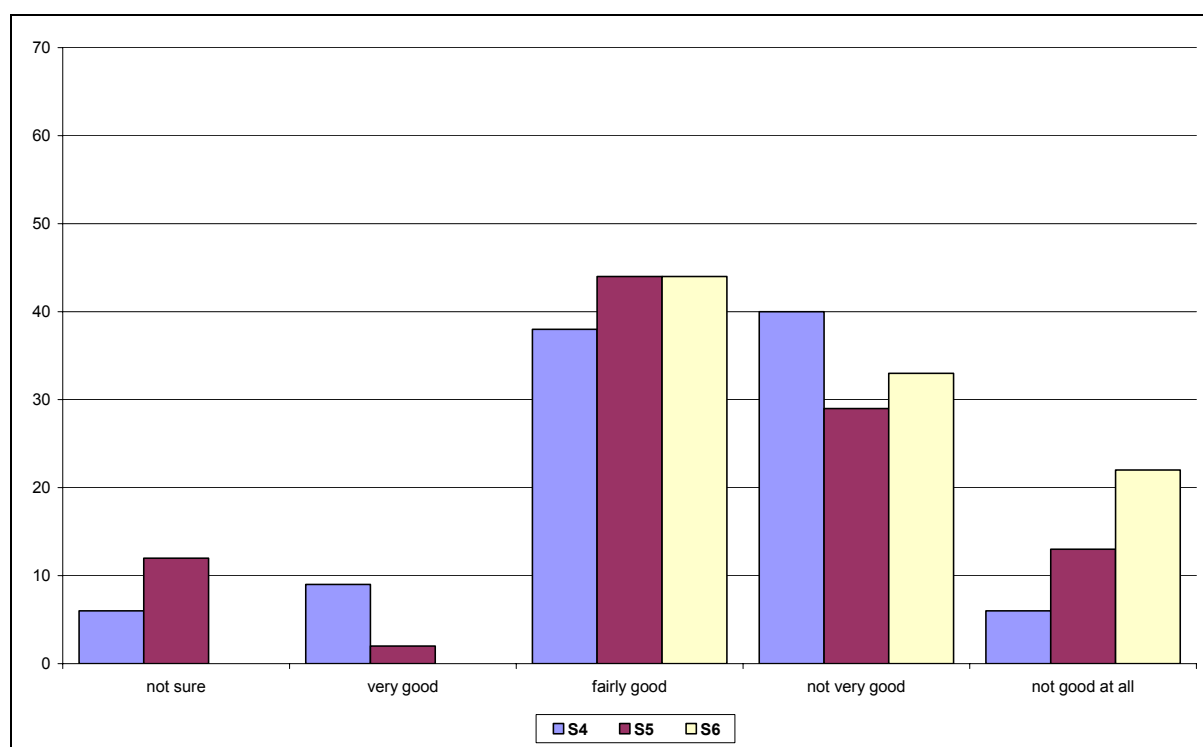


Figure 15.2: Never worked pupils' response to Model 1 (use in teaching/assessments/core skills)



15.18 It is perhaps surprising that there were no significant differences of opinion about Model 1 when we compare the responses of pupils who had ever had a part-time job with those who had never worked (Figures 15.1 and 15.2). Within each of these groups, opinion varied by school stage in the same way: S4 and S5 pupils who had worked were more positive about this model than were S6 who had had a job (very or fairly good idea: S4 59%; S5 60%; S6 43%). This pattern of response across school stage was similar for the Never Worked group (S4 47%, S5 46% and S6 44%).

15.19 If we focus on pupils' overall response to Model 1 (linking part-time work to teaching, assessments or core skills), the majority were positive that this was a very or fairly good idea. But when we look behind this at the comments pupils made, a somewhat different picture emerges. Most pupils did make a comment and around two thirds of them raised a difficulty or made a negative comment. It is possible that asking pupils whether a particular model was a good idea was interpreted as a 'vote' on the *principle* of such an approach while the chance to comment noted some of the complexities in *practice* and the implications of practical implementation.

15.20 The most frequently noted negative responses to the use of part-time employment in teaching, assessment or core skills (starting with the most common) were:

- Lack of relevance
- Equality/unfairness issues
- Invades privacy
- Important to keep work and school separate
- Couldn't see the value

15.21 Some also noted that this might create pressure on pupils to get a part-time job.

15.22 Positive responses to using part-time work in teaching, assessment or core skills (starting with the most common) were:

- Generally positive statements (unclassifiable)
- Would link work and school
- Would allow the sharing of experiences
- Would raise awareness of work

15.23 A small number also noted that this model would draw on real experiences and help in lessons.

15.24 There were a few differences in the comments depending on whether pupils had worked or not. Those who had had a job were the only ones to note that part-time employment might be helpful in lessons but also to point out that there was a danger of repetition of material across classes. But those who had had a job were also more likely to see part-time work as irrelevant to school work. Those who had never worked were more concerned about the fairness of using an experience not available to all.

15.25 In the written comments a higher percentage of S4 and S5 pupils highlighted the value of linking work and school, with S4 more likely to emphasise the value of sharing experiences. S6 pupils were the most likely to highlight a concern that part-time work was not relevant to their schooling, or that using it as suggested in this model was of no value. S4 and S5 pupils were most likely to be troubled by issues of equality of access.

Model 2 (pupils' version)

Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.

15.26 This model matches into Model 3 and part of Model 2 from our original grouping of five models.

15.27 Pupils were positive about the possibility of part-time work being certificated irrespective of whether or not they had had a part-time job (62% overall and see Figures 15.3 and 15.4). Across all year groups pupils who had worked thought that this was either a 'very

good’ or ‘fairly good’ idea (S4: 79%, S5: 76%, S6: 79%). This pattern was similar amongst those who had not worked, but with S5 being noticeably more negative (Never Worked: very or fairly good idea: S4 61%; S5 48%; S6 72%).

Figure 15.3: Ever worked pupils’ response to Model 2 (certification)

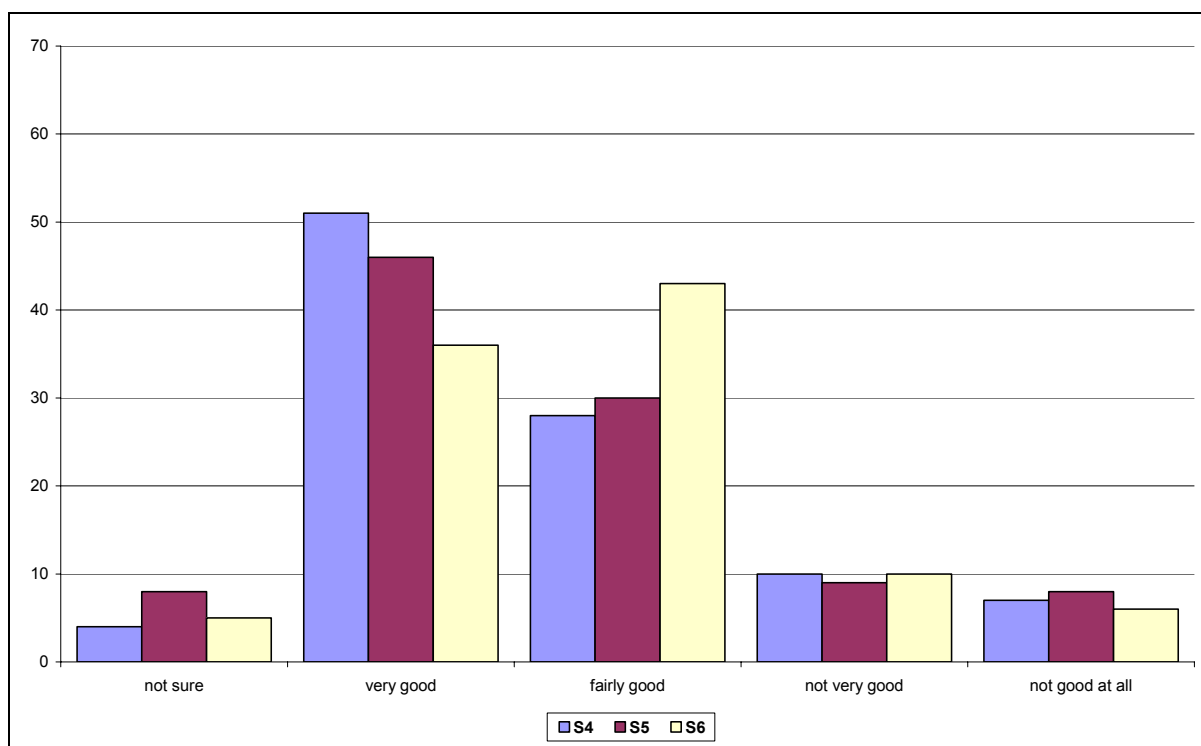
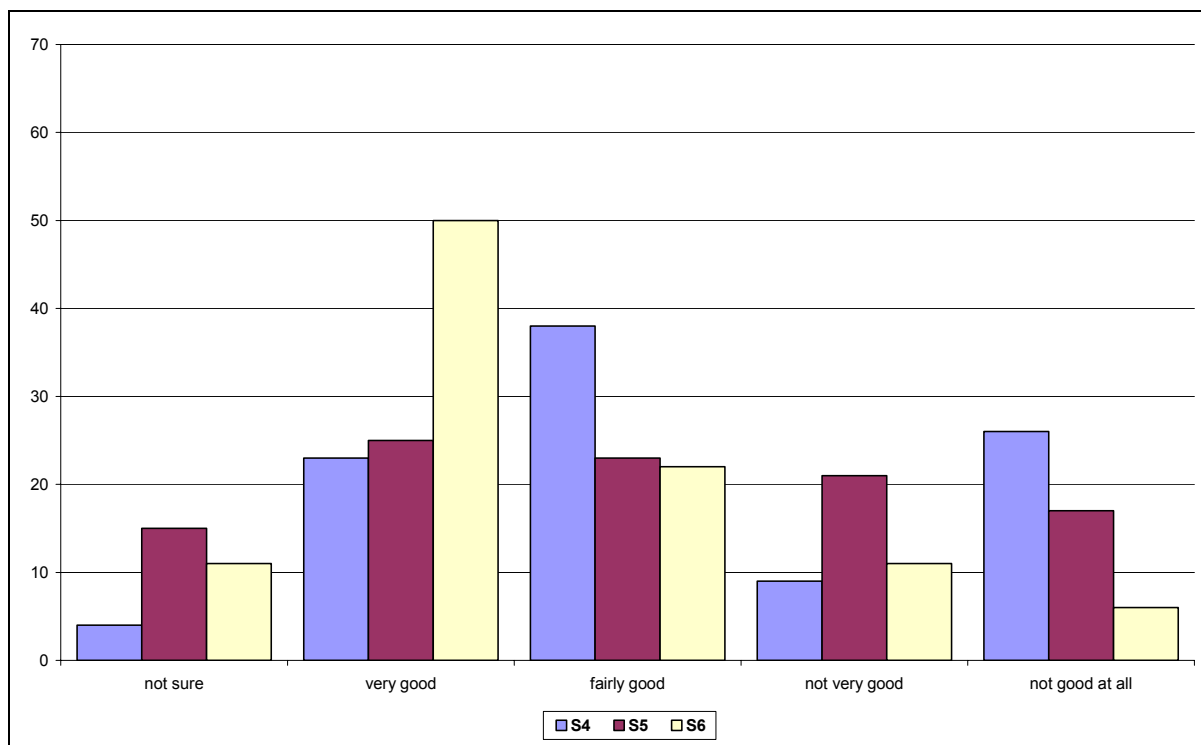


Figure 15.4: Never worked pupils’ response to Model 2 (certification)



15.28 There were some differences in the strength of support for this model. S4 pupils who had worked were more likely to indicate that they thought this was a ‘very good’ idea than S4 pupils who had not worked.

15.29 The comments that pupils made on the idea of certificating part-time employment were more positive in tone than those made about Model 1. More than two thirds of those who commented made positive remarks about the idea of a certificate from part-time work.

15.30 The most frequently noted positive responses to certificating part-time work (starting with the most common) were:

- It was relevant for employers
- It would help with CVs and careers
- It would provide recognition of an activity
- Positive non-specific

15.31 Some also noted that it would recognise skills and abilities and would encourage the work ethic.

15.32 Negative responses to certificating part-time work (starting with the most common) were:

- Equality/unfairness issues for those who didn't have a job
- Couldn't see a value
- Would put pupils under pressure to get a job
- Important to keep school and work separate
- Part-time jobs are too low level to be certificated

15.33 A small minority were concerned that this might distract pupils from schooling, that it would be irrelevant to employers, and that some might fail this certificate.

15.34 A comparison of comments showed that those pupils who had had a part-time job were more likely to see this model of certification as useful for a CV and for a career than those who had not. Pupils in S5 and S6 were more likely to see the relevance of a certificate to CVs and career development than S4, while S4 were more likely to think that such a qualification would be relevant to employers: this may be because the S4 groups probably included higher numbers of those likely to enter the labour market straight from school, while this was likely to be a more long term prospect for S5 and S6. S5 were more likely to see the certification approach as putting pressure on them to get a job while S4 were more concerned about equality issues.

Model 3 (pupils' version)

Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.

15.35 This model matches with Models 4 and 5 of the original five models presented to school and local authority staff.

15.36 The idea of using part-time work within an ongoing review of skill attainment and development resulted in a more mixed response than did the idea of certificating part-time employment. Nevertheless, 55% of pupils were in favour of this model.

15.37 Figures 15.5 and 15.6 show the responses of the ever worked and never worked groups to Model 3. Pupils' part-time work status was significantly associated with response patterns only in the case of S5 pupils; among S5s, pupils who had not worked were more likely to be positive about using part-time work in review and personal planning than those who had had experience of part-time work.

Figure 15.5: Ever worked pupils' response to Model 3 (personal planning)

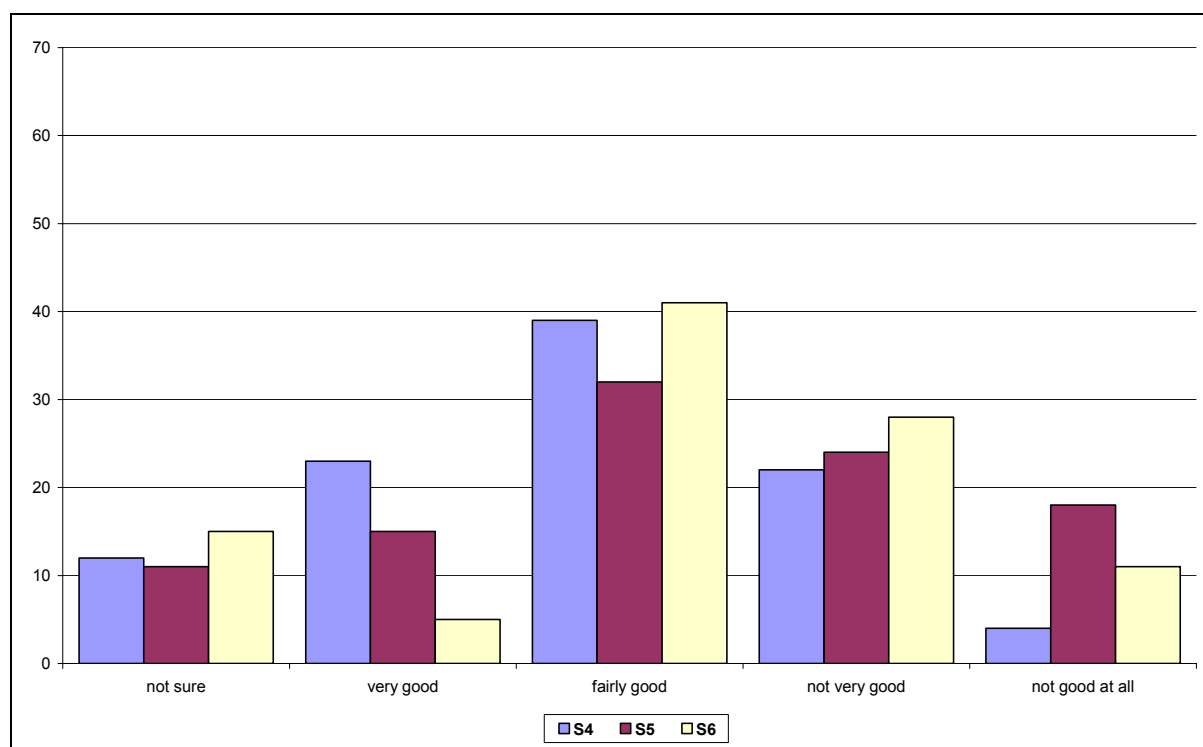
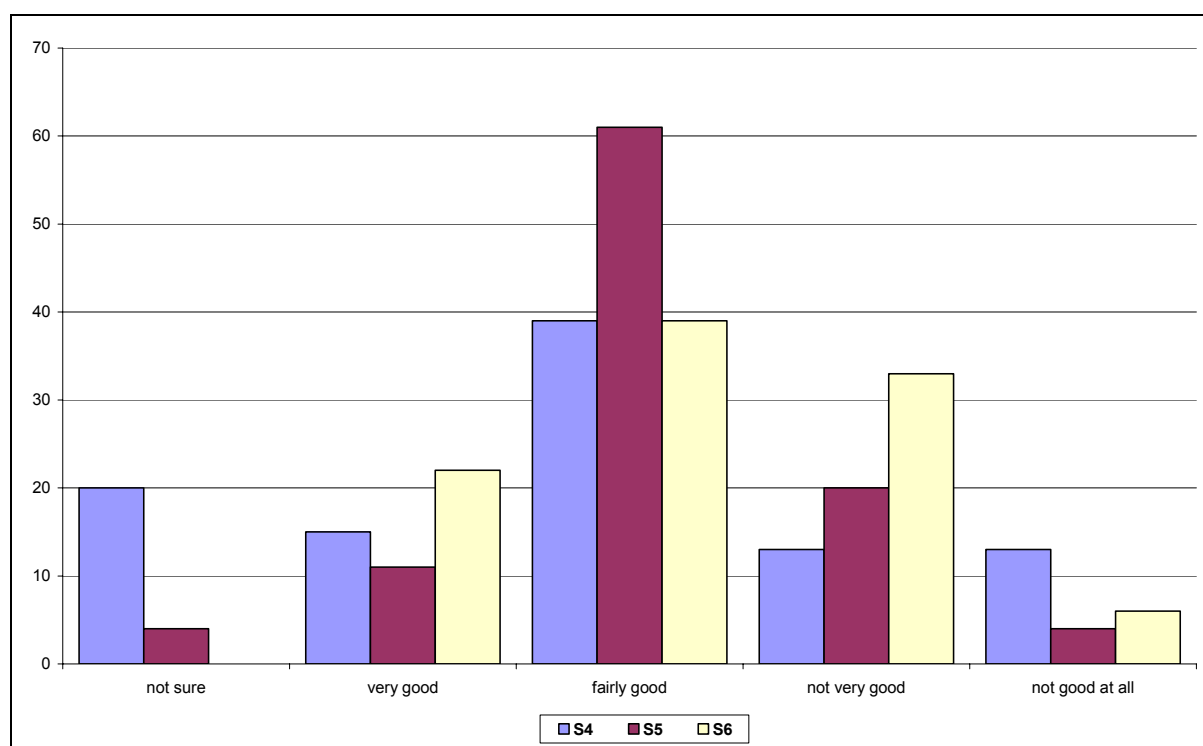


Figure 15.6: Never worked pupils' response to Model 3 (personal planning)



15.38 Just over half of the pupils who commented about Model 3 were positive about its approach of linking part-time work with review and planning activities. A large number of these comments fell into the non-specific positive category (eg 'this is a good idea', 'I think this would be useful'). Amongst those pupils who provided more specific comments a large number indicated that the value of this model lay in the fact that there would be something to show a future employer.

15.39 The most frequently noted positive responses to linking part-time work to personal review and planning (starting with the most common) were:

- Something to show an employer
- Would let you assess improvements
- Positive non-specific
- Would provide a personal record
- Would raise awareness of your own achievements

15.40 Negative responses to links between part-time work and personal review and planning (starting with the most common) were:

- Couldn't see the value
- Waste of time/too demanding
- Too much repetition

15.41 The most common negative comment about linking part-time work to review and planning activities was the general comment about the lack of value, a comment more likely to be made by those who had had a job than by those who had not.

Pupils' overall opinion on the models of using part-time work

15.42 Pupils were most positive about Pupil Model 2, the idea of certificating part-time work, and this was the case no matter whether they had had a part-time job or not. Approximately two thirds thought this was a very or fairly good idea, and just over two thirds made positive comments, mainly about the potential relevance of a certificate and its value in CVs and careers. For others the recognition of part-time work was part of a more general principle of getting recognition for something you had done.

15.43 Pupil Model 3, linking part-time work to personal review and planning, also received a positive (but less strong) response. Just over half (55%) noted that this was a very or fairly good idea, and the same percentage made positive comments, based on having something to show an employer and raising awareness of one's own achievements and progress.

15.44 Using part-time work in teaching, assessment and core skills (Pupil Model 1) was also thought to be a very or fairly good idea by just over half the pupil group (51%). But around two thirds also made negative comments or mentioned concerns, a much higher percentage than for either Model 2 or 3. Concerns were mostly related to lack of relevance; the importance of keeping school and work separate; and possible problems for pupils who had not had a job.

Parents' response

Parents' views on the principle of increased use of part-time employment in schooling

15.45 Parents of the pupils in the focus group discussions were sent a postal questionnaire which included questions about their views on pupils' part-time work. We include here their answers to two particular questions about the educational value of part-time employment and whether schools should make use of it.

Table 15.2: School pupils' part-time work has educational value

	%
Strongly disagree	2
Disagree	13
Agree	59
Strongly agree	18
Not sure	9
(n)	(275)

15.46 The majority of parents did think that school pupils' part-time work has educational value (77% agree or strongly agree). There were no significant differences depending on whether or not their child had had a part-time job.

Table 15.3: Schools should make use of pupils' experience of part-time work

	%
Strongly disagree	4
Disagree	14
Agree	49
Strongly agree	16
Not sure	17
(n)	(275)

15.47 This was, again, a positive response from parents, but not as strong as in the previous question. Two thirds (65% agree or strongly agree) thought that schools should make use of pupils' experience of part-time work. It is important to recognise that this was a questionnaire administered by post or by telephone: unlike school pupils, who were given explanations and practical examples of how schools might make use of pupils' part-time employment prior to their final answer, their parents were given no further information than is contained in the question above, hence, perhaps, the higher numbers unsure. There is, however, a generally positive response by parents to the idea of increased use of part-time employment in pupils' schooling.

15.48 Again, there were no significant differences depending on whether their child had had a part-time job.

Parents' views on the formal recognition of part-time employment in schooling

15.49 Given the difficulties in describing the five models noted at the beginning of this chapter, parents were asked only one question about recognition. The wording of this question is similar to that for the second model described to pupils and relates most closely to the Model 3 (certification) and partly to Model 2 of the five models developed for the research and used with school and local authority staff.

15.50 In contrast to more positive responses to earlier questions about the educational value of part-time work (75% of parents strongly/agreed) and that schools should make more use of it (65%), there was somewhat less support from parents to the idea of certificating pupils' part-time work. Almost equal percentages of parents were for or against the idea (45% strongly/agree; 40% strongly/disagree). There were no significant differences depending on whether their child had had a part-time job.

Table 15.4: Parents' opinion of formal recognition of part-time work

How far do you agree or disagree with the following statement? 'Pupils' part-time work should be formally recognised eg get a certificate from the SQA as they do for their exams'	%
Strongly disagree	8
Disagree	32
Agree	31
Strongly agree	14
Not sure	15
(n)	(266)

Employers' response***Employers' views on the principle of recognition***

15.51 Employers were asked to indicate their views on the desirability of formally recognising pupils' part-time employment. (For more information on the employer study from which this is drawn, see chapter 2 and the full employer study report contained in Appendix 10.)

Table 15.5: Employers' views on the desirability of recognising part-time employment (number of responses)

Job Sector	Yes	No	Not Sure	(n)
Delivery	3	0	1	(4)
Retail	11	0	2	(13)
Hotel/Catering	10	0	2	(12)
Miscellaneous	11	1	1	(13)
Total	35	1	6	(42)

15.52 Table 15.5 summarises the responses to this question and shows that in all job sectors the majority of employers responded positively to this suggestion. The employers participating in this study were overwhelmingly in favour of the idea of recognising part-time employment (35 of 42 saying 'yes').

15.53 When asked to explain why they were in favour of this idea, employers gave a number of different reasons:

- Gives pupils a bonus for working
- Lets them be praised for effort
- Will look good on their CV
- Would help them get jobs in the future
- Shows the skills they have acquired

15.54 In addition some employers were of the opinion that some recognition was justified because not all young people work and some recognition of this fact was merited. Implicit in this argument was the view that those who did gain work were reflecting a higher level of motivation. For one employer the justification for recognising part-time work was that *'it's enhancing and doesn't have to be academic'*.

15.55 One employer was not in favour of recognising part-time employment suggesting that having the experience was enough and that certification would not add anything to this. Six

could not decide and among them it was apparent that some felt that recognition would need to be dependent on the type of job that was being done.

Would employers take notice of part-time work certificates in their employment practices?

15.56 Employers were asked whether they would take account of such certificates in their recruitment processes. To help clarify their response, we asked employers to distinguish between pupils who were still attending school but were applying to them for part-time work and other applicants who had completed their secondary education and were applying for work.

15.57 The responses suggest that the majority of employers across all sectors would take notice of individuals' part-time employment certification when recruiting (Table 15.6). This was true for the recruitment of applicants who were still at school and also for those who had left.

Table 15.6: Employer willingness to take account of part-time work recognition (numbers)*

Job Sector	Would take notice of certificate				(n)
	Still at School		Post-School		
	Yes	No	Yes	No	
Delivery	4	0	4	0	(4)
Retail	10	1	10	1	(13)
Hotel/Catering	11	0	11	0	(12)
Miscellaneous	11	2	10	2	(13)
Total	36	3	35	3	(42)

* there was one non-respondent, and one who was not asked the question because of time constraints.

15.58 When asked to explain why they would take notice of a part-time work certificate, many employers indicated that it would be of value since it demonstrated that the '*work ethic was already there*' while others felt that it would show the extent of previous experience and allow them to establish existing levels of training and identify skills.

15.59 A number of employers, while positive in their response, added some caveats in their replies. To what extent would any certificate identify skills? Any potential employee would have to be able to demonstrate these skills as well as having a certificate. For others, the certificate would be used to shortlist during the selection process.

15.60 Three employers indicated that they would not take account of any formal recognition in their recruitment: a reference from a previous employer would carry more weight; and performance at interview was the crucial factor.

Would employers participate in the recognition of school pupils' part-time employment?

15.61 Of the 42 employers interviewed, 37 stated that they would be willing to participate in any recognition process. This is a very positive response. Their willingness to participate was not necessarily conditional on their likely use of any certificate - some employers who had stated that they would not take account of evidence of recognition in selection nevertheless, stated that they would be willing to get involved in a system of recognition.

15.62 All employers, however, were concerned about the time commitment that involvement would involve. Other concerns included the need to train staff. One employer suggested that any formal recognition should be carried out by an independent body without involving employers.

Overview

15.63 Pupils were divided in their views on the principle of schools making more use of part-time work; while those in favour outweighed those against, the difference was not large (11%) and a substantial minority were unsure about the idea. Pupils' views varied according to their school stage and also depending on whether or not they had had part-time work. Pupils who had experience of part-time employment were more likely to be in favour of greater use being made of it by school than those who had never worked. Nevertheless, a sizeable minority of pupils who had not had a part-time job supported the idea.

15.64 Of the three approaches presented to them, pupils' were most positive about the approach of certificating part-time work. Linking part-time work to personal review and planning was viewed positively by just over a half of them. While a similar percentage responded positively to using part-time work in teaching, assessment and core skills, pupils attached more caveats to this approach.

15.65 Parents were generally positive about both the educational value and the idea that schools should draw on pupils' part-time employment. Parents, however, were almost equally divided in their views on the desirability of part-time work being formally recognised, through certification.

15.66 The great majority of employers were positive about recognition and the availability of certificates for pupils' part-time jobs. School and local authority staff have highlighted the need for employer involvement in some of the models of recognition, so it is encouraging that most employers were also prepared to be involved in supporting a recognition process, though with considerable concerns about the resource demands involved. It had also been suggested that small employers would be less likely than larger companies to participate in a recognition system so it is relevant to note that in our sample of employers, there was a bias towards smaller employers. It might also be noted that the view of some employers that recognition is justified because not all young people work and that those who do should have some recognition of their commitment contrasts with concern expressed by school staff and other educationalists about equity and the possible disadvantage that recognition would result in for pupils who do not have a part-time job.

SECTION E

DISCUSSION, ISSUES AND RECOMMENDATIONS

STRUCTURE OF SECTION E

E.1 In this final section of the report we draw together our findings focussing upon the key points emerging from the results presented in earlier sections of this report. We focus in particular on the two main objectives of this study; to provide a picture of school pupils' part-time employment in Scotland; and to consider the opportunities for recognising school pupils' part-time employment.

E.2 Our final recommendations are listed at the end of this chapter. In making these recommendations we have relied upon the evidence base provided by this research but we have also drawn on additional evidence and knowledge which links our existing findings with other research and policy initiatives.

CHAPTER SIXTEEN DISCUSSION, ISSUES AND RECOMMENDATIONS

16.1 For a number of years school pupils' part-time employment has received only limited attention from researchers and policy makers. This research has been novel in that it is the first study of its kind in Scotland to be based upon a representative sample and as such provides us with the opportunity to test the generalisability of previous research findings. However, it could be argued that the focus of the research is equally novel. Traditionally research on the links between part-time employment and education has focused on the impact of such work on academic attainment; such an approach emphasises the potential disadvantages of young people's employment experiences.

16.2 There is a growing acceptance that there is a need to recognise that part-time employment experiences may have advantages for young people. This research reflects this particular approach by investigating the potential for positive links between education and pupils' part-time work.

16.3 As we outlined in the introduction to this report, the Determined to Succeed recommendations identified two broad aims for this research: firstly, to provide a picture of the nature and extent of part-time employment in Scotland; and secondly, to consider the opportunities for recognising appropriate part-time employment in pupils' schooling. In this part of the report we consider each of these broad aims in turn based upon the outcomes of the research. Following discussion of the recognition of part-time work, we summarise our recommendations in the final section of this chapter.

Section A School pupils' part-time employment

16.4 A central aim of this research was to provide information on the nature and extent of part-time employment amongst school pupils. This is the first study of its kind in the UK which looks in detail at part-time employment based upon a representative sample of the population (see chapter 1, para 1.14-1.15).

16.5 When discussing the idea of young people's part-time employment it is evident that a number of common assumptions are made. These assumptions include the belief that this is a minority experience and that it is more common in urban than rural settings; that young people work in a limited range of jobs; that the jobs are of little consequence and are 'pocket money jobs'; that specific groups of pupils are more likely to work eg the disaffected school pupil; that there are effective controls in place to protect young employees; and that attendance at school suffers as a result of employment. As we have seen the evidence from this study challenges many of these common sense assumptions.

The nature and extent of part-time employment in Scotland

16.6 The findings from this research showed that combining part-time employment with full-time education was the majority experience amongst school pupils. The data shows that from S3 to S6 increasing percentages of pupils have experience of part-time employment. By the end of S4 (the end of compulsory education for most) the majority of pupils will have had a job of some kind.

16.7 This picture is remarkably stable across Scotland. Taking the figures for current and former workers together, only 5 of the 32 local authority areas had a combined figure (of pupils who had ever worked) of less than 50%; and in these 5 areas the combined figure was

in the high 40% range. Part-time employment amongst school pupils was widespread, but there were regional variations. However, the nature of these variations may contradict commonly held assumptions, for example, pupils in rural areas were *more* likely to work compared with those in urban areas, a difference not explained by seasonal employment.

16.8 There was some variation between and within local authority areas. One possible explanation is that such variations reflect the local economy and we found some evidence to support this position. Variation in levels of part-time employment was also found between schools within the same local authority. Therefore, if pupils' part-time employment is linked to local economic variations, the level of analysis may need to shift down to micro-economies within any specific region; and this also suggests that the pupils' labour market is influenced by the same factors as the adult employment labour market.

What type of jobs are they doing?

16.9 Traditionally, school pupils' employment has been under-valued by assumptions that the types of jobs pupils do are 'children's jobs' or 'pocket money jobs'. It is evident from the findings in this study that pupils work in a wide range of jobs and work in many sectors associated with adult part-time employment.

16.10 The traditional stereotype of school pupils' employment is delivery work. Our evidence found that a minority of working pupils were doing this type of work. Retail and catering sectors were clearly significant employers of school pupils. It was evident that the type of job that pupils did was dependent on their school stage and gender and that it changed across school stages from S3 to S6. This suggests that there is some progression in the type of jobs that pupils take on as they enter the later years of schooling. Previous research has shown that pupils aspire to certain forms of work, such as shop work, and some have speculated that there is a 'career path', with delivery work and babysitting acting as the first step on the path to the more 'valued' jobs. However, it is also clear that the type of job that a pupil may do is partly dependent on where they live and on their gender.

16.11 Turning our attention to the rewards received for working there was evidence that with respect to Minimum Wage criteria many of the pupils were relatively well rewarded. If we look at the rewards they received then the majority were being paid above the Minimum Wage for 16-17 year olds. However, the average figures disguise the fact that a significant percentage of all current workers (22%) had an hourly rate below this level. We should also remember that Minimum Wage legislation does not apply to the large number of S3 and S4 pupils who work, since they are under 16 years of age.

16.12 School stage becomes important when we look at other aspects of employment conditions. While the majority of employees did not receive holiday or sick pay, those in stages S5 and S6 were more likely to receive this than younger pupils. This is likely to reflect the change in status that comes from having a National Insurance number which may put pupils on a more equal footing with other adults working part-time. It might also be that the type of employers that S5 and S6 pupils worked for were relying upon a range of part-time employees, and that these employers applied comparable conditions to all employees, irrespective of their age or situation.

When, and for how long, do pupils work?

16.13 For many, a key concern is that part-time work might compete with school for a pupil's limited time. This in turn is linked to concerns about the effect of work on attainment. In this study we find that the majority of pupils were working for less than ten hours per week. There is some variation in the average hours worked across the school stages, with S6 working an average of 12.47 hours compared to the 7.32 hours of S3.

16.14 There are two points to note about working hours. First, previous studies have shown that working a high number of hours is associated with poorer academic outcomes. The critical watershed of number of hours varies for school stage. In this study we found that the majority of pupils were working within these parameters and as such might be maintaining a balance between part-time work, school and other aspects of their lives. Second, we should not be complacent about this issue since a significant minority of pupils are working ‘excessive’ hours.¹⁷ One approach would be to ensure that pupils are provided with information making them aware of the potential trade-off between work and attainment, allowing them to make informed choices.

16.15 Our results do throw some light on the factors that are associated with working longer hours. In our analysis, working in certain types of jobs will result in a higher number of hours being committed to employment. A number of other factors were found to predict longer working hours including school stage, ethnicity, domestic arrangements and post-school plans. An awareness of these factors would allow information on recommended working hours to be targeted at appropriate pupils who might be considered at risk of working excessive hours.

16.16 For some the issue is not only how long pupils work for but also when they work. In this study we have shown that those who work only at the weekends are in the minority. The majority either work during the school week or combine weekend and weekday employment. We attempted to collect fuller information on the days and times that pupils worked; however, this proved too complex a set of data to collect by questionnaire. This suggests that other methodologies are needed if we are to gain a more complete picture of when pupils work.

16.17 One particular concern is that school pupils are viewed as ‘flexible’ employees, and employers may have expectations that pupils will change their working hours to reflect the employer’s needs. This was clearly of concern to some teaching staff. The extent to which pupils are ‘pressurised’ to work extra hours on demand is an issue that needs further exploration. This may be related to the issue of working conditions, job security and contractual relations, an area largely unexplored with respect to school pupils’ part-time employment.

The ‘protection’ of young employees

16.18 Existing legislation sets out the parameters under which pupils within the period of compulsory education may, or may not, work. The findings from this study show that it is common for this group of pupils to hold down part-time jobs. However, it is also apparent that the existing legislation is ineffective.

16.19 One indicator of this is the number of pupils under 16 who have work permits. The permit system is a key element in the monitoring of younger pupils’ exposure to employment. In this study approximately one in ten of pupils under 16 with part-time jobs had a work permit. This is not a unique finding to Scotland since a number of previous studies have raised concerns about the effectiveness of this legislation across the UK.

16.20 Previous research offers a number of explanations for the failure of this legislation. These range from concerns over the lack of awareness amongst all stakeholders of the existence of this legislation, to explanations concerned with the lack of resources focused on this issue, through to concerns about the relevance and aims of this legislation. Moves to

¹⁷ This study was not primarily designed to address the traditional work-attainment debate. However, we did consider this, see Appendix 3 which outlines the findings and the limitations imposed by the nature of the present design.

increase compliance to the existing legislation would need to be handled sensitively. In some cases it may result in young people losing their jobs since they cannot be brought into line with the existing legislation. What is clear is that any proposal to recognise pupils' part-time employment in their schooling will raise this issue to a new prominence.

Who works?

16.21 This research has provided the opportunity, through multivariate analysis, to explore the factors that predict which pupils have part-time work. In the early 1990s when researchers were starting to turn their attention to the issue of school pupils' employment it was often suggested that poverty was the main driver. The assumption being made was that low socioeconomic status resulted in pupils having to work to supplement the family income. This research provided us with the opportunity to address this question.

16.22 When we asked pupils what they did with their earnings a small percentage indicated that they were used to contribute to the family income. It is obviously important to recognise the significance of this for individual pupils and their families. But the vast majority of pupils did not fall into this category and this must question the assumed link between pupils' work and 'poverty'. However, it is likely that in virtually every case an employed pupil is making some indirect contribution to the family income, for example by earning their own money pupils become less reliant on parents and may use their earnings to buy goods that they would otherwise have asked their parents to supply.

16.23 However, it is the result of the multivariate analysis which clearly shows that there was only a limited link between socioeconomic status and part-time employment. Taking all other factors into account there was no difference in the likelihood of pupils from working class, intermediate and management and professional backgrounds having a part-time job: there were, however, differences with respect to the small number of pupils for whom socioeconomic data was missing or unclassifiable.

16.24 As we noted earlier, some commentators have suggested that pupils who work are more likely to be those who are disaffected with school, that, in effect they disengage from school and turn to employment as an alternative. The findings from this study seriously question this hypothesis. We found little evidence that pupils who were disenchanted with school were more likely to be working.

16.25 We were also able to address the link between truanting and part-time work. For some there were concerns that pupils may be absenting themselves from school in order to meet their part-time work commitments. The evidence from this research does not support this conclusion; pupils do not truant in order to work.

Why work?

16.26 If it is not disaffection with school that leads pupils into work what is the motivation? It will come as no surprise that the main reason given by pupils was that they worked in order to earn money. This in turn allowed them to buy a range of goods and to finance aspects of their social life. We have also suggested that we need to look behind the purely financial motivation. The second most popular reason for having a job was that it provided independence. We would suggest that independence can take a number of forms and that some degree of financial independence is also important. Therefore working to earn money may serve a dual purpose.

16.27 If pupils are highlighting that work provides them with a sense of independence then it raises questions about drawing closer links between their part-time employment and schooling. It could be argued that this perceived advantage of work, one that is acknowledged

by a range of stakeholders in this study, could be undermined, or even negated, by any move to incorporate this naturally occurring experience into the education system. We consider this further in the next section of this chapter when we focus on the question whether school pupils' part-time employment should be recognised in their schooling.

16.28 Few pupils indicated that their work was related to any specific career related ideas. Those who identified this as a reason for working usually had plans to enter the labour market earlier than their peers. However, while pupils might not link work directly with career issues this does not mean that they did not perceive some value in their work: for example, a number of pupils believed that their jobs provided them with opportunities to learn.

16.29 Given the nature of the study and its aims, much of the research was focused on those pupils who were working. But as we noted in chapter 1, we have also considered the situation of a group which has received less research attention in the past, that is the pupils who have never worked. The evidence of this research supports the view that this is not a homogeneous group. While deciding not to work was a decision that some pupils deliberately made, for others it was a forced choice. A number of pupils clearly wished to work, having applied for or searched for work, but failed to secure it.

The potential benefits and costs of part-time work

16.30 In reviewing the views of stakeholders about part-time employment it is clear that they all had ideas about the potential benefits and costs. What is notable is the consistency of the issues that each group of stakeholders raised. For example across the groups the benefits of work were linked to skill attainment, social skills, exposure to the 'real' world of work and the development of a range of personal attributes. A common theme that emerged when asked to consider the benefits of work is related to the attainment of confidence, self-esteem, independence and maturity. A second benefit is related to gaining knowledge of the world of work. It was suggested that part-time work could result in an increased understanding of business and the workplace. Like the employers, the Scottish Councils Education Industry Network (SCEIN) interviewees propose that it exposes pupils to the 'reality' of work. When commenting on this positive aspect of part-time employment some interviewees drew a distinction between this and work experience. In their view the latter was less valuable in showing pupils what work is really like. A consequence of this is that it was thought that part-time work can help pupils develop work discipline. It needs to be remembered that the benefits outlined above are stakeholders' perceptions rather than any measured effect.

16.31 A number of the themes associated with the disadvantages of part-time work revolved around the impact on pupils' time. The dominant belief was that pupils' school work was likely to suffer as a result of the time spent on part-time work. For some, part-time work was seen as limiting pupils' engagement with other activities such as sports, after school programmes and social activities. It is worth noting, however, that the evidence from the research challenges these perceptions. While a minority of pupils were working what might be seen as excessive hours, the majority of pupils were not doing so. The research also indicates that pupils who had part-time jobs were more likely to be also involved in a range of other activities.

The value of work

16.32 We have noted earlier that there has often been a tendency to dismiss pupils' jobs as having little value because they were perceived as low quality. This view was also evident amongst a number of stakeholders within this research. We approached the issue of quality in an innovative way by considering the activities actually carried out by young people in the workplace. It was evident that some pupils received training to carry out a range of activities and might even be involved in some supervisory work. The case study element provided a

new insight into pupils' work, and is a ground-breaking element of this research. We are not, however, assuming that all pupils are working in high quality jobs, but that jobs vary in terms of their characteristics and their 'demandingness' and that it is important to acknowledge this variability.

16.33 From the perspective of pupils, many saw work as valuable in that it: provided opportunities to learn (62%); gave them scope to develop their abilities (70%) and was challenging (49%). An important point to note is that what seems boring, repetitive or low skill to an adult may be challenging and interesting to a pupil at a particular stage of development.

Enterprising attitudes and work

16.34 In the current policy context there is a great deal of interest in the potential relationship between part-time employment and enterprising attitudes. Our findings showed that enterprising attitudes were a significant factor in a number of the regression analyses. Based on this we could be drawn to conclude that enterprising attitudes are important in predicting work status, hours worked and job type, and on the surface this position could be justified.

16.35 However, as we have seen the picture is far more complex. We would argue that there is no simple causal link between part-time work and enterprising attitudes. Rather, as we have shown, having a part-time job is another indicator of a pupil's level of active engagement in their environment. As such part-time work should not be given specific prominence. It can be viewed as one of a number of out of school activities that are significant predictors of enterprising attitudes.

16.36 The issue then becomes one of attempting to unravel the causal relationship between these behaviours, including part-time work, and enterprising attitudes. To tackle this question it is clear that longitudinal designs would be required.

Section B Recognising part-time employment in pupils' schooling

16.37 As we noted in the introduction to this chapter, we make recommendations as they arise throughout the discussion, highlighting them in italics, but we also summarise them in the final section of this chapter.

The potential of part-time work to contribute to wider educational outcomes

16.38 Involvement in part-time employment by pupils is not a new phenomenon but interest in how it might be utilised as part of their formal education is more recent. As we noted in chapter 1, this interest reflects the increasing recognition of the wider context and processes through which young people learn, and the need to broaden the scope of learning beyond that traditionally offered in the school curriculum.

16.39 This type of thinking is exemplified in two current strategies, *Determined to Succeed* (Scottish Executive, 2002a) and *A Curriculum for Excellence* (Scottish Executive, 2004). *Determined to Succeed* took forward the Education for Work agenda, aiming, among other things, to increase the availability of vocational experiences and promote the development of employability skills, including enterprising attitudes, skills and behaviours. *A Curriculum for Excellence* aims to re-shape the curriculum in Scotland throughout the pre-school, primary and secondary sectors. It has developed a set of purposes and principles for the curriculum in Scotland which create the opportunity to take account of pupils' part-time employment as part of the curriculum. Firstly, it aims to create a curriculum that delivers literacy, numeracy

and other essential skills and knowledge for life and work; that draws on the broader experiences that young people have outside of school; and which also provides more space for work related learning. Secondly, it aims to develop assessment to move the focus away from attainment to achievement and to provide young people with ‘a broad and rigorous record – not just of their academic work, but also of their vocational learning and their achievements beyond the traditional school curriculum’. In both these ways, this opens up the question of the recognition of pupils’ part-time employment.

16.40 On the basis of the evidence about the extent and nature of part-time employment that we have collected and reported in earlier chapters, we conclude that some part-time employment has the potential, in principle, to contribute to the achievement of some of the wider goals set for Scottish education. For example, we have considered how part-time employment might contribute to achieving the four capacities of learners set out in A Curriculum for Excellence. The evidence from this research suggests that part-time employment can contribute to the development of elements of the first three capacities (to be successful learners, confident individuals and responsible citizens) and to all of the fourth capacity (to be effective contributors).

16.41 It is important to recognise that not all jobs lend themselves to recognition or to the same approach to recognition. The research has shown that pupils are employed in a range of jobs which vary in the quality of the experience they offer and the demand that they place on employees. The research has also identified a number of factors associated with having a more demanding job, including the importance of stage of schooling in determining the type of job in which pupils work.

16.42 It is clear that, if a policy decision is taken to introduce a system of recognition, multiple models of recognition would need to be developed to accommodate differences across pupils and across and within job types.

16.43 Whether part-time work *should* be used in a recognised way in schooling is another issue and we now go on to consider this.

What impact would recognition have on the part-time work experience?

16.44 In considering whether part-time work should be used within schooling, it is important to consider the impact that recognition might have on pupils’ perceptions of part-time work and on the nature of the part-time employment experience. These would be changed in varying ways and to varying degrees by recognition depending on the approach taken. A positive aspect of recognition is that it would heighten awareness of this aspect of young people’s lives and increase the visibility of this group of employees.

16.45 Recognition may have other positive consequences in that it may encourage young people to view their jobs from other perspectives. As we have shown most young people cite money as their prime motivation for having a part-time job. One outcome of recognising part-time employment is that it may encourage young employees to reflect upon other gains that they may make as a result of this experience.

16.46 There is also a need to be aware that recognition may have other consequences. For example more formal models of recognition, involving accreditation, would impact on the dynamic relationship between employer and employee, on the pupil’s role as an employee (becoming an ‘employee-pupil’), and may result in some loss of control of the experience by pupils, perhaps, for example, in their decisions to stop working or their hours of work. Depending on the approach(es) taken to recognition, it might mean that the employer would

have to take on new roles, for example, as an assessor, and it might also impact on the nature of the tasks being done.

16.47 Few stakeholders brought up this issue of the ‘educationalising’ of part-time work directly although a few teachers and pupils did so. But when we consider other findings from the research, in particular, about pupils’ motivations for working and some of the benefits they, their parents and educationalists perceive arising from part-time work, we would have to enter a cautionary note. Given the role of part-time work as a way for pupils to gain independence, develop in confidence and maturity and build their adult identity, the possible negative impact of recognition, especially more formal approaches, on these aspects needs to be seriously considered.

16.48 In deciding whether or not to introduce a system of recognition, policy makers need to weigh up the benefits and losses likely to be entailed. If there is a decision to introduce some form of recognition, the research evidence suggests that any system should be voluntary and should be designed on the basis of preserving pupils’ autonomy as independent employees in the workplace.

Approaches to recognition

16.49 If a decision is taken to introduce the concept of recognising pupils’ part-time work in some way, it is necessary that the key purposes that recognition is being asked to fulfil are clarified: this will determine the models or approaches that are developed. Recognition could fulfil various purposes, for example, is the key purpose that young people will be able to maximise their work-based learning and be able to reflect on and articulate it? And/or that pupils should be able to gain a credit for it via nationally recognised certification? And/or that employers should have a simple way of knowing whether young people have got the skills they want? And/or that teachers will have a real-life context to relate to their teaching? As part of this research we developed five possible approaches or models of recognition which cover a range of purposes to enable us to explore the idea with stakeholders, namely:

- recognition of part-time work through full embedding in the curriculum
- recognition that part-time work can develop generic transferable skills
- formal recognition via discrete certification of the distinctive outcomes of part-time work
- recognition of the role of part-time work in personal planning
- recognition of the potential of part-time work to contribute to progression

16.50 These five models were developed as working tools to enable us to carry out the research and should not be seen as definitive, exhaustive or mutually exclusive. If it is decided to proceed with recognition, we suggest that decisions about purpose(s) need to be taken at a national level and the development of appropriate approaches taken forward at national level. We believe that a national level strategy is necessary given the resource implications for schools of any of the possible models of recognition and to ensure the currency of the recognition.

16.51 Closely linked to the questions of purpose and possible models/approaches to recognition is the matter of assessment. How pupils’ part-time work might be assessed was a key concern of school staff and it raises quite fundamental issues. On the one hand, the nature of the assessment is likely to be critical to the impact of recognition on pupils’ autonomy in the workplace, as discussed above. On the other hand, there is the question of control of assessment. If ‘out of school’ experiences such as part-time work are brought into schooling, does this inevitably mean that some of the assessment (as well as the delivery of some aspects of the curriculum) will be given over to others – possibly to employers and/or pupils? In this

context it is worth noting that some employers are recognised by the Scottish Qualifications Authority as ‘approved centres’ which are able to deliver and assess any of its qualifications; while Personal Learning Planning aims to develop pupils’ self assessment skills. The assessment of pupils’ part-time work raises issues of both principle and practice.

16.52 A next step, if the principle of recognising pupils’ part-time work were to be approved, would be to trial and evaluate different approaches to recognition before any national implementation. This might be linked to the extension of the Curriculum Review to S4-S6 and to ongoing developments in Personal Learning Planning, in Assessment Is for Learning and in Out of School Hours Learning.¹⁸

What would recognition mean for equity and inclusion?

16.53 We raised the question in chapter 1 whether introducing a system that makes use of part-time employment within educational settings might disadvantage some young people who are unable to find part-time work. The question of inequalities in participation in part-time work and the implications of introducing a system of recognition is not a straightforward one.

16.54 In the research, this question of inclusion and equality emerged as a common concern among educational staff and pupils. But this concern was partly based on misconceptions about the extent of part-time working and about which young people have less access to part-time work, for example, it was commonly thought that pupils in rural areas were less likely to have a job than their peers in urban locations. Nevertheless, while there were certain misconceptions, the research did identify certain groups of pupils who were less likely to have part-time work such as Looked After Children. The research found that employers, however, were generally not concerned about equality in respect of part-time employment opportunities: they were happy to give greater value to applicants who had had a part-time job as it was seen as an appropriate way to discriminate between stronger and weaker candidates.

16.55 This contrast in views between educationalists, pupils and employers points up the difference between part-time work and education. Pupils’ part-time work reflects the way the labour market operates - it is competitive and the selection is intended to differentiate between stronger and weaker candidates. In contrast, education (at least at policy level) seeks to act in a compensatory manner to improve the opportunities of the weaker. Education is generally in control of the curriculum but in the case of part-time work, access to it and the nature of it is not within their mandate but left to market forces.

16.56 Several questions flow from this: firstly does it mean that recognition should not be introduced since some pupils would be excluded - but it could be argued that pupils do not have unlimited access to the curriculum as it stands, including to vocational opportunities. Secondly, if a system of recognition were to be introduced, should education intervene to safeguard the position of those who do not have access to part-time employment? It is conceivable, for example, that as part of partnership agreements between schools and local employers some part-time jobs might be reserved for those pupils who are unable otherwise to find work. In deciding on this, it has to be recognised that an attempt to influence the free market in part-time employment and to shift it towards a more socially inclusive focus where account is taken of social and other inclusion priorities would make it a very different entity.

¹⁸ The Assessment Is for Learning programme aims to provide a streamlined and coherent system of assessment in schools. Key aspects are formative assessment, Personal Learning Planning and local moderation. Out of School Hours Learning is a collective term encompassing the wide variety of opportunities and activities offered to pupils through schools, with their partners, outwith the formal school day. This includes, for example, activities related to enterprise, and community events and volunteering opportunities.

Another strategy would be for schools to give priority in the allocation of the vocational opportunities within the schools' control to those pupils unable to find part-time jobs. A third strategy would be to ensure that any approach to recognition of part-time work was also able to recognise the other forms of experience, for example voluntary work or work experience.

16.57 It can be seen from this discussion of the research evidence that the question of equity needs to be taken into account in deciding whether or not to recognise pupils' part-time employment, or how this might be done. If recognition is to be introduced, it would be helpful if clear guidance is given on whether education should play a compensatory role in respect of pupils who are disadvantaged in accessing part-time work and on the appropriate strategies that could be adopted.

Stakeholder' views on recognition

16.58 In the research we explored the principle of using and recognising pupils' part-time work with a range of stakeholders. It was clear when we did so that the idea was a novel one for the large majority of them. This is a pertinent point to bear in mind when thinking about their responses. It should also be remembered that stakeholders were responding on the basis of their perceptions of the extent of part-time employment among pupils, of the quality of that employment and the level of skill it involved. These perceptions, especially among school staff, were frequently not well founded in fact.

16.59 While the principle of making more use of pupils' part-time employment was generally viewed positively, responses were nuanced, varied across and within the different stakeholder groups and a number of caveats were added to qualify their approval.

16.60 Pupils were the most evenly balanced of all the stakeholders between being positive and negative about greater use of their part-time employment. It is also important to note that their responses varied by their school stage and whether they had, or had not, had a part-time job. A high percentage of parents thought that pupils' part-time work had educational value and should be used in schooling but were less sure about whether it should be certificated. In the case of employers, the great majority of them were positive about both recognition and the availability of certification for pupils' part-time jobs. School and educational staff were mostly positive about recognising pupils' part-time work in some way in their schooling, but with a much more mixed response than the parents and employers.

16.61 As we have said, stakeholders did not give a blanket endorsement to the idea of recognition but expressed a number of caveats and qualifications. A number of key issues emerged for stakeholders. One was that any system of recognition should be voluntary. There were two aspects to this. Firstly, that pupils who have a job should be able to choose whether or not to link it into their schooling. Secondly, pupils should not be under pressure to get a job if they did not want to, or to keep a job which they wished to give up, perhaps because it was unsatisfactory or as a way of managing time demands at different points in their school career and life. There was also a strong feeling that there needed to be a range of approaches to recognition to provide the flexibility to respond to different pupils in different situations. There was concern for the position of those who might not be able to find a job and the view that this needed to be taken into account in decisions about recognition. Educationalists raised the issue of the targeting of the recognition of part-time employment on those who they felt would most benefit from it, for example, those with limited vocational experiences or those with additional support needs or those likely to enter the full-time labour market straight from school.

16.62 Stakeholders felt that the purposes of recognition would need to be clearly defined and that recognition should only happen if both pupils and employers value the result. The

latter point was related to concern, especially among school staff, about the resources that recognition might involve. Finally, in considering the principle of recognition, school and local authority staff pointed to the need to deal with the implications for health and safety and for the legislative system governing child employment.

16.63 The views of the various stakeholders on the different possible approaches to recognition are extremely varied. No one of the five models used in the research commanded general support across the range of stakeholders. Their views are reported in earlier chapters and we do not repeat them here. We would make two more general points. Focusing on the key differences between the approaches it is evident that pupils, school and local authority staff and parents had different views on the recognition of part-time work via formal discrete certification. Similarly, the different stakeholders differed on the merits of a more integrated approach to recognition and to a less formal approach that focuses on its use in teaching and assessment.

16.64 The variation in stakeholders' views and the extent of reservations they expressed reinforces the need for any system of recognition to be voluntary and to offer multiple models or approaches to recognition. They also underline the need for the full trialling and evaluation of different models.

A need to raise awareness and address perceptions

16.65 If there was to be a decision that part-time work should be formally recognised in schooling, school staff are likely to be central to the delivery of the initiative. The research found that, although on the whole they were positive about the general principle of recognition, they had a number of reservations and expressed very mixed views on various aspects of recognition and on the practicalities of implementation. It is important to recognise that some of their reservations were based on misperceptions about the extent of part-time working (usually under-estimating it); about the type and quality of work undertaken and about the impact of part-time working on schooling, in particular on pupils' academic attainment. As we have noted, one of the main reasons school staff were negative about part-time work was its perceived impact on school performance and there was little awareness of the strong body of research evidence on this matter. This body of evidence demonstrates that part-time employment does not necessarily have an adverse effect on attainment and that closer attention has to be paid to the circumstances of individual pupils' part-time work.

16.66 The gap between some common assumptions about pupils' part-time work and the research evidence suggests that school staff need to be better informed about the nature, extent and pattern of part-time working among school pupils in Scotland and in their locality and also to be made aware of the body of research evidence about the varied effect of part-time employment on academic performance. This awareness raising would be a necessary first step to changing attitudes to pupils' part-time employment. Given that part-time work is a common aspect of most pupils' lives, school staff need to be better informed about this aspect of their pupils' lives, whether or not it is decided to introduce a system of recognition. Strategies to encourage more structured consideration of pupils' part-time work in career guidance interventions and in career education need to be considered and developed by Careers Scotland in cooperation with education staff.

Legislation

16.67 As we noted earlier in this chapter, the existing legislation concerning child employment is ineffective. In addition, our review of national and international legislation showed that Scotland is out of step with European legislation. Even without any move to recognise part-time work within pupils' schooling, the current legislative position urgently

needs to be addressed. But recognition of part-time work would inevitably focus attention on legislative issues (including health and safety) to an unprecedented extent.

16.68 Two options could be considered by the Scottish Executive:

- to investigate the reasons for the failure of the present system at central and local government levels. Reasons for the failure of the present system could include: lack of resources, lack of awareness amongst stakeholders, lack of prioritisation of the issue or the lack of any effective inspectorate. If the present system can be made more effective there would be a need to harmonise policy across local authorities. The original legislation allowed for local authorities to vary the content of byelaws to reflect regional variations but there are doubts whether such variations are still relevant.
- To re-evaluate and review the aims and purpose of the existing legislation in this area. There is a substantial body of evidence that the present legislation is ineffective and confusing. A full review would provide the opportunity to make this legislation appropriate to the 21st century.'

16.69 We have pointed out that the National Minimum Wage guidance does not currently apply to those under 16. But many pre-16 year olds carry out the same jobs, and may work alongside older peers but without the benefit of minimum wage cover.

16.70 Consideration should be given to an extension of this legislation to cover this group. This is not a devolved power to the Scottish Executive and so this would have to be taken forward at a UK level.

Links between part-time work and vocational opportunities in schooling

16.71 Considering the type of part-time work that pupils commonly engage in, it is difficult to envisage a direct vocational link with the work-related and vocational opportunities in school. The largest percentage of part-time work opportunities lie in retail and hospitality, while in work experience care and sport/recreation are very common opportunities. The industry sectors chosen for vocational pathways and Skills for Work courses have more in common with work experience than with part-time employment. Therefore, it will be a minority of school pupils who might be able to link part-time work to a vocational certificate through industry-specific skills (eg hairdressing part-time job to hairdressing vocational pathway). Rather, the research suggests that the most likely link from part-time work into these other experiences might be through generic transferable employability skills.

16.72 Another factor is that these experiences also cover different pupil groups. Part-time work is done by pupils of all academic levels and all intended post-school routes. Vocational pathways and Skills for Work are more likely to be undertaken by those aiming for the labour market or FE after school. Work experience is likely to be undertaken across the ability range also but generally takes place in S3/4 whereas part-time work is most common in the upper school. This again makes a direct link more difficult.

16.73 But at least there should be an understanding by schools that pre-entry briefings to school-led vocational experiences should take account of the possibility that this is not the first vocational experience pupils have had; a substantial proportion will have had experience of part-time work.

16.74 The majority of pupils have both work experience and part-time employment, and this can be seen as providing complementary or progressive vocational experiences. Stakeholders perceived work experience and part-time employment as serving different purposes and it is also evident that the type of job sectors and employers providing part-time work differed

from those offering work experience. These findings are relevant to the issue of using part-time work to enhance or replace work experience. However, there was also a significant minority of pupils who had neither part-time employment nor work experience, and the vocational needs of this group require to be examined and addressed if necessary through the provision of vocational experiences within the curriculum.

16.75 Skills for Work courses (and the employability skills units developed within them) were not developed at the time of the field work for this research. If a policy decision to link part-time work more clearly into schooling is taken, then the potential for Skills for Work courses to recognise some of the generic skills of part-time employment needs to be examined.

Employers

16.76 This research, taken in conjunction with other evidence, highlights issues concerning employers' role in respect of school pupils' preparedness for work. When employers are asked what skills they have difficulty finding to fill their skill shortage vacancies, and what skills are lacking amongst their workforce, they cite a range of technical and practical skills in combination with generic skills. In particular, generic skills such as communication, customer handling and team working are areas of growing demand that are perceived as not being met (see for example, Hillage et al. 2002 and Future Skills Scotland, 2002). We have shown that many pupils undertake relevant activities such as dealing directly with customers, working with others to get their job done in their part-time work and that the majority of school pupils are, or have been, employed during their time at school. They are, therefore, already in the 'sphere of influence' of employers. There is an apparent paradox that employers feel that some school leavers do not have the requisite generic skills but their part-time pupil workforce carries out activities that require such skills.

16.77 The Scottish Executive should consult with employer organisations on how to encourage companies to help develop the employability skills of their part-time pupil workforce.

Section C Summary of recommendations

Awareness raising

- Part-time employment is a majority experience among secondary school pupils but the research identified a number of commonly held misperceptions among many school and local authority staff about the extent and nature of school pupils' part-time employment. School staff also tended to perceive part-time work largely in terms of its possible negative effect on pupils' schooling. If schools are to acknowledge the place of part-time work in pupils' lives, action needs to be taken to provide them with accurate information that challenges misperceptions as a first step to changing attitudes to part-time work.
- Pupils also need information about part-time employment to ensure they are aware of their rights and obligations as employees and to enable them to make informed decisions on part-time work and how to balance part-time work, schooling and other aspects of their lives.
- Both the above recommendations need to be tackled at a number of levels, from school to Scottish Executive. They could be undertaken as part of the Determined to Succeed strategy.
- Strategies to encourage more structured consideration of pupils' part-time work in career guidance interventions and in career education need to be considered and developed by Careers Scotland in cooperation with education staff.

Employers

- Employers need to be encouraged to develop good practice in employing school pupils, including the use of contracts to limit the number of hours worked and to recognise the role of study leave and exam preparation.
- Employers' views about the lack of preparedness of school pupils for work, especially in relation to certain generic skills, have been well documented. But the majority of school pupils are employed during their time at school and are therefore, already in the 'sphere of influence' of employers, and most carry out activities in their jobs that require such generic skills. The Scottish Executive should consult with employer organisations on how to encourage companies to help develop the employability skills of their part-time pupil workforce.

Legislation

- Any moves to formally recognise part-time work will bring the current system of monitoring child employment into prominence. The current system is ineffective in both monitoring and controlling the part-time employment of children aged under 16 and there is an urgent need for the Scottish Executive to address this.
- As a minimum, the current child employment legislation needs to be revised to ensure consistency of approach across local authorities. We suggest that a more radical re-evaluation and revision of legislation is required to establish a system that is effective and relevant for the 21st century.
- Good information on legislation targeted at different stakeholders needs to be developed and disseminated widely to ensure that pupils, parents, schools and employers are aware of their rights and responsibilities.
- The guidance on National Minimum Wage does not apply to those under 16. Consideration should be given to extending this legislation to cover this younger group.

Recognition of part-time work

- The extent and nature of pupils' part-time work suggests that it **could** contribute to some of the wider goals set for Scottish education, for example, by Determined to Succeed and A Curriculum for Excellence. This contrasts with the traditional view of part-time work as having a detrimental effect on pupils' education and attainment.
- Whether it **should** be used in a recognised way in schooling is another issue. Policy makers need to be aware that any system of recognition will have an impact on the part-time work experience: this impact may be direct or indirect and may be positive or negative in nature. The nature of the impact is likely to vary depending on the approach(es) taken to recognition. Care should be taken to ensure that any recognition system does not erode currently perceived benefits of part-time employment such as enhancing a sense of independence and autonomy. The various consequences of any recognition system need to be fully considered.
- A number of key points about recognition emerged from the research and these must be taken into account by policy makers when deciding whether and how the recognition of part-time work should be taken forward. These are that:
 - the purpose of recognition needs to be defined
 - any system of recognition should be voluntary
 - any system needs to respect the autonomy of the pupil as an independent worker in the workplace
 - any system would have to acknowledge the variability in the type and quality of jobs undertaken
 - there should be multiple models of recognition; no one approach can fit all situations

- it should only happen if both pupils and employers value the result, especially given the resource implications
- health and safety issues need to be addressed
- legislation on the employment of children and young people needs to be clarified and made effective.
- As noted above, an attitudinal change in schools about part-time work is required before any system of recognition could be successfully introduced.
- While there was general support for the idea that pupils' part-time work should be more recognised in schooling, stakeholders did not give it a blanket endorsement. There was also no general agreement about how it might be done. Educationalists tended to favour those approaches that encouraged pupils to review the learning gained from their part-time employment.
- The question of equity concerned some pupils and educationalists since not all pupils who wanted a part-time job could find one. Some groups of young people were less likely to have a part-time job. It could be argued, however, that this is the nature of the labour market. Moreover, pupils do not have unlimited access to the curriculum, including to vocational opportunities.
- This question of equity needs to be taken into account in deciding whether or not to recognise pupils' part-time employment. If recognition is introduced, clear guidance is needed on whether education should play a compensatory role in respect of pupils who are disadvantaged in accessing part-time work and, if so, on the appropriate strategies that could be adopted, for example, for schools to negotiate part-time job vacancies as part of Partnership Agreements with local employers.
- If a policy decision is taken to recognise pupils' part-time employment in their schooling, there needs to be a full feasibility study of the approaches developed as part of this research and also consideration of other approaches.

Part-time work and the vocational curriculum

- Considering the type of part-time work that pupils commonly engage in, it is difficult to envisage a direct vocational link with work-related and vocational opportunities in school. The research suggests that the most likely link from part-time work into these other experiences might be through generic transferable employability skills.
- The extent of part-time employment does raise questions for other forms of vocational experiences, in particular, work experience. Schools cannot assume that work experience is the first introduction to the world of work for all pupils and briefing and debriefing needs to take account of this.
- In the allocation of vocational experiences to pupils, their prior and current experience of part-time work needs to be taken into account to ensure the vocational experiences are complementary and can provide progression in learning.
- The timing of the introduction of Skills for Work courses meant that the research did not take account of this provision. If a policy decision is taken to link part-time work to schooling, then the potential for links with Skills for Work courses, and the employability units developed within them, needs to be examined as part of a feasibility study.
- A fifth of S5 and S6 pupils had had neither work experience nor part-time employment. Consideration needs to be given to targeting those vocational experiences within the gift of the school on those pupils.

Part-time work and enterprise

- While this research has shown a relationship between part-time work and the extent to which pupils view themselves as enterprising, it was not designed to assess the impact of part-time employment on their development of enterprising attitudes, skills and

knowledge. Further research designed on a longitudinal basis would be necessary for this.

SECTION F

APPENDICES

APPENDIX ONE DESCRIPTIVE STATISTICS

Table 1: S3 Pupils: Part-time work status by number of Credit level SGs studying

	No Credits	1-3 Credits	4-7 Credits	8-12 Credits
	%	%	%	%
Current job	29	30	28	28
Former job	21	19	19	18
Never worked	50	50	53	55
(n)	(1042)	(1018)	(1505)	(1339)

Table 2: S4 Pupils: Part-time work status by number of Credit level SGs studying

	No Credits	1-3 Credits	4-7 Credits	8-12 Credits
	%	%	%	%
Current job	32	34	34	34
Former job	24	25	22	19
Never worked	44	41	43	47
(n)	(772)	(1216)	(1886)	(1358)

Table 3: S5 Pupils: Part-time work status by number of Credit level SGs gained in S4

	No Credits	1-3 Credits	4-7 Credits	8-12 Credits
	%	%	%	%
Current job	41	41	46	46
Former job	21	23	22	20
Never worked	38	35	33	33
(n)	(108)	(987)	(1494)	(921)

Table 4: S6 Pupils: Part-time work status by number of Credit level SGs gained in S4

	No Credits	1-3 Credits	4-7 Credits	8-12 Credits
	%	%	%	%
Current job	54	61	62	67
Former job	24	19	22	16
Never worked	21	19	16	17
(n)	(131)	(449)	(974)	(656)

Table 5: S3 Pupils' part-time work status by reported level of truancy

S3	Truancy					Total
	never	lesson here & there	day here & there	days at time	wks at time	
	%	%	%	%	%	%
current job	27	30	25	32	33	29
former job	18	24	21	23	20	19
never worked	55	46	53	45	47	52
(n)	(4035)	(67)	(118)	(895)	(766)	(5881)

Table 6: S4 Pupils' part-time work status by reported level of truancy

S4	Truancy					Total
	never	lesson here & there	day here & there	days at time	wks at time	
	%	%	%	%	%	%
current job	32	38	37	28	35	34
former job	20	25	26	32	29	23
never worked	48	37	37	40	36	44
(n)	(3544)	(1000)	(1037)	(141)	(94)	(5816)

Table 7: S5 Pupils' part-time work status by reported level of truancy

S5	Truancy					Total
	never	lesson here & there	day here & there	days at time	wks at time	
	%	%	%	%	%	%
current job	42	46	46	33	36	43
former job	19	23	25	36	29	21
never worked	38	32	29	31	36	35
(n)	(2515)	(875)	(630)	(55)	(14)	(4089)

Table 8: S6 Pupils' part-time work status by reported level of truancy

S6	Truancy					Total
	never	lesson here & there	day here & there	days at time	wks at time	
	%	%	%	%	%	%
current job	56	67	69	67	67	63
former job	20	20	19	18	11	20
never worked	24	13	12	15	22	18
(n)	(932)	(982)	(356)	(39)	(9)	(2318)

Table 9: Pupils' reasons for working part-time (% answering very much)

	ever worked %	current workers %	former workers %
To gain experience for a particular course or job I want to do in the future			
All	13	14	10
Male	15	17	10
Female	11	12	9
To find out what work is like			
All	22	24	18
Male	23	26	18
Female	21	22	18
To try out a specific career			
All	8	9	7
Male	10	11	7
Female	7	7	6
To build up a track record to help get a better job in the future			
All	19	22	13
Male	19	22	13
Female	19	22	14
To earn money to pay for my social life/going out			
All	74	78	66
Male	73	77	66
Female	75	78	66
To earn money to buy clothes, shoes and toiletries			
All	64	69	56
Male	58	63	49
Female	69	72	62
To earn money to buy CDs, music and magazines			
All	63	67	57
Male	63	67	56
Female	64	67	59
To earn money to buy alcohol or cigarettes			
All	18	19	16
Male	21	23	18
Female	16	17	13
To save money for major purchases eg holiday			
All	32	38	20
Male	30	36	19
Female	34	40	22
To earn money to contribute to the family budget or housekeeping at home			
All	6	6	5
Male	7	5	5
Female	5	7	4

Table 9 (contd): Pupils' reasons for working part-time (% answering very much)

	ever worked %	current workers %	former workers %
To meet people/make new friends			
All	15	17	10
Male	14	17	9
Female	15	17	11
To gain independence			
All	32	36	22
Male	25	29	17
Female	37	42	27
Parents/carers want me to work			
All	12	13	10
Male	15	17	11
Female	10	11	10
Most of my friends are working part-time			
All	11	13	8
Male	11	13	8
Female	11	13	8
Other			
All	12	14	8
Male	13	15	10
Female	11	13	7

Table 10: Ever worked pupils: reasons for working part-time by SG level (% answering very much)

	Number of SGs @ credit			
	None %	1-3 %	4-7 %	8-12 %
To gain experience for a particular course or job I want to do in the future	23	18	10	9
To find out what work is like	32	30	20	19
To try out a specific career	16	13	7	5
To build up a track record to help get a better job in the future	29	25	19	17
To earn money to pay for my social life/going out	76	82	85	83
To earn money to buy clothes, shoes and toiletries	64	69	74	74
To earn money to buy CDs, music and magazines	60	68	73	74
To earn money to buy alcohol or cigarettes	22	23	21	15
To save money for major purchases eg holiday	35	36	35	35
To earn money to contribute to the family budget or housekeeping at home	12	8	4	3
To meet people/make new friends	23	20	14	12
To gain independence	35	37	33	35
Parents/carers want me to work	20	16	12	10
Most of my friends are working part-time	18	15	11	9
Other	6	5	4	4
(n)	(873)	(1833)	(3079)	(2167)

Table 11: Ever worked pupils: reasons for working part-time by parental social class (% answering very much)

	Prof/ mgrl %	intermediate %	Working class %	unclassified %	missing %
To gain experience for a particular course or job I want to do in the future	12	10	15	15	16
To find out what work is like	21	19	24	22	21
To try out a specific career	8	7	10	11	9
To build up a track record to help get a better job in the future	18	17	21	23	21
To earn money to pay for my social life/going out	74	76	74	69	67
To earn money to buy clothes, shoes and toiletries	65	66	4	59	63
To earn money to buy CDs, music and magazines	65	66	63	56	56
To earn money to buy alcohol or cigarettes	18	18	19	19	19
To save money for major purchases eg holiday	32	32	32	32	30
To earn money to contribute to the family budget or housekeeping at home	4	5	7	9	8
To meet people/make new friends	14	14	16	16	18
To gain independence	31	29	33	33	30
Parents/carers want me to work	11	11	14	14	15
Most of my friends are working part-time	10	11	13	13	13
Other	11	12	12	16	
(n)	(4161)	(1733)	(3049)	(563)	(197)

Table 12: Ever worked pupils: reasons for working part-time by school stage (% answering very much)

	School year currently in			
	S3 %	S4 %	S5 %	S6 %
To gain experience for a particular course or job I want to do in the future	15	17	11	10
To find out what work is like	22	27	24	22
To try out a specific career	10	12	7	6
To build up a track record to help get a better job in the future	18	22	23	21
To earn money to pay for my social life/going out	80	82	84	84
To earn money to buy clothes, shoes and toiletries	68	70	74	74
To earn money to buy CDs, music and magazines	70	71	71	70
To earn money to buy alcohol or cigarettes	12	19	22	30
To save money for major purchases eg holiday	30	33	35	47
To earn money to contribute to the family budget or housekeeping at home	7	7	5	5
To meet people/make new friends	14	17	16	18
To gain independence	28	35	37	41
Parents/carers want me to work	15	15	11	13
Most of my friends are working part-time	11	13	11	16
Other	7	4	3	4
(n)	(2231)	(2710)	(2321)	(1670)

Table 13: Ever worked pupils: reasons for working part-time by enterprise score (% answering very much)

	Low %	Little %	Quite a lot %	A lot %
To gain experience for a particular course or job I want to do in the future	11	13	13	18
To find out what work is like	18	23	25	30
To try out a specific career	6	9	8	13
To build up a track record to help get a better job in the future	15	20	21	26
To earn money to pay for my social life/going out	79	83	83	83
To earn money to buy clothes, shoes and toiletries	69	71	71	74
To earn money to buy CDs, music and magazines	69	70	70	73
To earn money to buy alcohol or cigarettes	21	21	19	20
To save money for major purchases eg holiday	28	34	38	42
To earn money to contribute to the family budget or housekeeping at home	5	5	8	8
To meet people/make new friends	11	15	16	22
To gain independence	23	32	38	44
Parents/carers want me to work	12	13	14	15
Most of my friends are working part-time	11	12	12	14
Other	4	4	4	6
(n)	(1994)	(2455)	(2092)	(2390)

Table 14: Former workers: most important reason for stopping work

	all %	male %	female %
Disliked the job	18	16	19
Your hobbies/sport take up all your free time	7	8	5
Would take up too much time	7	8	7
Your parents disapprove	1	1	1
Pay was too low	11	12	9
You've earned enough money for now	3	3	2
You want to concentrate on your school work	14	13	16
Your teachers/school disapproves	-	-	-
Got sacked	3	4	3
Not enough work	7	5	10
Bad employers	2	1	2
Temporary/seasonal	11	9	12
Other	16	20	14

Table 15: Former workers: most important reason for stopping work by stage

	School year currently in			
	S3 %	S4 %	S5 %	S6 %
Disliked the job	19	19	16	16
Your hobbies/sport take up all your free time	8	8	5	3
Would take up too much time	9	7	7	6
Your parents disapprove	2	1	1	1
Pay was too low	11	12	10	8
You've earned enough money for now	4	3	2	2
You want to concentrate on your school work	6	13	23	21
Your teachers/school disapproves	-	-	-	1
Got sacked	3	4	3	2
Not enough work	8	7	8	7
Bad employers	2	1	1	3
Temporary/seasonal	6	9	16	19
Other	22	16	8	11

Table 16: Never worked pupils: if ever applied for part-time job by sex

	all %	male %	female %
Have you ever applied for a part-time job?			
Yes	23	21	25
(n)	(7061)	(3673)	(3388)

Table 17: Never worked pupils: reasons why never applied*

	all %	male %	female %
No jobs (incl suitable) available	19	17	22
Hobbies/sport take up all your free time	17	23	11
Concentrate on school work	33	27	38
Couldn't be bothered	10	14	6
Teachers/school disapproved	0	0	0
Parents disapproved	2	1	3
Earned enough money for now	6	5	7
Took up too much time	4	4	5
Other	9	9	9

*multiple response analysis

Table 18: Never worked pupils: reasons why never applied by school stage*

	School year currently in			
	S3 %	S4 %	S5 %	S6 %
No jobs (incl suitable) available	24	20	12	9
Hobbies/sport take up all your free time	19	16	13	16
Concentrate on school work	24	34	49	42
Couldn't be bothered	11	9	9	10
Teachers/school disapproved	0	0	0	0
Parents disapproved	3	1	1	1
Earned enough money for now	7	5	4	12
Took up too much time	5	4	4	4
Other				
(n)	(1884)	(1369)	(764)	(182)

*multiple response analysis

Table 19: Never worked pupils: reasons why never applied by SG level*

	None %	1-3 %	4-7 %	8-12 %
No jobs (incl suitable) available	31	24	16	16
Hobbies/sport take up all your free time	16	20	17	16
Concentrate on school work	20	27	36	40
Couldn't be bothered	9	11	10	8
Teachers/school disapproved	0	0	0	0
Parents disapproved	3	2	2	2
Earned enough money for now	6	3	7	7
Took up too much time	4	4	5	4
Other	11	9	9	8
(n)	(438)	(703)	(1338)	(1191)

*multiple response analysis

Table 20: Never worked pupils: reasons why never applied by parents' social class*

	Parental social class				
	Prof/ mgrl	intermediate	Working class	unclassified	missing
No jobs (incl suitable) available	15	20	26	21	20
Hobbies/sport take up all your free time	18	18	15	13	18
Concentrate on school work	33	32	31	31	29
Couldn't be bothered	9	9	10	8	16
Teachers/school disapproved	0	0	0	0	3
Parents disapproved	2	3	2	3	2
Earned enough money for now	8	6	4	5	4
Took up too much time	5	5	4	6	0
Other	10	8	7	13	9
(n)	(438)	(703)	(1338)	(1191)	

*multiple response analysis

Table 21: Never worked pupils: reasons why never applied by location*

	Large urban	Other urban	Rural
	%	%	%
No jobs (incl suitable) available	19	21	25
Hobbies/sport take up all your free time	15	17	18
Concentrate on school work	36	30	27
Couldn't be bothered	10	10	11
Teachers/school disapproved	0	0	0
Parents disapproved	2	2	2
Earned enough money for now	6	6	6
Took up too much time	5	5	3
Other	8	9	8
(n)	(1674)	(1632)	(515)

*multiple response analysis

Table 22: Current workers: type of job

	All	Male	Female
	%	%	%
Newspaper delivery	16	29	6
Other delivery	2	3	0
Babysitting	7	2	11
Care work	1	1	2
Hotel/B&B	6	5	7
Cafe/restaurant	16	11	19
Fast food outlet	6	5	7
Supermarket	6	8	4
Chain store	8	4	10
Other shop	11	8	14
Door-door sales	3	1	5
Hairdresser	2	0	4
Office work	2	2	2
Farming	2	5	1
Manual trades	2	5	0
Cleaner	2	2	2
Other	8	10	6

Table 23: Current workers: type of job by school year

	School year			
	S3 %	S4 %	S5 %	S6 %
Newspaper delivery	32	21	8	1
Other delivery	2	3	1	1
Babysitting	11	8	5	3
Care work	1	1	1	2
Hotel/B&B	5	6	8	6
Cafe/restaurant	10	17	17	18
Fast food outlet	4	5	7	6
Supermarket	1	1	8	15
Chain store	0	1	12	20
Other shop	8	9	14	13
Door-door sales	6	4	2	2
Hairdresser	2	5	2	0
Office work	2	2	2	3
Farming	2	4	2	1
Manual trades	3	3	1	1
Cleaner	4	3	2	1
Other	8	8	8	8
(n)	(1646)	(1925)	(1753)	(1448)

Table 24: Current workers: type of job by Standard Grade level (%)

	Number of SGs @ Credit studied/gained				All %
	None %	1-3 %	4-7 %	8-12 %	
Delivery	27	18	15	16	17
Babysitting	8	5	7	7	7
Catering	23	28	30	27	28
Retail	18	28	31	29	28
Miscellaneous	23	21	18	21	20
(n)	(647)	(1371)	(2325)	(1685)	(6028)

Table 25: Current workers: type of job by parents social class (%)

	Social class – highest of mother/father					total
	Prof/ mgrl	intermediate	Working class	unclassified	missing	
Delivery	15	19	19	23	21	18
Babysitting	7	7	6	8	9	7
Catering	29	25	27	26	23	27
Retail	28	31	25	26	26	28
Miscellaneous	22	19	22	17	22	21
(n)	(2926)	(1205)	(2054)	(363)	(165)	(6713)

Table 26: Current workers: type of job by location (%)

	Location			Total %
	Large urban %	Other urban %	Rural %	
Delivery	24	19	9	18
Babysitting	6	8	4	6
Catering	21	28	39	28
Retail	31	28	23	28
Miscellaneous	19	19	25	20
(n)	(2286)	(2714)	(1463)	(6463)

Table 27: Current workers: hours worked per week

	All %	Male %	Female %
1-5 hrs	29	33	26
6-10 hrs	35	30	39
11-15 hrs	20	18	22
16 -20 hrs	11	12	10
20+ hrs	6	7	4
(n)	(6478)	(2781)	(3641)

Table 28: Current workers: number of days usually worked per week

	All %	Male %	Female %
One day	27	23	31
Two days	30	26	33
Three days	18	16	19
Four days	8	7	8
Five days	6	6	5
Six days	7	13	3
Seven days	5	8	2
(n)	(6613)	(2838)	(3713)

Table 29: Current workers' hourly pay rate

Hourly pay rate	All %	Male %	Female %
under £3	22	20	24
£3 - £3.99	30	27	31
£4 - £4.99	20	18	21
£5 - £5.99	12	13	11
£6 - £9.99	9	11	8
£10 - £40	8	11	5
(n)	(6044)	(2586)	(3403)

Table 30: Current workers' hourly pay rate by school stage

Hourly pay rate	School year currently in			
	S3 %	S4 %	S5 %	S6 %
under £3	32	30	17	10
£3 - £3.99	21	28	36	33
£4 - £4.99	10	13	24	33
£5 - £5.99	12	11	11	13
£6 - £9.99	12	8	7	7
£10 - £40	14	10	5	4
(n)	(1394)	(1720)	(1591)	(1338)

Table 31: Current workers' hourly pay rate by parents social class

	Social class – highest of mother/father					
	under £3	£3-3.99	£4 - 4.99	£5 - 5.99	£6 - 9.99	£10 - £40
Newspaper delivery	25	15	10	16	16	18
Other delivery	30	15	15	7	15	19
Babysitting	41	24	11	14	6	4
Care work	17	20	30	20	9	6
Hotel/B&B	19	44	22	7	5	3
Cafe/restaurant	18	40	24	9	6	2
Fast food outlet	25	36	24	8	4	2
Supermarket	9	39	33	11	4	4
Chain store	9	34	37	12	5	4
Other shop	28	40	19	7	4	3
Door-door sales	15	18	13	15	14	25
Hairdresser	55	24	8	7	3	3
Office work	12	15	21	27	15	10
Farming	30	22	11	15	11	12
Manual trades	32	17	11	19	9	12
Cleaner	15	20	18	20	12	15
Other	19	21	16	15	15	13
(n)	(1352)	(1784)	(1186)	(725)	(515)	(481)

Table 32: Current workers: employer by school year

	School year currently in				All %
	S3 %	S4 %	S5 %	S6 %	
Parent	14	10	8	4	9
Other family member	11	9	3	2	6
Other	71	78	88	93	82
Your own business	4	3	2	1	2
(n)	(1530)	(1844)	(1711)	(1405)	(6490)

Table 33: Current workers: whether employed by a major employer by school stage

	all	S3	S4	S5	S6
Major employer	31	18	14	35	52
Other employer	69	82	86	65	48
(n)	(4734)	(865)	(1234)	(1372)	(1264)

Table 34: Current workers: how often do the following in their job: by sex

	all %	male %	female %
Co-operate with others			
All/some of the time	81	74	87
Hardly ever/never	17	26	13
Deal directly with customers			
All/some of the time	76	67	82
Hardly ever/never	24	33	18
Spend time reading/writing/paperwork			
All/some of the time	24	24	25
Hardly ever/never	76	76	76
Equipment eg computers, cash reg			
All/some of the time	48	38	55
Hardly ever/never	52	62	45
Work with tools, machinery			
All/some of the time	28	39	19
Hardly ever/never	73	62	81
Supervise/train others			
All/some of the time	22	20	24
Hardly ever/never	78	81	76

Table 35: Current workers: how often do the following in their job: by stage

	School year				
	S3 %	S4 %	S5 %	S6 %	All %
Co-operate with others					
All/some of the time	67	78	89	93	81
Hardly ever/never	33	22	11	8	19
(n)	(1499)	(1833)	(1744)	(1436)	(6512)
Deal directly with customers					
All/some of the time	62	69	83	89	76
Hardly ever/never	38	31	17	11	24
(n)	(1497)	(1836)	(1742)	(1436)	(6511)
Spend time reading/writing/paperwork					
All/some of the time	23	23	23	30	24
Hardly ever/never	77	77	77	71	76
(n)	(1485)	(1829)	(1741)	(1439)	(6494)
Equipment eg computers, cash reg.					
All/some of the time	29	38	57	69	48
Hardly ever/never	71	63	43	32	52
(n)	(1479)	(1828)	(1740)	(1440)	(6487)
Work with tools, machinery					
All/some of the time	24	27	29	31	28
Hardly ever/never	76	74	71	69	73
(n)	(1476)	(1827)	(1738)	(1437)	(6478)
Supervise/train others					
All/some of the time	17	22	21	30	22
Hardly ever/never	83	78	79	70	78
(n)	(1464)	(1819)	(1733)	(1438)	(6454)

Table 36: Current workers: % responding all or some of the time their job allows them to learn: by sex

My job ...	all %	male %	female %
... allows me to learn lot of new things all/ some of time	62	57	66
... allows me to develop my skills and abilities all/some of time	70	63	75
... allows me to organise my own time at work all/some of time	59	58	60
... is challenging to me all/ some of time	49	47	50
... allows me to make decisions all/some of time	65	62	68
(n)	(6904)	(2775)	(3683)

Table 37: Current workers: % responding all or some of the time their job allows them to learn: by stage

	School year			
	S3 %	S4 %	S5 %	S6 %
... allows me to learn lot of new things all/ some of time	55	60	66	67
... allows me to develop my skills and abilities all/some of time	63	66	73	78
... allows me to organise my own time at work all/some of time	60	58	59	59
... is challenging to me all/ some of time	50	51	47	47
... allows me to make decisions all/some of time	61	64	69	68
(n)	(1502)	(1834)	(1737)	(1442)

Table 38: Current workers: if received any training when they started their part-time job

	All %	Male %	Female %
Yes	50	46	53
No	50	55	47
(n)	(6620)	(2863)	(3696)

Table 39: Current workers: if received any training when they started their part-time job by school year

	School year currently in				All %
	S3 %	S4 %	S5 %	S6 %	
Yes	33	37	59	75	50
No	67	63	41	25	50
(n)	(1593)	(1893)	(1719)	(1415)	(6620)

Table 40: Current workers: any continuing training?

	All %	Male %	Female %
Yes	47	47	47
No	53	53	53
(n)	(3239)	(1282)	(1927)

Table 41: Current workers: any continuing training by school year

	School year currently in				
	S3 %	S4 %	S5 %	S6 %	All %
Yes	30	39	48	59	47
No	71	61	52	41	53
(n)	(501)	(682)	(1004)	(1051)	(3238)

Table 42: Current workers: if received any certificate(s) from employer for any training

	All %	Male %	Female %
Yes	11	13	10
No	89	87	90
(n)	(3233)	(1275)	(1928)

Table 43: Current workers: if received any certificate(s) from employer training by school stage

	School year currently in				
	S3 %	S4 %	S5 %	S6 %	All %
Yes	11	7	9	15	11
No	89	93	91	85	89
Total	(500)	(680)	(1003)	(1051)	(3234)

APPENDIX TWO MODELS: FULL TABLES

Table 1: Predicting the likelihood of pupils currently having a part-time job vs never having had a part-time job (logistic regression)

	B	SE	Sig
School stage (ref S3)			
S4	0.39	0.10	0.00
S5	0.90	0.12	0.00
S6	2.00	.015	0.00
Gender (ref male)			
Female	0.31	0.06	0.00
Num credit SG studied for/gained (ref 8+)			
4-7	0.08	0.07	0.29
1-3	-0.03	0.09	0.74
None	-0.03	0.11	0.81
Ethnicity (ref Scottish)			
Pakistani	1.38	0.48	0.00
Female * Pakistani	-2.82	0.70	0.00
Father's soc class (ref mgt + prof)			
Intermediate	-0.01	0.09	0.91
Working class	0.04	0.07	0.55
Other	-0.26	0.15	0.017
Missing	-0.38	0.15	0.01
Father's current activity (ref FT work)			
PT work	-0.01	0.15	0.92
Unemployed	-0.28	0.22	0.20
Student	0.47	0.41	0.26
Retired	-0.53	0.29	0.07
Family/home	0.28	0.28	0.32
Unable to work	0.21	0.21	0.33
Something else	0.19	0.23	0.42
Dead	0.01	0.26	0.96
Don't know	-0.33	0.17	0.05
Stay with term (ref mother and father)			
Step-parent	0.24	0.9	0.00
Location (ref large urban)			
Other urban	0.21	0.06	0.00
Rural	0.83	0.08	0.00
Truant (ref never)			
Lesson here and there	0.40	0.08	0.00
Day here and there	0.26	0.09	0.00
Days at a time	0.32	0.13	0.02
Weeks at a time	0.55	0.16	0.00
School doing little to prepare for life after (ref strongly agree)			
Lesson here and there	0.06	0.07	0.42
Day here and there	0.05	0.09	0.56
Days at a time	0.33	0.13	0.01
Homework (ref 13+ hours per week)			
9-12	0.37	0.13	0.00
5-8	0.32	0.11	0.01
0-4	0.33	0.11	0.00

Table 1 (contd): The likelihood of pupils currently having a part-time job vs never having had a part-time job (logistic regression)

	B	SE	Beta
Enterprising attitudes (ref high)			
Quite high	-0.13	0.08	0.09
Quite low	-0.10	0.08	0.19
Low	-0.23	0.08	0.01
Constant			
Work experience (ref yes)			
Never	0.08	0.08	0.29
Work related EinE (ref a lot)			
Some	-0.38	0.09	0.00
Little	-0.55	0.09	0.00
None	-0.71	0.10	0.00
Careers EinE (ref a lot)			
Some	-0.17	0.08	0.03
Little	-0.31	0.09	0.00
None	-0.32	0.20	0.11
Sports (ref nil)			
1-2	0.14	0.07	0.05
3-5	-0.02	0.09	0.79
6+	-0.21	0.10	0.03
Disco, cinema etc (ref nil)			
1-2	0.08	0.07	0.27
3-5	0.24	0.09	0.01
6+	0.27	0.12	0.03
See friends (ref nil)			
1-2	0.30	0.15	0.05
3-5	0.43	0.15	0.00
6+	0.46	0.15	0.00
Watch TV (ref nil)			
1-2	-0.25	0.25	0.31
3-5	-0.57	0.24	0.02
6+	-0.68	0.24	0.01
Housework (ref nil)			
1-2	-0.24	0.08	0.00
3-5	-0.27	0.08	0.00
6+	-0.05	0.09	0.61
Care duties (ref nil)			
1-2	0.45	0.10	0.00
3-5	0.48	0.11	0.00
6+	0.47	0.11	0.00
Career focus (ref def idea for long time)			
Definite idea	-0.07	0.09	0.45
Got ideas but not decided yet	-0.24	0.08	0.00
Ideas changing	-0.41	0.10	0.00
No idea	-0.63	0.13	0.00
Post-school plans (ref HE)			
FE	-0.09	0.08	0.28
Job/training	0.30	0.10	0.00
Own business	0.25	0.31	0.41
Gap year	0.39	0.13	0.00
Something else	0.32	0.19	0.09
Don't know	-0.07	0.10	0.53
Constant	-0.83	0.33	0.01

Table 2: Current workers - Predicting number of hours worked each week (linear regression)

	Unstandardized Coefficients		Standardized Coefficients (effect size)		
	B	SE	Beta	T	sig
School stage (ref S3)					
S4	1.11	0.37	0.07	3.02	0.00
S5	2.06	0.42	0.11	4.87	0.00
S6	3.35	0.47	0.17	7.12	0.00
Gender (ref male)					
Female	-0.78	0.28	-0.05	-2.78	0.01
Num credit SG studied for/gained (ref 8+)					
4-7	0.72	0.28	0.04	2.56	0.01
1-3	0.96	0.34	0.05	2.78	0.01
None	0.66	0.46	0.02	1.45	0.15
Type of job (ref delivery work)					
Babysitting	3.33	0.58	0.10	5.77	0.00
Care work	5.98	1.22	0.08	4.91	0.00
Hotel	6.70	0.56	0.21	11.89	0.00
Café	5.29	0.44	0.25	12.00	0.00
Fast food	8.41	0.59	0.25	14.38	0.00
Supermarket	6.84	0.61	0.20	11.24	0.00
Chain store	4.36	0.59	0.14	7.36	0.00
Other shop	4.53	0.49	0.18	9.31	0.00
Door to door sales	1.52	0.78	0.03	1.95	0.05
Hairdressing	3.36	0.81	0.07	4.15	0.00
Office work	3.39	0.86	0.06	3.95	0.00
Farm work	9.91	0.82	0.20	12.05	0.00
Manual trades	4.77	0.84	0.09	5.67	0.00
Cleaning	2.22	0.80	0.04	2.78	0.01
Other	2.87	0.53	0.09	5.38	0.00
Who employed by (ref other employer)					
Employed by family	0.79	0.36	0.04	2.20	0.03
Own business	0.79	0.36	0.04	2.20	0.03
Father's soc class (ref mgt + prof)					
Working class	0.63	0.25	0.04	2.50	0.01
Missing	2.38	0.56	0.08	4.23	0.00
Mother's soc class (ref mgt + prof)					
Working class	-0.07	0.27	0.00	-0.26	0.79
Unclassified	0.66	0.41	0.03	1.61	0.11
Missing	-0.70	0.81	-0.01	-0.87	0.39
Father's current activity (ref FT work)					
Don't know	-2.19	0.73	-0.05	-3.00	0.00
Mother's current activity (ref FT work)					
Student	-1.21	0.97	-0.02	-1.26	0.21
Family/home	-0.48	0.52	-0.02	-0.93	0.35
Ethnicity (ref Scottish)					
Other white	3.09	0.93	0.05	3.33	0.00
Pakistani	3.09	1.54	0.03	2.01	0.05
Mixed	0.74	1.71	0.01	0.43	0.66
Female * Pakistani	-1.48	3.10	-0.01	-0.48	0.63
Female * Mixed	-0.86	2.38	-0.01	-0.36	0.72

Table 2 (contd): Current workers - Predicting number of hours worked each week (linear regression)

	Unstandardized Coefficients		Standardized Coefficients (effect size)		
	B	SE	Beta	T	sig
Stay with term (ref mother and father)					
Foster/children's home	3.53	2.18	0.02	1.61	0.11
Other relative	2.75	1.17	0.04	2.35	0.02
Location (ref large urban)					
Other urban	-0.01	0.27	0.00	-0.02	0.98
Rural	0.55	0.32	0.03	1.71	0.09
Truant (ref never)					
Lesson here and there	0.93	0.32	0.05	2.95	0.00
Day here and there	1.28	0.36	0.06	3.60	0.00
Days at a time	2.50	0.62	0.06	4.01	0.00
Weeks at a time	0.29	0.71	0.01	0.41	0.68
Enterprising attitudes (zscore, ref=mean)	0.52	0.14	0.06	3.71	0.00
School doing little to prepare for life after (ref strongly agree)	0.44	0.15	0.05	2.96	0.00
Work related EinE (normalised, ref=mean)	0.16	0.13	0.02	1.28	0.20
Voluntary work (ref no)					
Yes	-1.31	0.37	-0.05	-3.50	0.00
Unpaid work (ref none)					
Yes	0.68	0.42	0.03	1.63	0.10
Housework (Zscore, ref=mean)	0.17	0.12	0.02	1.36	0.18
Care duties (Zscore, ref=mean)	0.02	0.12	0.00	0.16	0.87
Career focus (def idea for long time) (Zscore, ref=mean)	0.29	0.13	0.04	2.33	0.02
Post-school plans (ref HE)					
FE	0.31	0.13	0.04	2.45	0.02
Job/training	0.57	0.33	0.03	1.76	0.08
Own business	1.48	0.40	0.06	3.68	0.00
Gap year	0.08	1.30	0.00	0.06	0.95
Something else	-0.45	0.50	-0.01	-0.89	0.38
Don't know	2.12	0.81	0.04	2.61	0.01
Constant	1.70	0.57		3.02	0.00

Table 3: Current workers: predicting job in delivery vs all other types jobs (logistic regression)

	B	SE	Sig
School stage (ref S3)			
S4	-0.42	0.13	0.00
S5	-1.69	0.16	0.00
S6	-3.33	0.28	0.00
Gender (ref male)			
Female	-2.08	0.12	0.00
Num credit SG studied for/gained (ref 8+)			
4-7	-0.23	0.13	0.07
1-3	-0.33	0.15	0.03
None	-0.18	0.18	0.32
Ethnicity (ref Scottish)			
Asian	-1.45	0.68	0.03
Pakistani	-1.75	0.67	0.01
Mixed	-1.57	0.58	0.01
Father's social class (ref mgt + prof)			
Intermediate	0.37	0.16	0.02
Working class	0.13	0.13	0.31
Other	0.24	0.17	0.16
Missing	0.42	0.20	0.03
Mother's current activity (ref FT work)			
PT work	0.33	0.12	0.01
Unemployed	0.34	0.34	0.32
Pupil	-0.28	0.40	0.49
Retired	-0.81	0.91	0.38
Family/home	0.36	0.16	0.02
Unable to work	0.35	0.28	0.21
Something else	-0.04	0.47	0.93
Dead	-0.42	0.63	0.50
Don't know	0.49	0.38	0.20
Location (ref large urban)			
Other urban	-0.45	0.11	0.00
Rural	-1.66	0.15	0.00
Truant (ref never)			
Lesson here and there	-0.33	0.16	0.04
Day here and there	-0.50	0.18	0.00
Days at a time	-0.67	0.22	0.00
Weeks at a time	-0.15	0.22	0.50
Homework (ref 13+ hours per week)			
9-12	0.27	0.28	0.34
5-8	0.53	0.25	0.04
0-4	0.55	0.24	0.02
Enterprising (ref a lot)			
Quite a lot	0.28	0.14	0.04
A bit	0.16	0.14	0.24
Very little	0.50	0.15	0.00
Work related EinE (ref a lot)			
Some	0.15	0.15	0.31
Little	0.09	0.14	0.53
None	0.35	0.17	0.04
Unpaid work (ref no unpaid)			
Yes	-0.64	0.18	0.00

Table 3 (contd): Current workers: predicting job in delivery vs all other types jobs (logistic regression)

	B	SE	Beta
Sports (ref nil)			
1-2	0.36	0.13	0.01
3-5	0.43	0.15	0.00
6+	0.61	0.15	0.00
Housework (ref nil)			
1-2	-0.37	0.13	0.01
3-5	-0.27	0.14	0.06
6+	-0.51	0.15	0.00
Care duties (ref nil)			
1-2	0.29	0.20	0.15
3-5	0.45	0.21	0.03
6+	0.33	0.21	0.12
Career focus (ref def idea for long time)			
Definite idea	0.07	0.15	0.67
Got ideas but not decided yet	0.34	0.14	0.01
Ideas changing	0.20	0.18	0.25
No idea	0.30	0.24	0.20
Post-school plans (ref HE)			
FE	0.07	0.14	0.61
Job/training	0.21	0.15	0.17
Own business	-0.56	0.44	0.21
Gap year	-0.26	0.24	0.28
Something else	-0.04	0.29	0.89
Don't know	-0.12	0.19	0.54
Constant	-0.70	0.39	0.07

Table 4: Current workers: predicting job in catering vs all other types jobs (logistic regression)

	B	SE	Sig
School stage (ref S3)			
S4	0.48	0.13	0.00
S5	0.61	0.14	0.00
S6	0.52	0.16	0.00
Gender (ref male)			
Female	0.63	0.07	0.00
Num credit SG studied for/gained (ref 8+)			
4-7	0.18	0.13	0.15
1-3	0.24	0.08	0.00
None	0.22	0.10	0.02
Ethnicity (ref Scottish)			
othbrit(1)	0.40	0.21	0.05
othwhite	0.44	0.25	0.08
asian(1)	1.53	0.34	0.00
mixed	0.71	0.30	0.02
fembrit(1)	-0.12	0.27	0.65
Mother's current activity (ref FT work)			
PT work	-0.20	0.08	0.01
Unemployed	-0.41	0.28	0.14
Student	0.19	0.23	0.43
Retired	-0.69	0.64	0.28
Family/home	-0.26	0.11	0.02
Unable to work	0.01	0.19	0.97
Something else	-0.41	0.27	0.13
Dead	0.60	0.38	0.12
Don't know	-1.19	0.39	0.00
Stay with term (ref mother and father)			
Parent and step-parent	0.19	0.10	0.07
Single parent	0.02	0.09	0.85
Looked after	-0.17	0.71	0.82
Other relative	-0.17	0.35	0.63
Boarding school	0.61	0.94	0.51
Other	0.19	0.10	0.07
Location (ref large urban)			
Other urban	0.37	0.08	0.00
Rural	0.91	0.09	0.00
Truant (ref never)			
Lesson here and there	0.01	0.09	0.89
Day here and there	0.17	0.10	0.09
Days at a time	0.05	0.17	0.78
Weeks at a time	-0.03	0.21	0.89
Friends take school seriously (ref very)			
Some	0.33	0.11	0.00
A little	0.38	0.12	0.00
Not at all	0.00	0.17	1.00
Homework (ref 13+ hours per week)			
9-12	0.39	0.13	0.00
5-8	0.21	0.12	0.08
0-4	0.22	0.12	0.06

Table 4 (contd): Current workers: predicting job in catering vs all other types jobs

	B	SE	Sig
Enterprising attitudes (ref high)			
Quite high	-0.08	0.08	0.34
Quite low	-0.04	0.08	0.64
low	-0.15	0.09	0.10
Work experience (ref yes)			
Never	0.12	0.10	0.20
Careers EinE (ref a lot)			
Some	-0.13	0.08	0.12
Little	-0.02	0.11	0.89
None	-0.12	0.29	0.68
See friends (ref nil)			
1-2	0.12	0.19	0.53
3-5	0.24	0.19	0.20
6+	0.18	0.18	0.32
Housework (ref nil)			
1-2	0.14	0.10	0.17
3-5	0.19	0.10	0.07
6+	0.13	0.11	0.22
Constant	-2.92	0.26	0.05

Table 5: Current workers: predicting job in retail vs all other types jobs (logistic regression)

	B	SE	Sig
School stage (ref S3)			
S4	0.06	0.15	0.69
S5	1.30	0.14	0.00
S6	1.85	0.14	0.00
Gender (ref male)			
Female	0.23	0.08	0.00
Num credit SG studied for/gained (ref 8+)			
4-7	0.16	0.08	0.05
1-3	0.09	0.11	0.38
None	-0.15	0.16	0.33
Ethnicity (ref Scottish)			
Pakistani(1)	2.13	0.32	0.00
Work experience (ref yes)			
Never	0.16	0.10	0.08
Sports (ref nil)			
1-2	-0.08	0.08	0.33
3-5	-0.20	0.10	0.04
6+	-0.64	0.12	0.00
Career focus (ref def idea for long time)			
Definite idea	0.11	0.10	0.26
Got ideas but not decided yet	0.09	0.10	0.34
Ideas changing	0.16	0.12	0.19
No idea	-0.08	0.17	0.63
Post-school plans (ref HE)			
FE	-0.10	0.10	0.32
Job/training	-0.12	0.13	0.34
Own business	-0.47	0.47	0.31
Own business	-0.12	0.14	0.37
Gap year	-0.17	0.28	0.54
Something else	0.11	0.14	0.45
Don't know	-0.12	0.13	0.34
Constant	-2.33	0.16	0.00

Table 6: Current workers: predicting job in miscellaneous category vs all other types jobs (logistic regression)

Miscellaneous jobs: final model	B	SE	Sig
School stage (ref S3)			
S4	0.03	0.13	0.84
S5	-0.53	0.16	0.00
S6	-0.87	0.18	0.00
Gender (ref male)			
Female	0.29	0.08	0.00
Num credit SG studied for/gained (ref 8+)			
4-7	0.07	0.15	0.65
1-3	-0.15	0.10	0.12
None	-0.05	0.12	0.65
Truant (ref never)			
Lesson here and there	0.00	0.11	0.97
Day here and there	0.02	0.12	0.85
Days at a time	0.37	0.18	0.04
Weeks at a time	-0.07	0.22	0.75
Friends take school seriously (ref very)			
Some	-0.25	0.12	0.04
A little	-0.28	0.14	0.04
Not at all	-0.07	0.18	0.69
Enterprising attitudes (ref high)			
Quite high	-0.18	0.11	0.11
Quite low	-0.16	0.10	0.11
Low	-0.11	0.10	0.29
Work experience (ref yes)			
Never	-0.24	0.10	0.02
Work related EinE (ref a lot)			
Some	-0.28	0.14	0.04
Little	-0.09	0.11	0.39
None	-0.13	0.11	0.25
Careers EinE (ref a lot)			
Some	-0.05	0.31	0.88
Little	-0.03	0.13	0.81
None	0.07	0.10	0.48
Unpaid work (ref no unpaid)			
Yes	0.41	0.13	0.00
Voluntary work (ref no)			
Yes	-0.26	0.11	0.02
Disco, cinema etc (ref nil)			
1-2	-0.17	0.10	0.08
3-5	0.05	0.12	0.71
6+	-0.36	0.16	0.03
See friends (ref nil)			
1-2	0.43	0.22	0.05
3-5	0.29	0.22	0.20
6+	0.27	0.22	0.21
Career focus (ref def idea for long time)			
Definite idea	-0.14	0.11	0.19
Got ideas but not decided yet	-0.24	0.10	0.02
Ideas changing	-0.45	0.14	0.00
No idea	-0.10	0.19	0.58

Table 6 (contd): Current workers: predicting job in miscellaneous category vs all other types jobs (logistic regression)

	B	SE	Sig
Post-school plans (ref HE)			
FE	0.00	0.11	0.97
Job/training	0.16	0.13	0.22
Own business	1.03	0.40	0.01
Gap year	0.09	0.16	0.56
Something else	0.23	0.24	0.34
Don't know	-0.20	0.16	0.21
Constant	-0.03	0.30	0.91

Table 7: Current workers: predicting how demanding their job will be (linear regression)

	Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig
School stage (ref S3)				
S4	0.46	0.13	0.05	0.00
S5	0.86	0.15	0.10	0.00
S6	1.12	0.18	0.12	0.00
Gender (ref male)				
Female	0.36	0.10	0.05	0.00
Num credit SG studied for/gained (ref 8+)				
4-7	ns			
1-3	ns			
None	ns			
Ethnicity (ref Scottish)				
Asian	ns			
Pakistani	2.86	0.53	0.07	0.00
Black	1.45	0.79	0.03	0.07
Gypsy/traveller	2.67	0.63	0.05	0.00
Other	3.13	0.18	0.22	0.00
Female * Asian	-1.37	0.77	-0.03	0.08
Female * Pakistani	-3.40	0.89	-0.05	0.00
Female * Black	ns			
Type of job (ref delivery work)				
Babysitting	0.42	0.19	0.03	0.03
Care work	2.76	0.39	0.08	0.00
Hotel	2.86	0.19	0.18	0.00
Café	3.63	0.15	0.34	0.00
Fast food	5.13	0.21	0.30	0.00
Supermarket	4.74	0.21	0.29	0.00
Chain store	4.81	0.20	0.33	0.00
Other shop	4.46	0.17	0.36	0.00
Door to door sales	3.63	0.26	0.16	0.00
Hairdressing	3.90	0.30	0.15	0.00
Office work	3.95	0.30	0.15	0.00
Farm work	2.85	0.29	0.11	0.00
Manual trades	3.25	0.32	0.12	0.00
Cleaning	0.83	0.30	0.03	0.01
Who employed by (ref other employer)				
Employed by family	0.32	0.13	0.03	0.02
Own business	1.42	0.29	0.05	0.00
Father's social class (ref mgt + prof)				
Intermediate	-0.23	0.13	-0.02	0.07
Disability (ref none)				
yes	ns			
Stay with during term (ref mother and father)				
Foster/children's home	-2.02	0.73	-0.03	0.01
Truant (ref never)				
Lesson here and there	0.25	0.11	0.03	0.03
Day here and there	0.33	0.13	0.03	0.01
Days at a time	ns			
Weeks at a time	ns			

Table 7 (contd): Current workers: predicting how demanding their job will be

	Unstandardized Coefficients		Standardized Coefficients (effect size)	Sig
	B	Std. Error	Beta	
School gives me confidence to make decisions (ref strongly agree)	-0.20	0.07	-0.03	0.00
School is a waste of time (ref strongly agree)	0.12	0.07	0.02	0.08
School doing little to prepare for life after (ref strongly agree)	0.22	0.06	0.05	0.00
Enterprising attitudes (zscore, ref=mean)	0.41	0.05	0.09	0.00
Career related EinE (normalised, ref=mean)	0.25	0.06	0.06	0.00
Enterprise related EinE (normalised, ref=mean)	0.12	0.05	0.03	0.01
Work related EinE (normalised, ref=mean)	0.15	0.05	0.04	0.00
Unpaid work (ref none)				
Yes	0.72	0.14	0.05	0.00
Housework (Zscore, ref=mean)	0.21	0.05	0.05	0.00
Care duties (Zscore, ref=mean)	0.19	0.05	0.05	0.00
Disco, cinema etc in the last two weeks (normalised, ref=mean)	0.26	0.05	0.06	0.00
See friends in the last two weeks (normalised, ref=mean)	ns			
Watch TV in the last two weeks (normalised, ref= mean)	-0.32	0.06	-0.06	0.00
Career focus (ref def idea for long time) (Zscore, ref= mean)	ns			
Post-school plans (ref HE)				
FE	ns			
Job/training	ns			
Own business	1.35	0.44	0.03	0.00
Gap year	ns			
Something else	-0.58	0.29	-0.02	0.05
Don't know	0.29	0.17	0.02	0.08
Constant	9.70	0.39		0.00

'other' job; or major/non major employer are omitted from the model by SPSS

Table 8: Predicting the level of pupils' enterprising attitudes (linear regression)

	Unstandardized Coefficients		Standardized Coefficients (effect size)	Sig
	B	Std. Error	Beta	
School stage (ref S3)				
S4	1.05	0.11	0.09	0.00
S5	0.23	0.13	0.02	0.08
S6	ns			
Gender (ref male)				
Female	-0.72	0.09	-0.07	0.00
Num credit SG studied for/gained (ref 8+)				
4-7	-0.24	0.09	-0.02	0.01
1-3	-0.64	0.12	-0.05	0.00
None	-1.32	0.15	-0.07	0.00
Ethnicity (ref Scottish)				
Asian	-1.17	0.31	-0.03	0.00
Father's social class (ref mgt + prof)				
Working class	-0.28	0.09	-0.03	0.00
Other	-0.26	0.13	-0.02	0.04
Mother's social class (ref mgt + prof)				
Working class	-0.35	0.10	-0.03	0.00
Other	-0.33	0.10	-0.03	0.00
Mother's current activity (ref f-t job)				
Unable to work	0.49	0.25	0.02	0.05
Don't know	-1.13	0.30	-0.03	0.00
Parental self employment (ref no)				
Parent is self-employed	0.18	0.09	0.02	0.05
Stay with during term (ref mother and father)				
Foster/children's home	-1.22	0.66	-0.01	0.07
Boarding school	-1.51	0.33	-0.04	0.00
Truant (ref never)				
Lesson here and there	-0.32	0.12	-0.02	0.01
Day here and there	ns			
Days at a time	-0.41	0.18	-0.02	0.02
Weeks at a time	-0.38	0.20	-0.02	0.06
School gives me confidence to make decisions (ref strongly agree)				
Agree	1.13	0.06	-0.14	0.00
School work is worth doing (ref strongly agree)				
Agree	0.74	0.07	-0.09	0.00
Friends take school seriously (ref strongly agree)				
Agree	0.27	0.06	-0.04	0.00
PT work status (ref never)				
Current job	0.30	0.08	0.03	0.00
Former job	ns			
Work related EinE (normalised, ref=mean)	0.25	0.05	0.04	0.00
Enterprise related EinE (normalised, ref=mean)	0.23	0.05	0.04	0.00
Careers related EinE (normalised, ref=mean)	0.34	0.05	0.06	0.00
Unpaid work (ref none)				
Yes	0.34	0.15	0.02	0.02
Housework (Zscore, ref=mean)	0.33	0.05	0.05	0.00

Table 8 (contd): Predicting the level of pupils' enterprising attitudes (linear regression)

Disco, cinema etc in the last two weeks (normalised, ref=mean)	0.23	0.05	0.04	0.00
See friends in the last two weeks (normalised, ref= mean)	0.31	0.05	0.05	0.00
Watch TV in the last two weeks (normalised, ref= mean)	-0.24	0.06	-0.03	0.00
Use computer in the last two weeks (normalised, ref= mean)	-0.10	0.05	-0.02	0.04
Career focus (ref def idea for long time) (Zscore, ref= mean)	0.58	0.04	0.11	0.00
Post-school plans (ref HE)				
FE	-0.85	0.11	-0.07	0.00
Job/training	-0.82	0.14	-0.05	0.00
Own business	ns			
Gap year	ns			
Something else	ns			
Don't know	-1.53	0.15	-0.08	0.00
Constant	33.98	0.20		0.00

APPENDIX THREE ATTAINMENT

Assessing the effect of part-time work on pupils' attainment

We recognise the importance of the question of the impact of part-time work on pupils' attainment for many stakeholders, especially teachers. As we have already noted, however, there is evidence from a range of studies that simply having a part-time job is *not* of itself associated with a negative impact on attainment. These studies have found that it is the number of hours that pupils work that is of critical importance in determining the effect that working part-time is likely to have on their attainment. Working *long* hours tends to have a *negative* impact. This is a consistent finding from a range of studies. It might be noted that some studies have found that working for a *small* number of hours is actually associated with a *positive* effect on attainment.

In this study, when we modelled the effect of having a part-time job on pupils' Standard Grade attainment, we found that having a part-time job compared with not having one did not have a significant impact on pupils' attainment. Given the previous research this is an unsurprising finding. But to fully assess the effect of working part-time on attainment we needed to consider the number of hours that pupils worked in their part-time jobs before taking their Standard Grades exams, the measure of attainment that we were interested in. However, the brief and the resources allocated to the research constrained us in this respect.

The best way to approach this is through a longitudinal research design but this research does not have a longitudinal element.¹⁹ Given this, we attempted to capture the necessary information by asking pupils who were current or former workers pupils when they had had a part-time job during term-time over the previous years, and how many hours they had worked. Gathering retrospective data like this is always difficult and we found that the response rate to the question on the school stages at which pupils had worked over their time at secondary school was only 45% and was also skewed in several respects. This means that although we have reliable information about the number of hours that current workers were working, and also about the number of hours that former workers had worked, we cannot differentiate between work undertaken before their Standard Grade exams and afterwards. We can say that having a part-time job did not adversely affect pupils' attainment but we cannot fully assess its impact on attainment. However, given the body of evidence on the impact of pupils' working hours on attainment, we would expect the same findings to apply in this case.

¹⁹ We had initially suggested a longitudinal design but this was not possible due to the cost involved

SCHOOL AND WORK



QUESTIONS FOR
YOUNG PEOPLE
IN SCOTLAND

PERSONAL AND CONFIDENTIAL

How to answer

Please use Black or Blue ink

For most of the questions there is a list of possible answers with a box beside each one. Please chose your answer and put a cross in the box beside it. For example,

Do you like EastEnders?

yes

☒

no

If you make a mistake please cross out the whole box and then put a cross in the correct answer.

Do you like EastEnders?

yes

no



A few questions ask you to write in a number, for example

How many films did you see last year? (answer 26)

2	6
---	---

Ignore the numbers in the boxes in the right-hand margins, they are just there to help us.

If you are unsure about anything, please ask.

Thank you for your help in answering these questions. If you would like to tell us more in your own words, please write in the space on the last page.

+

ID. No
(101-107)
(118-119)CARD NO.
(108-109)JN <no.>
(110-113)01
(114-115)

01

VERSION (116-117)

01

GROUP

+

--

(OFFICE USE ONLY)

SECTION 1: ABOUT YOURSELF

(S4 pupils)

1 Your name

--

2 Are you male or female?

male

☐

female

☐

(118)

3 When are you most likely to leave school?*(put a cross in one box)*End of 4th year ☐End of 5th year ☐Winter 5th year ☐End of 6th year ☐

(119)

4 What do you plan to do after you leave school?*(put a cross in one box)*Go to college ☐Start your own business ☐Go to university ☐Take a year out/volunteer work/travel etc ☐Get a job or training place ☐Something else ☐Don't know ☐

(120)

5 Which of the following best describes your career ideas?*(put a cross in one box)*I have no idea of what I want to do ☐My ideas keep changing ☐I have a number of ideas but haven't made up my mind yet ☐I now have a definite idea of what I want to do ☐I have had a definite idea of what I want to do for a long time ☐

(121)

6 Please write in the number of Standard Grades you studying this year at ...

... Foundation level (5 or 6)?

--

... General level (3 or 4)?

--

... Credit level (1 or 2)?

--

(122)

7 In some schools pupils take other exams as well as Standard Grade such as Access or Intermediate courses. Are you taking any Access or Intermediate courses this year?yes ☐no ☐not sure ☐**If 'YES', please write in the number of courses you are taking at each level**

Access 2

--

Access 3

--

Intermediate 1

--

Intermediate 2

--

- 8 Are you taking any (pre-)vocational courses/qualifications this year at school or college? yes ☐ no ☐
- If 'YES', are you taking any Scottish Vocational Qualifications (SVQs) yes ☐ no ☐ not sure ☐

9 During your time in secondary school, how often have you done the following?

(put a cross in one box on each line)

	never	Once	2 or 3 times	more than 3 times	not sure
Gone on work experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed what would be involved in running a business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taken part in an enterprise project/challenge day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed how your school subjects linked with industry and business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited a college or university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited an employer or business (not as part of work experience)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had talks or visits from an employer or someone from industry or business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a mock or practice job interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared a course or job application form or CV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked for career information in a careers library or on a website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got career information at a careers fair or convention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had talks or visits from college or university staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed your career ideas with a careers advisor/someone from <i>Careers Scotland</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Thinking about yourself, how often would you say you are able to ...

(put a cross in one box on each line)

	most of the time	some of the time	not very often	never
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take advantage of an opportunity when you see one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have confidence in what you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... not give up when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... agree to take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take a risk once you've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... learn from the times you have not been successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...recognise when you need advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...set targets for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Imagine yourself at 25, what do you think you will be doing then?

(put a cross in one box)

In a full-time job	<input type="checkbox"/>	In a part-time job	<input type="checkbox"/>
Running your own business	<input type="checkbox"/>	Out of work	<input type="checkbox"/>
Studying part-time	<input type="checkbox"/>	In full-time education	<input type="checkbox"/>
Looking after the family or home	<input type="checkbox"/>	A combination of these	<input type="checkbox"/>
Doing something else	<input type="checkbox"/>		

12 Thinking ahead, how important is it that in your future employment you would be able to ...

(put a cross in one box on each line)

	very important	quite important	not very important	not at all important
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know exactly what you'll be doing in your job every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take risks once you've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... forget about your work when you go home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... keep learning in your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 Here are some things, both good and bad, which people have said about their time at secondary school. We would like to know what you think.

(put a cross in a box on each line)

	strongl y agree	agree	disagree	strongly disagree
School is helping to give me confidence to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is doing very little to prepare me for life after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School work is worth doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends take school seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 This year, have you skipped school (played truant)?

(cross only one box)

Never	<input type="checkbox"/>	A lesson here and there	<input type="checkbox"/>	A day here and there	<input type="checkbox"/>
Several days at a time	<input type="checkbox"/>	Weeks at a time	<input type="checkbox"/>		

15 If you have skipped school this year, did you do any paid work when you were absent?

yes	<input type="checkbox"/>	no	<input type="checkbox"/>
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16 Do you have any disability which limits your daily activities or the work you can do now or after you leave school?

yes ☐ no ☐

17 How would you describe your ethnic or cultural background?

(put a cross in one box)

White	Asian	Black	Other
<input type="checkbox"/> British	<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean	<input type="checkbox"/> Chinese
<input type="checkbox"/> Scottish	<input type="checkbox"/> Pakistani	<input type="checkbox"/> African	<input type="checkbox"/> Mixed background
<input type="checkbox"/> Irish	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Other Black background	<input type="checkbox"/> Gypsy/traveller
<input type="checkbox"/> Other white background	<input type="checkbox"/> Other Asian background		
<input type="checkbox"/> Any other background not included above, please give details _____			

SECTION 2: ABOUT YOUR FAMILY

The next questions are about your family background. We're asking these questions because this can have an influence on how you get on at school and your ideas about what to do afterwards.

18 During the week in term time, who do you usually live with (as well as brothers/sisters)?

(put a cross in one box)

Mother and father	<input type="checkbox"/>	Mother and step-father	<input type="checkbox"/>
Father and step-mother	<input type="checkbox"/>	Mother only	<input type="checkbox"/>
Father only	<input type="checkbox"/>	Other relatives	<input type="checkbox"/>
Foster parents	<input type="checkbox"/>	Children's home	<input type="checkbox"/>
Other	<input type="checkbox"/>	Boarding school	<input type="checkbox"/>

19 What's the highest qualification your mother/stepmother and father/stepfather have?

(put a cross in one box for mother and one for father)

	Mother	Father
No qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Standard grades/O grades/O levels	<input type="checkbox"/>	<input type="checkbox"/>
Scotvec modules, City & Guilds, Pitmans, nursing qualification (SEN) etc	<input type="checkbox"/>	<input type="checkbox"/>
Highers/A levels	<input type="checkbox"/>	<input type="checkbox"/>
HNC, HND, Registered Nurse etc	<input type="checkbox"/>	<input type="checkbox"/>
Degree or higher degree	<input type="checkbox"/>	<input type="checkbox"/>
Something else	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

- 20** Have your mother/stepmother and father/stepfather ...
(in each line put a cross in one box for mother and one for father)

	Mother			Father		
	yes	no	don't know	yes	no	don't know
... gone to college (full-time or part-time)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gone to university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 21** What are your parents/step-parents doing now?
(put a cross in one box for each parent)

	Mother	Father
In full-time paid work	<input type="checkbox"/>	<input type="checkbox"/>
In part-time paid work	<input type="checkbox"/>	<input type="checkbox"/>
Unemployed and looking for work	<input type="checkbox"/>	<input type="checkbox"/>
Studying full-time at college or university	<input type="checkbox"/>	<input type="checkbox"/>
Retired	<input type="checkbox"/>	<input type="checkbox"/>
Looking after the family or home	<input type="checkbox"/>	<input type="checkbox"/>
Unable to work (eg sick or disabled)	<input type="checkbox"/>	<input type="checkbox"/>
Doing something else	<input type="checkbox"/>	<input type="checkbox"/>
Dead	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

- 22** Please tell us about their jobs
(if they are not working at the moment, please tell us about the most recent job each has had)

Mother

What type of business does she work in? (eg shop, school)

What is the name of the job? (eg shop assistant, teacher)

Father

What type of business does he work in? (eg shop, school)

What is the name of the job? (eg shop assistant, teacher)

- 23** Please describe briefly what kind of work they do in their jobs.

- 24** Do either of them run their own business or work for themselves now?

yes ☐ no ☐

- 25** Have either of them run their own business or worked for themselves in the past?

yes ☐ no ☐

SECTION 3: ABOUT PAID PART-TIME WORK

When we ask about any part-time jobs we mean any paid part-time employment that you have, or have had, outside of school. This includes such things as newspaper delivery jobs, shop-work, selling goods door-to-door, babysitting and office or factory work etc. Please do not include work experience.

You do not have to answer all of the questions in this section – it depends on whether you have a part-time job **now**, or if you had one in **the past** or if you have **never** had a part-time job. Please read the instructions carefully to see which questions you should answer.

- | | | | | |
|----|---|-----------|--------------------------|--|
| 26 | Have you a paid part-time job at present? | yes | <input type="checkbox"/> | ➔ If yes, continue with Q28 below |
| | | no | <input type="checkbox"/> | ➔ If no, continue with the next question |
| 27 | Have you <u>ever</u> had a paid part-time job since you started secondary school? | yes | <input type="checkbox"/> | ➔ If yes, go to Q48 |
| | | no, never | <input type="checkbox"/> | ➔ If no, go to Q66 |

Only answer the next questions if you are working part-time at the moment

- 28 How many part-time jobs do you have just now?
- One ☐ Two ☐ Three or more ☐

If you have more than one part-time job, count the one where you work the most hours as your MAIN job and answer the questions about this job.

- 29 Who is your employer?**
- Parent ☐ Other family member ☐ Other ☐ Your own business ☐

- 30 How long have you been working in this job? years months days

- 31 What was the MAIN way you heard about this job?**
(cross only one box to show the MAIN way you heard about it)
- | | | | |
|---|--------------------------|---------------------------|--------------------------|
| Advert of some kind | <input type="checkbox"/> | Friends | <input type="checkbox"/> |
| Parents/Guardians or other family members | <input type="checkbox"/> | Yourself | <input type="checkbox"/> |
| Visited or contacted employers | <input type="checkbox"/> | Started business yourself | <input type="checkbox"/> |
| Employer approached you | <input type="checkbox"/> | Other | <input type="checkbox"/> |

32 What sort of part-time work do you do? (Main job only, if you have more than one job)

Delivering newspapers, advertisements	<input type="checkbox"/>	Supermarket	<input type="checkbox"/>
Other delivery work	<input type="checkbox"/>	Chain store eg Top Shop, Dixons	<input type="checkbox"/>
Babysitting	<input type="checkbox"/>	Other type of shop	<input type="checkbox"/>
Care work eg in old people's home, hospital	<input type="checkbox"/>	Office work	<input type="checkbox"/>
Hotel/bed and breakfast	<input type="checkbox"/>	Door-to-door sales eg Avon	<input type="checkbox"/>
Café/restaurant	<input type="checkbox"/>	Farming	<input type="checkbox"/>
Fast food outlet eg burger bar, chip shop	<input type="checkbox"/>	Construction/building work	<input type="checkbox"/>
Hairdresser	<input type="checkbox"/>	Other	<input type="checkbox"/>

If 'Other', please explain what your job is

33 Please describe the three main duties in your work.

34 What is the name of the business you work for? (eg Safeways, McDonalds etc)

35 How many days do you usually work per week?

--	--

 days

36 How many hours do you usually work per week?

--	--

 hours

37 How much do you usually earn per week?

£

--	--	--

38 Do you get paid when you are on holiday?

Yes ☐ no ☐

39 Do you get paid if you are off sick?

Yes ☐ no ☐

40 Please indicate the days and the start/finish times that you work in a typical week.

Days	Start time		Finish time		Days	Start time		Finish time	
	am	pm	am	pm		am	pm	am	pm
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

41 Did you receive any training when you started your part-time job? yes ☐ no ☐
If no, please go to Q45

42 How long did this training last?
(put a cross in one box)

1-2 hours	<input type="checkbox"/>	A whole day	<input type="checkbox"/>
A whole morning or afternoon	<input type="checkbox"/>	More than one day	<input type="checkbox"/>

43 Is there any continuing training? yes ☐ no ☐

44 Have you received any certificate(s) from your employer for any of your training? yes ☐ no ☐

45 Have you had a part-time job before this one? yes ☐ no ☐

46 If 'YES', how many jobs in total have you had since starting secondary school?

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5 or more	<input type="checkbox"/>
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47 When did you have these jobs
(put a cross in all that apply)

	1 st	2 nd	3 rd	4 th
During school term time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-term time eg holiday jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now please go to Q60

Only answer the next questions if you are not working just now but have had a paid part-time job in the past.

Please answer the questions about your LAST part-time job.

48 Who was your employer?

Parent	<input type="checkbox"/>	Other family member	<input type="checkbox"/>	Other	<input type="checkbox"/>	Your own business	<input type="checkbox"/>
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49 What sort of part-time work did you do?

(put a cross in one box)

Delivering newspapers, advertisements	<input type="checkbox"/>	Supermarket	<input type="checkbox"/>
Other delivery work	<input type="checkbox"/>	Chain store eg Top Shop, Dixons	<input type="checkbox"/>
Babysitting	<input type="checkbox"/>	Any other type of shop	<input type="checkbox"/>
Care work eg in old people's home, hospital	<input type="checkbox"/>	Office work	<input type="checkbox"/>
Hotel/bed and breakfast	<input type="checkbox"/>	Door-to-door sales eg Avon	<input type="checkbox"/>
Café/restaurant	<input type="checkbox"/>	Farming	<input type="checkbox"/>
Fast food outlet eg burger bar, chip shop	<input type="checkbox"/>	Construction/building	<input type="checkbox"/>
Hairdressing	<input type="checkbox"/>	Other	<input type="checkbox"/>

If 'Other', please explain what your job was

50 Please describe the three main duties in that job.

51 What was the name of the business you worked for? (eg Safeways, McDonalds etc)

52 How many days did you usually work per week? days

53 How many hours did you usually work per week? hours

54 How much did you usually earn per week? £

55 Did you receive any training when you started your part-time job? yes ☐ no ☐
If no, please go to Q59

56 How long did this training last?

(put a cross in one box)

1-2 hours	<input type="checkbox"/>	A whole day	<input type="checkbox"/>
A whole morning or afternoon	<input type="checkbox"/>	More than one day	<input type="checkbox"/>

57 Was there any continuing training? yes ☐ no ☐

58 Did you receive any certificate(s) from your employer for any of your training? yes ☐ no ☐

59 What were the three MAIN reasons you stopped doing this part-time job? Write in 1 for the most important, 2 for the next and 3 for the third most important reason.

Disliked the job	<input type="checkbox"/>	You've earned enough money for now	<input type="checkbox"/>
Your hobbies/sport take up all your free time	<input type="checkbox"/>	You want to concentrate on school work	<input type="checkbox"/>
It took up too much time	<input type="checkbox"/>	Your teachers/school disapproved	<input type="checkbox"/>
Parents disapproved	<input type="checkbox"/>	Got sacked	<input type="checkbox"/>
Pay was too low	<input type="checkbox"/>	Other	<input type="checkbox"/>

If you have answered 'Other', please explain

Please continue on to the next questions

Only answer the next questions if you have a part-time job now or had one in the past

60 Thinking about your present job or your last job, please say how far the following reasons for working part-time apply.

(put a cross in one box on each line)

I decided to work part-time to ...	very much	quite a lot	a little	not at all
... gain experience for a particular course or job I want to do in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out what work is like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... try out a specific career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... build up a track record to help get a better job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... earn money to pay for my social life/going out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... earn money to buy clothes, shoes and toiletries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... earn money to buy CDs, music and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... earn money to buy alcohol or cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... save money for major purchases eg holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... earn money to contribute to the family budget or housekeeping at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... meet people/make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gain independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... parents/carers want me to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...most of my friends are working part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered 'Other', please explain

61 Thinking about your current or most recent part-time job, please say how often you do/did the following in your work.

(put a cross in one box on each line)

	all of the time	some of the time	hardly ever	never
Have to co-operate with others to get the job done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deal directly with customers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend time reading and writing or dealing with paperwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with equipment such as computers, cash registers, photocopiers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with tools and machinery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervise or train others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

62 My job ...

(put a cross in one box on each line)

	all of the time	some of the time	hardly ever	never
... allows me to learn a lot of new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... allows me to develop my skills and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... allows me to organise my own time at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... is challenging to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... allows me to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

63 How old were you when you got your first paid job?

<input type="text"/>	(age)
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64 Have you ever had a permit allowing you to work while still at school?

yes	<input type="checkbox"/>	no	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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65 If you currently have a part-time job and are under 16 years, do you have a permit for this job?

yes	<input type="checkbox"/>	no	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
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Now please go to Q71

Only answer the next questions if you've never had a paid part-time job

66 Have you ever applied for a part-time job? yes ☐ **no** ☐ **Go to Q69**

67 If 'Yes', how many jobs have you applied for?

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5 or more	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----------	--------------------------

- 68 Will you apply for part-time jobs in the future while still at school? yes ☐ no ☐

Now please go to Q71

- 69 If you have never applied for a part-time job, what are the **THREE MAIN** reason you haven't applied? Write in 1 for the most important reason, 2 for the next and 3 for the third most important reason.

- | | | | |
|---|--------------------------|---|--------------------------|
| There are no suitable jobs available | <input type="checkbox"/> | There are no jobs available | <input type="checkbox"/> |
| Your hobbies/sport take up all your free time | <input type="checkbox"/> | Your parents disapprove | <input type="checkbox"/> |
| You want to concentrate on your school work | <input type="checkbox"/> | You get enough money to pay for everything you want | <input type="checkbox"/> |
| You can't be bothered | <input type="checkbox"/> | Would take up too much time | <input type="checkbox"/> |
| Your teachers/school disapproves | <input type="checkbox"/> | Other reason | <input type="checkbox"/> |

If you have answered 'Other reason', please explain

- 70 Will you apply for part-time jobs in the future while still at school? Yes ☐ no ☐

Now please continue with the next questions

Section 4: Other things that you do

- 71 Outwith normal school hours, how much time do you usually spend on homework/private study each week (including after-school homework clubs)? hours

- 72 Are you currently working or helping out in any business or farm without getting regular pay? yes ☐ no ☐
If no, please go to Q76

- 73 If 'YES', how many hours each week do you usually spend working in this business or farm? hours

- 74 Are you related to the owner(s) of this business or farm? yes ☐ no ☐

- 75 What does this work involve? Please describe your three MAIN duties

76 In the last 2 weeks, how often have you done any of the following?

(put a cross in one box on each line)

	never	once or twice	3-5 times	6 times or more
Taken part in any sports outside class time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taken part in any group or society (eg music, drama, special hobby, youth club, politics)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been to a disco, a concert, cinema or sporting event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spent time with your friends outside of the school day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watched TV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used a computer at home (not for your school work)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

77 In the last 2 weeks, how often have you done any of the following jobs at home?

(put a cross in one box on each line)

	never	once or twice	3-5 times	6 times or more
Swept the floor/used vacuum cleaner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared a meal for yourself or others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the dishes or cleaned up after the meal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did any ironing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put out the rubbish?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did any other jobs around the house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

78 Did you receive any money for doing any of these jobs?

yes ☐ no ☐

79 In the last 2 weeks, how often have you ...

(put a cross in one box on each line)

	never	Once or twice	3-5 times	6 times or more	Not applicabl e
... looked after any of your brothers or sisters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... helped to care for someone at home eg who is sick or disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... visited/helped to care for a relative not living at home who is elderly, sick or disabled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

80 Do you do any voluntary or unpaid work (eg visiting old people, helping volunteer groups or charities, cleaning up the environment)?

yes ☐ no ☐

81 If 'YES', how many hours do you spend each week doing this?

<input type="text"/>	hours
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Yes ☐

No ☐

Email:

[illegible]

Guidance for the administration of the questionnaires

Background

The Scottish Executive is undertaking a large national study into the nature and implications of the part-time employment undertaken by school pupils. A fundamental part of this research is a nation-wide survey of pupils in S3 to S6. TNS are undertaking this study in collaboration with researchers from the Universities of Edinburgh, Paisley and Strathclyde.

XX High School has agreed to take part in this exercise, and this note provides some background guidance for the administration of the questionnaires.

Administration of the questionnaires

This is a self-completion survey administered in secondary schools to half of all S3, S4, S5 and S6 pupil in each school surveyed.

The administration of the questionnaires should be relatively straightforward and will consist of

-reading the introductory script to the pupils
-allowing the pupils complete the questionnaire
-collect the completed questionnaires in the envelopes provided.

There are four different versions of the questionnaire. It is very important that the different cohorts are asked to fill in the correct version of the questionnaire. If the 'sitting' contains more than one year group – for example S5 & S6 pupils – we would be very grateful of you could take care to ensure that the pupils get the right version of the questionnaire.

- S3 pupils should be given CREAM questionnaires
- S4 pupils should be given GREEN questionnaires
- S5 pupils should be given BLUE questionnaires
- S6 pupils should be given PURPLE questionnaires

Once all the pupils have been given questionnaires, please **read out the introduction script**. This is a brief introduction to the questionnaire and should self-explanatory. We have also provided a number of envelopes for pupils to put their completed questionnaires in. This is to ensure that pupils realise that their answers are confidential.

In some schools we have found that one or two pupils have had help in completing the questionnaire from a teaching assistant. This is likely to be the case if the pupil has special needs. In these cases, please ask the teaching assistant to write on the front page 'Completed with the help of

Some pupils may ask questions about the questionnaire. The section below details some of the queries that might be asked and how you should respond.

POSSIBLE QUERIES AND HOW TO RESPOND TO THEM

The following points should help you deal with any questions that are raised when you are gathering this data.

1. Pupil identification.

Some pupils may raise the issue of why they have to give their names. There are two reasons for this. First, we need to know their names so that in the case of pupils giving us an answer that we do not understand we can possibly follow-up any queries that we have.

Second, at the end of the questionnaire we ask if pupils would be willing to participate in the next part of the study, which will take place later this year. If they are willing to help us out in this next part then they provide their contact information. The second part of the study will involve talking to us about school, careers, enterprise and part-time work in more detail. This will normally take place during school hours.

If the pupils still feel wary about giving their name, they can, of course, leave it blank.

2. Routing through the questionnaire.

You may find some pupils have some questions about which part of the questionnaire they fill out. The issue of routing through the questionnaire depends on a pupils part-time work status. There are three categories; those that have a paid part-time job at present, those who have had one in the past but are not currently working and those who have never had a part-time job. The 'never worked' group is divided into those who have applied for part-time work and those who have never applied. Each category has a different route through the questionnaire.

3. Definition of paid part-time job.

Some pupils might ask you about whether their activities constitute 'a job', for example, babysitting. In this study babysitting is included if it is paid babysitting.

You could use the following to help you decide:

- Is the activity paid
- Is it regular, though it is worth remembering that 'causal' work can be intermittent
- Is there an 'employer'

If you find yourself answering 'yes' to some of the above then it should be included as a paid part-time job.

It is also worth noting what we are excluding from our definition of paid part-time work. **Formal school organised work experience is excluded**, as are activities like washing the car or doing the dishes in the house for 'pocket money'. In the latter case these activities are treated as household chores and there is a section of the questionnaire that deals with them.

4. More than one paid part-time job.

Some pupils may have more than one paid part-time job. In this case the pupils are asked to indicate how many jobs they have. However, they answer the remainder of the questionnaire based on their dominant job. We define 'dominant' as the one that involves the greatest number of hours per week.

5. Parental information

There are some detailed questions regarding parental occupation and parent's educational background. You may find some pupils are not sure what their parents do or their qualifications. Please encourage pupils to give us the best information that they have short of guessing.

6. Other queries

For other queries, use your own judgement about how they should answer. If you have several queries of the same nature that aren't dealt with above, would it be possible to keep a note of these and inform us about them.

If you have any comments on the administration of the survey that you feel would help us understand the data more fully please pass your comments on to us. For example you may have noticed that a lot of the pupils that you surveyed had specific questions that were difficult to answer or that they had an issue with a specific question.

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APPENDIX SIX

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SECTION G

APPENDICES: REPORTS AND WORKING PAPERS

STRUCTURE OF SECTION G

G.1 This research study started in August 2003 and ended with the submission of the Final Report in June 2006. Throughout the lifespan of the research a number of reports and working papers were produced. This section of the Final Report brings this material together in Appendices 7 through to 15.

G.2 As we outlined in chapter 2, Methodology, the study involved a number of discrete, but related, elements. To accommodate this the research team produced a number of reports detailing the discrete elements and their findings. For example, a full account of the case study element of the study can be found in Appendix 12.

G.3 The documents in Appendices 7-15 acted as a resource for the team to draw upon when compiling the Final Report. We have included all of these supplementary reports at this point for two reasons. First, they provide the evidence base that we used when compiling the Final Report. Second, it is likely that some readers will have a specific interest in the additional detail that is to be found in these Appendices. At the end of each of the Appendices we include the research tools used in the data gathering. For example, at the end of Appendix 8 we have included the survey questionnaire that was sent to parents.

G.4 The data collecting for the research took place over a period of approximately two years. The following table provides a summary of when the separate elements were carried out and the reports drafted, this will enable the reader to place each of the Appendices within the context of the research timescale.

Appendix	Title	Data collected	Report compiled
7	The Focus Studies: Pupil and Teacher Comments (<i>by Jim McKechnie, Sandy Hobbs, Seonaid Anderson, Cathy Howieson and Sheila Semple</i>)	2004-05	2005
8	The Parental Perspective on School Pupils' Part-Time Employment (<i>by Cathy Howieson, Jim McKechnie and Sheila Semple</i>)	2004-05	2006
9	Child Employment: Policy and Practice in Scotland (<i>by Jim McKechnie, Sandy Hobbs, Seonaid Anderson, Cathy Howieson and Sheila Semple</i>)	2004	2004
10	The Employer's Perspective on School Pupil's Part-Time Employment (<i>by Jim McKechnie, Sandy Hobbs, Seonaid Anderson, Cathy Howieson and Sheila Semple</i>)	2005	2005
11	The Perspective of the Scottish Councils Education Industry Network Members on School Pupils' Part-Time Employment (<i>by Sheila Semple, Cathy Howieson and Jim McKechnie</i>)	2004-05	2006
12	Case Studies of School Pupils' Part-Time Employment (<i>by Jim McKechnie, Amanda Simpson, Seonaid Anderson, Sandy Hobbs, Cathy Howieson and Sheila Semple</i>)	2005	2005
13	Discussion Paper on Curriculum, Progression and Recognition (<i>by John Hart, Cathy Howieson, Jim McKechnie and Sheila Semple</i>)	2003-04	2004
14	Giving Recognition to the Outcomes of Part-Time Employment undertaken by School Pupils – A Review of Practice in the UK and Internationally (<i>by John Hart, Cathy Howieson, Jim McKechnie and Sheila Semple</i>)	2003-04	2004
15	Measuring Enterprising Skills and Attitudes: A Review (<i>by Linda Brownlow, Sheila Semple, Cathy Howieson and Jim McKechnie</i>)	2003-04	2004

APPENDIX SEVEN

THE NATURE AND IMPLICATIONS OF THE PART-TIME EMPLOYMENT OF SCHOOL PUPILS

THE FOCUS STUDIES - PUPIL AND TEACHER COMMENTS ON SCHOOL PUPILS' PART-TIME EMPLOYMENT

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Submitted 2005

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CHAPTER ONE INTRODUCTION

This report provides a summary of the information collected as part of the Focus Studies. In this part of the research eight schools, from four contrasting local authorities, were selected reflecting the range and diversity of the original sample of schools in the main survey. Within each school a series of focus groups were carried out with S4, S5 and S6 pupils. During the focus groups pupils discussed a range of issues concerning part-time employment and completed workbooks.

In addition we interviewed a range of academic staff including Headteachers, Principal Teachers, staff responsible for enterprise in education and Career Advisers associated with the schools.

In this report it is our intention to provide a review of the findings from these different sources. We have drawn on this material for the Final Report; however, this document provides a fuller summary of the elements within the focus studies element of the research.

Section A of this report provides a summary of the views that pupils expressed in their workbooks. The specific focus is on the comments that pupils provided on the potential positive and negative aspects of mixing part-time employment and full-time education and their views on the Models of recognition.

In addition participants in the focus groups completed a research tool devised to assess their enterprising attitudes. The findings from this element of the focus groups are reported in chapter 4.

Section B draws on the information from the school staff who participated in Focused Studies. In each of the eight schools we set out to discuss the issue of part-time employment with Headteachers, Principal Teachers and senior staff responsible for enterprise in education. In the case of Headteachers and staff responsible for enterprise in education semi-structured interviews were used. In the case of Principal Teachers a focus group approach was adopted. Finally we adopted an interview approach to discuss the topic with Career Advisers.

The topics covered with the different staff vary given that we were interested in reflecting the views of a range of staff with different roles within the school. Section B provides a summary of this information.

In the final section, Section C, we focus on the specific question of how part-time employment is currently used or referred to within education settings. In this section we draw on the material from pupils and academic staff.

SECTION A PUPIL FOCUS GROUPS

CHAPTER TWO PUPILS' VIEWS ON PART-TIME EMPLOYMENT

Within each focus group pupils were provided with a workbook (Appendix I) to allow them to record their views and comments on the topics under discussion. In the following chapters we draw on this material to provide an insight into their views and comments on part-time work. Two specific set of comments are addressed. First, the pupils' comments on the advantages and disadvantages of having a part-time job while still attending school. Second, the views and comments on the three models that were discussed within the focus groups. However, we will start by providing some information on the structure and numbers involved in the focus groups.

In each school six focus group meetings with pupils were planned. Pupils were invited to participate in the focus groups based upon their responses to the main survey. The aim of the design was to carry out focus groups with pupils who had experience of part-time work (the Ever Worked Pupils or EWP group) and those who had never worked (the Never Worked Pupils or the NWP group). One EWP and one NWP focus group was carried out for each year group, S4, S5 and S6. The target number per focus group was 8-10 pupils. The final group size varied slightly from the planned numbers since it was not possible to complete a full profile for each school. For example in some schools there were no, or very few, S6 pupils who had never worked. In some cases attendance levels varied on the day of the focus groups impacting on the final size of pupil group.

Table 1 provides a summary of the number of pupils who participated in the focus groups based on the original allocation to either the EWP or NWP group.

Table 1: The number of pupils in EWP and NWP groups

Year group	Ever Worked Pupils	Never Worked Pupils	Total
S4	65	65	130
S5	62	66	128
S6	61	57	118
Total	188	188	376

As anticipated a number of pupils had changed their work status between the original survey and focus group studies. In the present context the particular concern is with those pupils who had been in the NWP group, that is never worked, but who had gained experience of part-time employment. To accommodate such changes the original classification was updated to reflect the actual experience of pupils. Table 2 provides a summary of the number of pupils in each category based on this update.

The primary focus of this section is to report pupil views on recognition based upon their experience of work and school year. It is therefore more appropriate to use the category groups identified in Table 2, the updated table, as the basis for this section. It is worth noting that the updated figures provide a close match to national work status figures for each year group as identified in the Final Report.

Table 2: Updated part-time work category: number of pupils in EWP and NWP groups

Year group	Ever Worked Pupils	Never Worked Pupils	Total
S4	83	47	130
S5	80	48	128
S6	97	21	118
Total	260	116	376

1. Advantages/Disadvantages of Part-time work

In each focus group pupils were asked to consider the possible benefits and costs of having a part-time job and to write their ideas down in the workbook. Typically pupils worked in pairs and focused on either the advantages or disadvantages, although some pupils provided information for both. It is worth noting that these ideas were generated by pupils before any discussion took place.

To summarise these comments a category system was generated. Initially two raters read a sample of workbooks and identified the main themes. Each rater produced a category system to capture these themes and after meeting the raters agreed a final set of categories.

Table 3: Categories of Advantages and Disadvantages of part-time work

Advantage Categories	Disadvantage Categories
Money (getting paid/money/earning)	Impact on school (homework, distracts from school, academic performance)
Personal attributes (independence, responsibility, confidence)	Demands (physical demands, tiredness, stressful)
Work experience (learn about work)	Time demands (long hours, job demanding time, long term commitment of time)
Work with others (team work, meet other people, socialise)	Impact on social life (loss of social life, limits going out)
Acquire skills (communication skills, handling problems, manage money, budgeting)	Work related issues (low wages, unfair treatment, being 'bossed', travel/transport issues)
Timekeeping/time management	Interpersonal relations (problems with co-workers, boss, customers)
Careers/CV (prepare for future, use on CV)	Reliance on earnings (dependency on money)
Combat boredom	Other
Other	

Across all schools and school year groups a total of 376 pupils provided comments on the advantages/disadvantages of part-time work. The majority of pupils provided multiple suggestions. The table below indicates the most commonly cited advantages/disadvantages by providing the percentage of pupils who cited any specific reason.

When we consider the 'advantages' of work it is evident that the pupils in this research view the financial reward or the ability to earn their own money as a key advantage to working. However, it is worth noting that an equally popular advantage of work was that it contributed to personal attributes. As such pupils appear to perceive work as providing development opportunities, encouraging independence, responsibility and developing confidence.

Table 4: Pupils perceived advantages and disadvantages

Advantage Categories	%	Disadvantage Categories	%
Money	66.5	Impact on school	48
Personal attributes	66.5	Demands	29
Work experience	47	Time demands	25
Work with others	46	Impact on social life	41
Acquire skills	24	Work related issues	15
Timekeeping/time management	1.6	Interpersonal relations	5
Careers/CV	16	Reliance on earnings	1
Combat boredom	10	Other	15
Other	25		

Just under half of the pupils indicated that part-time work was advantageous in providing work experience and provides the opportunity to work with others. Approximately one in four pupils noted that one advantage of work was that it could be associated with the acquisition of skills. The potential contribution of part-time work to future careers or CV was identified by some pupils as a potential advantage, however, less than one-fifth of the pupils noted this as an advantage.

The most commonly noted ‘disadvantages’ of part-time work identified by pupils were that it could have a negative effect on schooling and would have a detrimental effect on the individual’s social life. The next most popular disadvantages were related to the demands of employment. Pupils noted the physical demand of working or the time demands created when someone has a job.

A smaller percentage of pupils cited more specific work related disadvantages of part-time work. These fell into two categories: work related issues where the disadvantage of work was linked to poor treatment, low wages or practical aspects of work and interpersonal relations where the disadvantage of work was linked to problem relations with the people you might work with or customers.

The latter two disadvantages may suggest that pupils were drawing upon their personal experience of part-time employment when suggesting disadvantages of employment. This might suggest that the identification of advantages and disadvantages is associated with an individual’s experience of part-time work. Similarly there may be variations associated with the age (year group) of the pupils. The next section explores the extent to which such variations exist.

Work Status

Focus groups were constructed on the basis of whether pupils had ever had part-time employment experience whilst at school or whether they had never worked. However, given the time gap between the original survey and the focus groups a number of pupils in the never worked group had changed status, that is they were either working or had worked in the intervening period. Based on this new information work status was updated. The net result was of the 376 focus group participants 260 were classified as Ever Worked (EWP) and 116 as Never Worked (NWP).

It could be hypothesised that pupils who have worked may emphasise different advantages or disadvantages of work compared to those pupils who have never worked. The tables below show the percentage of EWP and NWP who cited a specific advantage or disadvantage.

For example, amongst the advantages of having a part-time job money is cited by a similar percentage of the EWP and the NWP groups. It could be argued that this is a relatively ‘obvious’ benefit of employment and we would not expect having experience of working to increase this advantage of employment.

Table 5: Work Status and perceived advantages of part-time work

Advantage Categories	EWP	NWP
	%	%
Money	67	65
Personal attributes	33	42
Work experience	46	49
Work with others	49	40
Acquire skills	28	16
Timekeeping/time management	2	2
Careers/CV	17	14
Combat boredom	10	10
Other	25	27
(n)	(260)	(116)

Based on this approach perhaps the notable aspect of the above table is the relatively low variation between EWP and NWP in citing any of the specific advantages of part-time employment. There is of course some variation between the groups. A higher percentage of EWPs cited ‘working with others’ as an advantage compared to the NWP group. Perhaps the experience of being employed resulted in them perceiving the value of this aspect of employment. This explanation may also account for the variation in the category of ‘acquire skills’.

It could also be the case that the experience of employment may make individuals less likely to cite a specific advantage, that is they are aware of the limitations of their work. For example, the advantage of work in developing personal attributes was cited by a higher percentage of the NWP group. Perhaps a lower percentage of EWP group cited this as an advantage due to their experience of employment.

This argument might also lead us to hypothesise that EWPs will have an insight into the specific disadvantage of working. The pattern of results outlined in the table below does not support this position. The most striking aspect of the table is that a similar percentage of EWP and NWP identified each of the disadvantage categories.

Table 6: Work Status and perceived disadvantages of part-time work

Disadvantage Categories	EWP %	NWP %
Impact on school	48%	48%
Demands	29%	28%
Time demands	25%	26%
Impact on social life	40%	43%
Work related issues	15%	17%
Interpersonal relations	4%	8%
Reliance on earnings	1%	3%
Other	15%	15%
(n)	(260)	(116)

Overall there is little evidence to suggest that work status had any major effect on the specific advantages or disadvantages that pupils associated with having a part-time job.

Year Group

In constructing the focus groups it was decided to separate pupils by year group. This resulted in a number of focus groups consisting of S4, S5 and S6 pupils. It is conceivable that pupils at different levels perceive different advantages or disadvantages. To consider this we looked at the number of pupils at each level and the specific advantages or disadvantages of work that they identified.

The table below summarises the findings for the proposed advantages associated with working. For each category of advantage the total number of pupils who identified this specific advantage is noted. The following columns note the percentage of pupils in S4, S5 and S6 who noted this advantage.

Table 7: Year group and perceived advantages of part-time work

Advantage Categories	Total N	S4 %	S5 %	S6 %
Money	(250)	35	35	30
Personal attributes	(135)	20	39	41
Work experience	(176)	27	39	35
Work with others	(172)	32	34	34
Acquire skills	(91)	26	36	37
Timekeeping/time management	(6)	67	0	33
Careers/CV	(60)	32	35	33
Combat boredom	(38)	50	37	13
Other	(95)	39	33	28

For example the most cited advantage of part-time employment was the category money. From the table it is evident that the percentage of pupils in S4, S5 and S6 who identified this advantage was comparable, 35%, 35% and 30% respectively. A similar pattern of consistency

across year groups is evident for a number of other advantages eg Careers/CV, Work with others.

However there is some evidence of variation between year groups in some of the categories. It would appear that a greater number of S5 and S6 pupils noted the advantage of gaining ‘personal attributes’ from work. This pattern was replicated in the categories of ‘work experience’ and ‘acquire skills’ and might lead us to suggest that older pupils place more emphasis on different advantages of work when compared to younger pupils. S4 pupils recorded the highest number of citations in two categories, ‘combats boredom’ and ‘other’.

Turning our attention to the disadvantages of working the pattern of consistency between year groups tends to dominate. The table below shows that for the disadvantages of ‘impact on school’, ‘time demands’ and ‘impact on social life’ similar numbers of pupils in each year group identified these disadvantages.

Table 8: Year group and perceived disadvantages of part-time work

Disadvantage Categories	Total N	S4 %	S5 %	S6 %
Impact on school	(181)	30	34	36
Demands	(108)	29	32	39
Time demands	(96)	33	30	36
Impact on social life	(153)	34	35	31
Work related issues	(58)	40	36	24
Interpersonal relations	(19)	21	74	5
Reliance on earnings	(4)	0	75	25
Other	(56)	29	29	43

Variation between the year groups does exist. For example when we look at pupils citing the ‘demands’ of work as a disadvantage a lower percentage of S4s listed this compared to S6 pupils. This pattern is reversed when we consider ‘work related issues’ where S6 pupils were less likely to have listed this disadvantage and S4 most likely to. This may reflect the variation in the types of jobs carried out by S4 and S6 pupils.

While the total number of pupils who cited ‘interpersonal relations’ as a disadvantage is low (N=19) it is notable that pupils listing this were more likely to be in S4 or S5. Given the low number of pupils this may reflect individual experiences and as such we should not read too much into this year group variation.

CHAPTER THREE RECOGNITION AND THE MODELS OF RECOGNITION

Within the focus groups pupils were asked to indicate their views on a number of issues relating to the recognition of part-time employment within educational contexts. In this section we focus on three aspects of these discussions:

- (i) the pupils reaction to the general principle of recognising part-time employment;
- (ii) their ratings of the models of recognition that were discussed;
- (iii) their written comments on the models.

(i) The principle of recognition

All pupils participating in the focus groups were asked on two occasions to respond to the principle of recognising part-time work. The first occasion involved getting pupils to indicate their ‘gut reaction’ to the idea of recognition. The question was then repeated after pupils had discussed the different models that were proposed for recognising part-time work.

Many pupils had difficulty in responding the first time they were asked about the principle of recognition. In part this may be due to the novelty of the idea – it was apparent that this was something that they had never considered before – and the lack of concrete examples. We therefore focus on pupils’ responses when they were asked a second time about recognition after they had discussed different ways in which work could be recognised.

Table 9 presents a summary of the responses to the question ‘*Should more use be made of pupils’ part-time work in their schooling?*’. Pupils could respond by ticking either a ‘yes’, ‘no’ or ‘not sure’ response box.

Table 9: Pupil responses to the principle of using part-time work in school*

Year Group	Yes %	No %	not sure %	Total (n)
All pupils	42 (160)	31 (118)	27 (102)	(380)
S4 pupils				
all	50	28	22	(124)
ever worked	54	23	24	(80)
never worked	43	39	18	(44)
S5 pupils				
all	37	37	26	(142)
ever worked	53	21	25	(75)
never worked	29	31	40	(45)
S6 pupils				
all	39	27	32	(114)
ever worked	42	26	32	(93)
never worked	29	33	38	21

* The full table with all base numbers included is in Appendix 3.

As Table 9 indicates, the pupil response to the principle of greater use of part-time employment within school was mixed. Overall, less than half were definitely in favour of the idea (42%) but only a minority (albeit a substantial minority) were definitely against it (31%). Another sizeable proportion of pupils were unsure whether greater use of part-time work would be a good idea or not (27%). But responses varied depending both upon year group

and pupils' part-time work status. Just over a half of pupils in S4 and S5 in the EWP groups were in favour of the principle of greater use of part-time employment within school (54% and 53%). For S6 this drops to 42%. The trend across all year groups is for pupils with experience of employment to be more positive about the idea of using part-time employment within school than those who had never worked.

It is worth noting that among the NWP groups, participants were not all against the principle, this was especially true of the S4 NWP group – 43% indicated that they were in favour of this idea. In S5 and S6 the proportion in favour dropped to 29% (S4: 43%, S5: 29%, S6: 29%).

A number of pupils in both the EWP and NWP groups indicated that they were still unsure about the principle. This could reflect the fact that pupils did not like any of the models presented, but it could also reflect the conditions or caveats that pupils had. In a number of cases where pupils responded 'not sure', they indicated in written comments that it would depend on the degree of choice open to pupils whether to participate in such a system; others thought it might be of use to some pupils but not to them.

(ii) The models of recognition

The research team's working paper on recognition develops five models, each demonstrating different ways in which part-time work could be used within schooling. The time constraints of the focus groups and complexity of these models led the research team to reduce this five-model version down to a three model version for use in the pupil focus groups. The three models used for pupils reflect the general principles underlying the five-model version.

The three models used in the focus groups were:

Model 1: Teachers might ask pupils to talk about their part-time jobs in subject classes ... Or encourage them to use their part-time work experiences in assignments ... Or use part-time work to give evidence of their core skills.

Model 2: Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.

Model 3: Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.

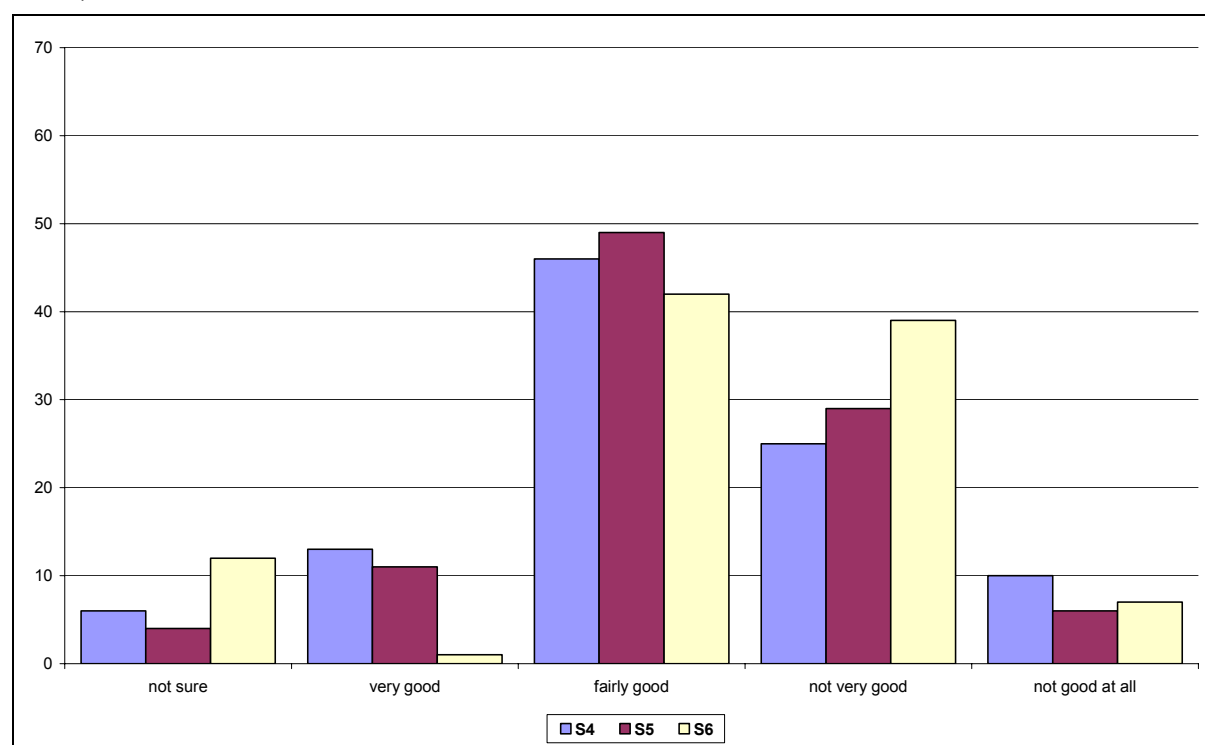
Each model was presented to the groups in the above order and pupils were asked about their views and comments on the idea. The group discussion was recorded. After discussing all three models the pupils were asked to indicate their individual view on each model by rating it on the following scale: very good, fairly good, not very good, not good at all and not sure. In addition to indicating their view on this scale pupils were asked to write any comments that they wished on each of the models.

In this section we focus our attention on the ratings pupils assigned to each model. The figures below provide the profile of the scale responses of the EWP and NWP groups for each year group to the models. Our primary focus at this point is to identify the extent of variation in responses based on whether pupils have or have not worked and their year group.

Model 1: Teachers might ask pupils to talk about their part-time jobs in subject classes ... Or encourage them to use their part-time work experiences in assignments ... Or use part-time work to give evidence of their core skills.

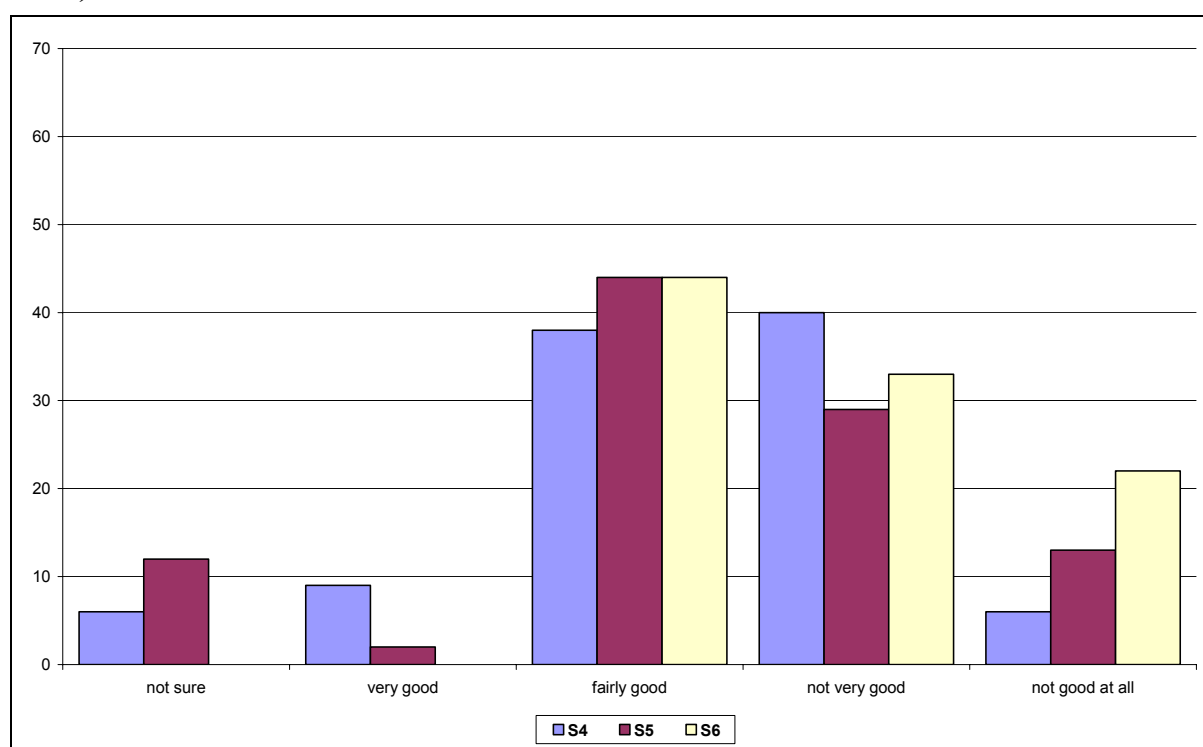
A summary of the pupils' responses to this model can be found in Figure 1, the EWP group, and Figure 2, the NWP group. It is noticeable that a small percentage of pupils across all year groups indicate that they are 'not sure'. This pattern is reflected in all of the models; however, in all cases the majority of pupils have indicated their strength of preference for each of the recognition ideas.

Figure 1: Ever worked pupils' responses to Model 1 (use in teaching/assessments/core skills)



Pupil responses to Model 1 indicated that there were no significant differences between the EWP and NWP groups for S4, S5 or S6. Within the EWP group the S4 and S5 pupils were most positive about this model with 59% and 60%, respectively, indicating a positive response, ie either 'very good' or 'fairly good'. The S6 EWP pupil group had a more mixed response to this idea with 46% responding a negative manner, ie 'not very good' or 'not good at all'.

Figure 2: Never worked pupils’ response to Model 1 (use in teaching/assessments/core skills)



The distribution pattern of responses in Figure 2 shows that the NWP groups across all year groups had roughly comparable percentages for and against this idea. Once again the S6 group had the highest percentage of unfavourable responses, 55% indicating that they thought this was either ‘not very good’ or ‘not good at all’.

Model 2: Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.

Overall responses to this model were favourable for the EWP and the NWP groups (see Figures 2 and 4). In each year group within the EWP groups a high percentage of pupils indicated that this was either a ‘very good’ or ‘fairly good’ idea (S4: 79%, S5: 76%, S6: 79%). This pattern was to an extent, replicated amongst the NWP group with 61% of S4 and 72% of S6 pupils indicating that even though they had never worked they thought that this was a ‘very good’ or ‘fairly good’ idea. The S5 NWP were less positive with only 48% indicating that they had a positive view on this model.

While pupils in the EWP and NWP group were positive about this model, experience of work was significantly associated with pupil responses. In S4 pupils who had worked were more likely to indicate that they thought this was a ‘very good’ idea. In contrast their peers in the NWP group were more likely to indicate that this was a ‘fairly good’ idea or ‘not good’. In the S5 group the distinction in views between those who had and those who had not worked was more marked. Pupils who had worked were more likely to indicate that this was a ‘very good’ or ‘fairly good’ idea. In contrast those S5 pupils who had never worked were more likely to indicate that this idea was ‘not very good’ or ‘not good at all’.

Figure 3: Ever worked pupils' response to Model 2 (certification)

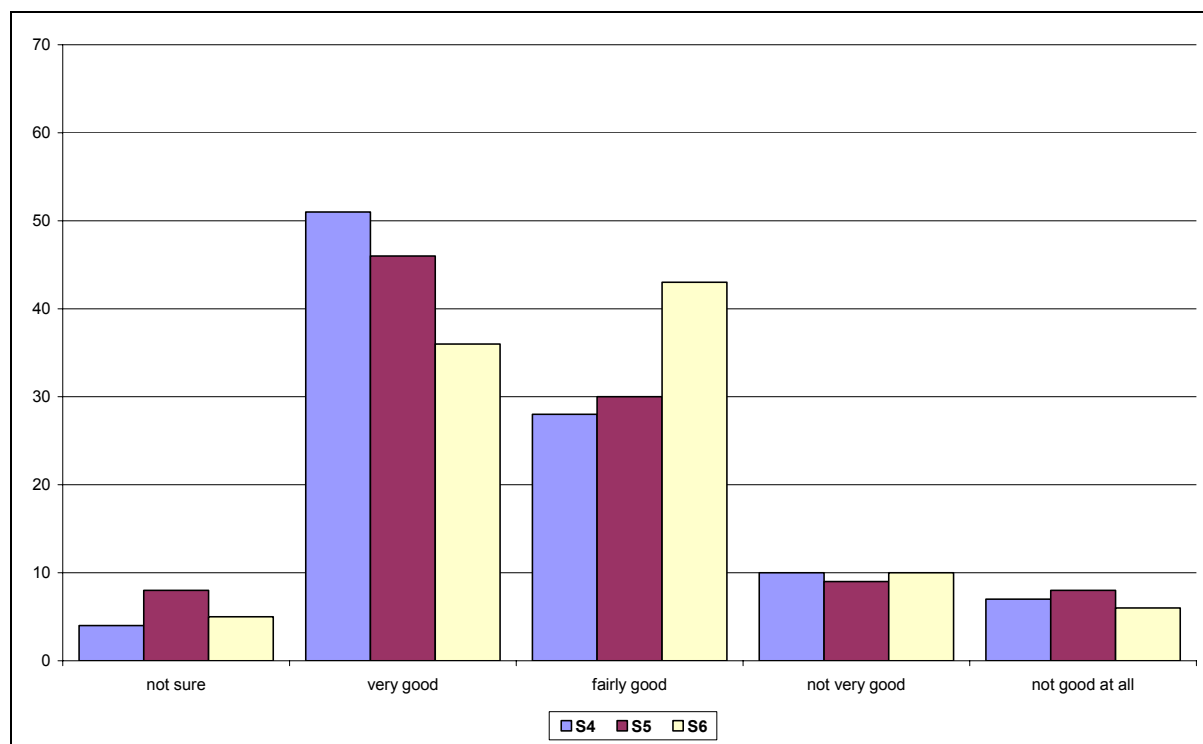
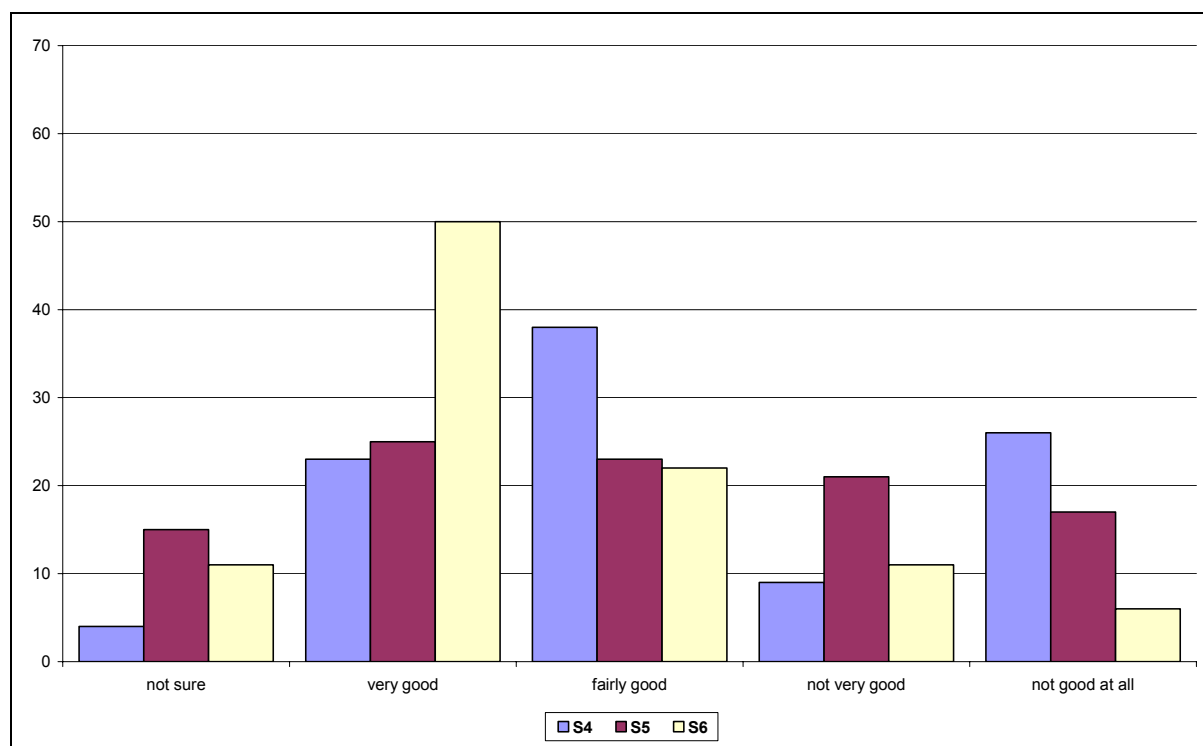


Figure 4: Never worked pupils' response to Model 2 (certification)



Model 3: Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.

The response to the idea of using part-time work within an ongoing review of skill attainment and development resulted in a more mixed response (see Figures 5 and 6). Amongst those pupils who had experience of employment S4 pupils were the most enthusiastic about this

model, a total of 62% responded either ‘very good’ or ‘fairly good’. Lower percentages of S5 and S6 indicated positive responses, 47% and 46%, respectively.

Figure 5: Ever worked pupils’ response to Model 3 (personal planning)

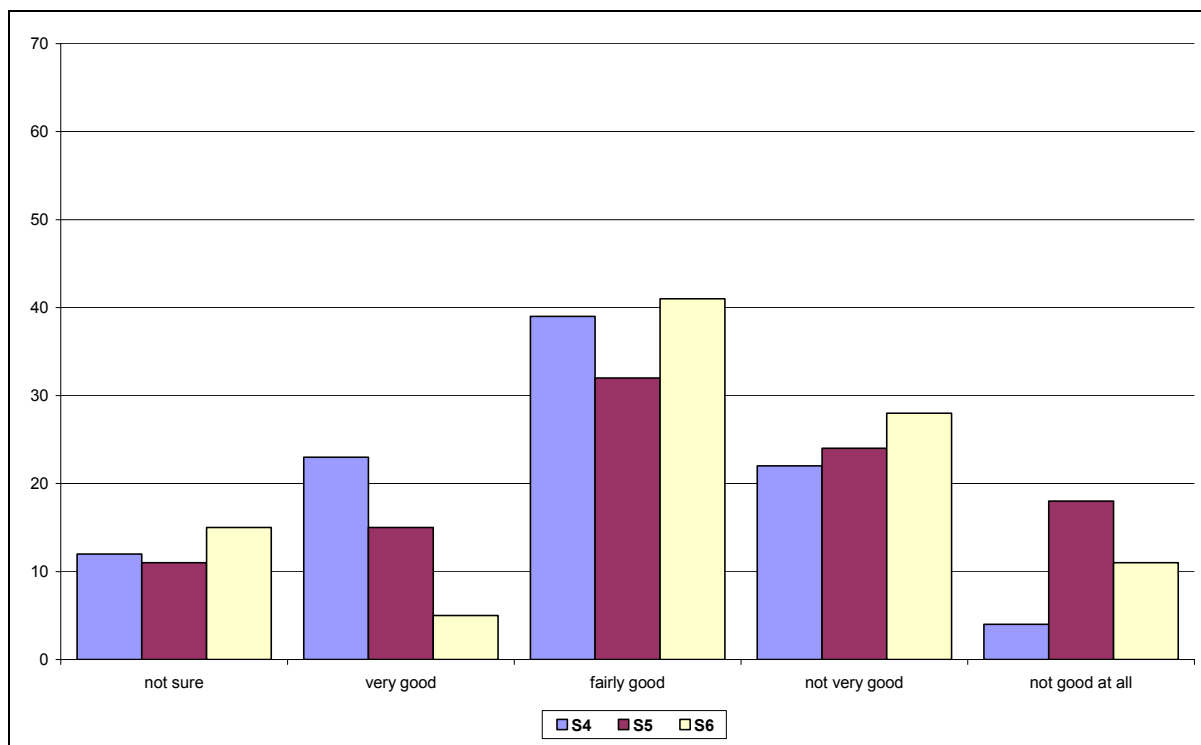
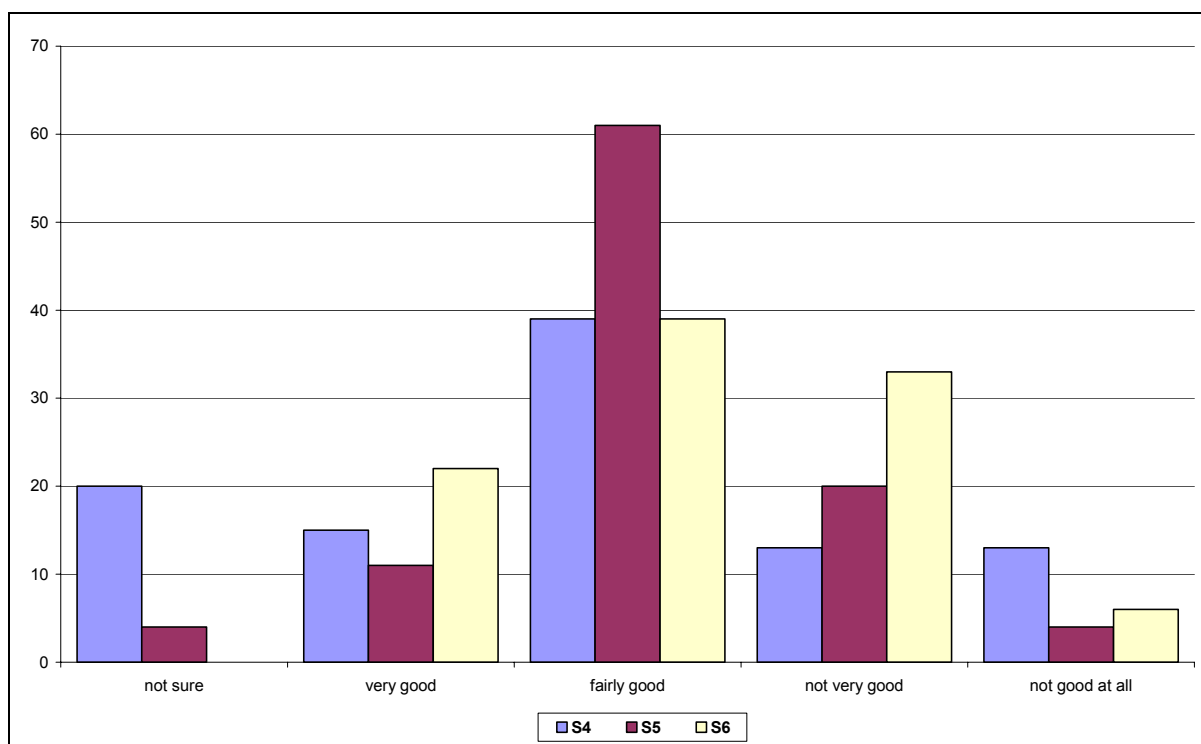


Figure 6: Never worked pupils’ response to Model 3 (personal planning)



This pattern was reversed for the NWP group, where S5 and S6 pupils who had never worked indicated that they thought this was a ‘very good’ or ‘fairly good’ idea, 72% and 61%, respectively.

Work status was significantly associated with response patterns only in the case of S5 pupils. Significantly more of the NWP S5 pupils thought this was a good idea compared to their EWP peers. The EWP group was more likely to indicate that this was either ‘not very good’ or ‘not good at all’.

(iii) Pupil comments on the models

In addition to rating the models we asked pupils if they had any additional comments that they wished to make regarding their view of the model. They were asked to write these comments down on the workbook. This section focuses on the written comments that pupils provided. In attempting to summarise these comments a number of issues arose including:

- Some pupils did not provide comments
- Comments lacked detail (eg ‘this is a good idea’)
- Some comments were rather cryptic and difficult to interpret

In addition it is worth noting that some pupils who rated a model positively then wrote comments which were negative in tone, and vice versa. Based on the focus group discussions it was apparent that when writing comments some pupils were adding caveats to their original rating. This has an additional consequence in that the pattern of percentage figures found in the ratings section do not always coincide with those based on the comments on the models.

Two independent raters reviewed the comments and produced a set of categories to aid the classification of the comments. The raters then met to agree a list of final categories. Typically pupils provided only one comment on a model. On those occasions where two or more comments were given we based the coding on the first comment provided. Given the range of comments and the fact that many were model specific it was not possible to use the same category system for all three models.

Model 1

From the 376 workbooks that were returned 328 pupils had commented on Model 1. The table below provides a summary of the categories, the number of pupil comments in each category and the percentage figure for each category relative to the total number of pupils.

To provide some indication of negative and positive responses the table has been split into two parts. The top half of the table lists the positive categories, the bottom half the negative comments. The ‘other’ category represents those comments that we could not categorise in part because of the difficulty in interpreting the meaning of the comment.

From the table it is apparent that amongst the positive comments about Model 1 the most popular related to the idea that this model would increase awareness of work, allow pupils to share their experiences and would enhance the link between school and the world of work. A smaller number of pupils felt that this approach would be advantageous in the learning environment. A large number of positive comments were non-specific, simply stating that this was ‘a good idea’, while failing to justify such statements.

Table 10: Pupils' comments on Model 1

Category	N	%*
Awareness of work	16	5
Share experiences	25	8
Link work and school	26	8
Draws on real experiences	6	2
Helps in lessons	6	2
Positive non-specific	35	11
Lack of relevance	54	16
Repetition	2	1
Equality issue	50	15
Invades privacy	28	8
Keep work & school separate	27	8
No value	28	8
Pressure to get job	13	4
Other	12	4
Total	328	

*note percentage figure rounded and may not add to 100%

A larger number of pupils made negative comments about the Model. The largest number of comments fell into two categories, those who felt that this idea was not relevant and those concerned about equality. In the former, pupils questioned the value of Model 1. The latter comments were concerned about the availability of work and that not everyone would be able to get a job. This in turn would create inequality. The assumption implicit in many of the comments was that if Model 1 was pursued those pupils with jobs would gain an advantage over those who did not have part-time employment. Some pupils indicated that a consequence of Model 1 was that it would increase the pressure on pupils to get a part-time job.

Other popular negative comments fell into a number of categories. Two categories of comments were that school and work should be kept separate and that adopting Model 1 would invade the individual's privacy since they would have to talk about their work in classroom settings. These categories share a common underlying theme where pupils appear to be indicating their desire to maintain some distance between work and school.

Model 2

The comments that pupils provided to accompany this model were in general more positive in tone. The largest number of positive comments identified the value of this Model highlighted its relevance to employers; it showed them what you had done. In a similar vein a number of pupils saw the link between this model and an individual's CV and future career prospects.

Amongst pupils there was some evidence that this Model was valued simply because it recognised what pupils were doing, in effect it acknowledged their out of school activity.

Table 11: Pupils' comments on Model 2

Category	N	%*
Recognises activity	40	11
Motivation/ encourages work ethic	8	2
Skills and abilities recognised	6	2
Relevant to employer	71	20
CV/career	66	19
Positive non-specific	39	11
Irrelevant to employers	6	2
Failing the qualification	3	1
Pressure to get job	19	5
Keep school and work separate	14	4
Jobs too low level	12	4
Equality issue	26	7
Distraction from school	7	2
No value	22	6
Other	11	3
Total	350	

*note percentage figure rounded and may not add to 100%

A smaller number of comments pointed to the fact that for some pupils Model 2 was of value because it would motivate the individual to become involved in part-time work and develop positive aspects of what we might call a work ethic or realising what work is about. As with Model 1 a number of general non-specific positive comments were made with respect to Model 2.

In creating a category system for this model a larger number of negative categories were produced to allow us to differentiate between the range of responses. However, this does not mean that there were more negative comments overall, just under one third of the total number of comments were negative in tone. The most common concerns related to this model were over pressures to get a job and the lack of equality since not all pupils could gain part-time employment. A second theme related to the views expressed by some that the exercise involved in Model 2 would have no value. Some pupils were more specific and indicated that the jobs that pupils had access to are of too low a level to warrant this type of recognition.

Once again we see the emergence of a set of views indicating that some pupils wish work and school to remain as separate domains in their lives. For some pupils such a concern may manifest itself in the view that work would become a distraction from school. That is if school were to emphasise one's job it would distract you from the other subjects you should be attending to.

A small number of pupils suggested that such qualifications would not be valued by employers. It was not clear what reasoning lay behind this comment but it could be related to the perceived gap between the jobs pupils do and their future career aspirations.

A final set of comments draw attention to an interesting aspect of Model 2 that would have to be considered if such an approach were implemented. What would happen if a pupil failed to pass such a qualification? A small number of pupils drew attention to this indicating that they thought it would have negative consequences for future employment.

Model 3

In the case of Model 3 just over half of the pupils who commented were positive about this model. A large number of these comments fell into the non-specific positive category (eg 'this is a good idea', 'I think this would be useful'). Amongst those pupils who provided more specific comments a large number indicated that the value of this model lay in the fact that you would have something you could show a future employer.

Table 12: Pupils' comments on Model 3

Category	N	%*
Provides personal record	29	9
Awareness	18	6
Assess improvements	43	13
Shows employer	49	15
Positive non-specific	41	13
Self conscious/private	2	1
Waste of time/too demanding	20	6
Equality issue	6	2
Repetition	14	4
Keep work & school separate	3	1
No value	51	16
Pressure to get job	1	1
Not relevant to future	7	2
Jobs too low level	4	1
Detract from school	2	1
Shows negative as well	1	1
Other	23	7
Total	323	

*note percentage figure rounded and may not add to 100%

For others the value of this Model appeared to be at a more personal level. Some pupils indicated that this Model would provide them with a personal record of what they had done. Others highlighted the fact that the process would allow them to assess their own improvements or would develop their awareness of aspects of their development. For some this awareness raising aspect may be threatening. For example two pupils indicated that the process involved in Model 3 would be problematic for them since it would mean exposing their private thoughts and feelings and would make them self conscious. Such comments while in a minority indicate that pupils may need help and guidance in approaching the underlying tasks inherent in this model.

The largest number of negative comments were directed at the lack of value pupils perceived in this activity. As was the case in previous sections many pupils did not justify such statements. Other pupils provide more specific insight into this lack of value. For some the problem is related to the lack of time or the demanding nature of the activity. While others indicate that lack of variation over time in their jobs would lead to a lot of repetition in the recording process. This may also be related to some pupils views that the jobs are of too low a level and do not offer opportunities for development.

A range of other negative comments were provided by pupils. While a minority of pupils expressed these views they are of interest in providing some insight to a range of issues associated with Model 3. As before some were concerned over the issue of equality of

opportunity to gain employment, others that the process would detract attention away from schooling while one pupil draws our attention to the fact that such processes may reveal negative aspects of development.

Work Status

As with the section on the advantages and disadvantages of part-time employment it is possible that pupil comments on the models vary depending on their work status. Each model is considered and the tables allow us to compare the percentage of EWP and NWP pupils who cited specific comments on each model.

Model 1

In looking at the table below it is apparent that in a number of categories similar percentages of EWP and NWP pupils are to be found. For example, in the case of pressure to get a job, keep work & school separate and no value pupils in both EWP and NWP were equally likely to make these comments.

Two aspects of this table are worth noting. First, the categories where some variation between EWP and NWP is to be found. Second, those categories where only EWP pupils are to be found. In the latter case it is only EWP pupils who comment in response to Model 1 that it may help in lessons and that there is a danger of repetition of material across classes if teachers incorporate part-time work experience into their lessons.

In the former case there is one category which EWPs were more likely to write in response to Model 1. This relates to the lack of relevance of part-time. In comparison to the NWP group a higher percentage of EWPs cited this concern with respect to Model 1. Two other categories of comments are worth noting, in both cases a higher percentage of NWPs commented that they were concerned about the issue of equality, essentially that those pupils who had jobs would be advantaged in this system and that the approach outlined in Model 1 would constitute some form of invasion of privacy where people would have to disclose what they were doing in a public forum.

Table 13: Work status and views of Model 1

Category	EWP %*	NWP %*
Awareness of work	5	4
Share experiences	8	7
Link work and school	7	9
Draws on real experiences	2	1
Helps in lessons	3	0
Positive non-specific	11	10
Lack of relevance	19	11
Repetition	1	0
Equality issue	11	24
Invades privacy	7	13
Keep work & school separate	9	7
No value	9	8
Pressure to get job	4	4
Other	5	1
(n)	(229)	(99)

*note percentage figure rounded and may not add to 100%

Model 2

Similar patterns are to be found with respect to Model 2, the formal recognition idea. In this case only EWP pupils suggested that this would be of value in that it would recognise skills and abilities gained by individuals. In contrast to this positive view it was only EWP pupils who thought that this model would produce a qualification that would be irrelevant to employers.

The major points of contrast between EWP and NWP was that a higher percentage of EWPs made general non-specific positive comments and commented that this exercise would produce a qualification that would be of use in the context of one's CV and career. The final point of contrast was with respect to the issue of equality. In this case a higher percentage of NWP pupils made comments that fell into this category when commenting on Model 3.

Table 14: Work status and views of Model 2

Category	EWP %*	NWP %*
Recognises activity	12	10
Motivation/ encourages work ethic	2	3
Skills and abilities recognised	2	0
Relevant to employer	20	22
CV/career	22	11
Positive non-specific	13	8
Irrelevant to employers	2	0
Failing the qualification	1	2
Pressure to get job	5	7
Keep school and work separate	4	4
Jobs too low level	4	3
Equality issue	5	14
Distraction from school	2	3
No value	5	9
Other	2	7
(n)	(246)	(104)

*note percentage figure rounded and may not add to 100%

Model 3

In this model the focus was upon allowing and encouraging pupils to use their part-time work experience within a more developed notion of records of achievement. As the table demonstrates this produced a wide range of comments from pupils.

In comparison to NWP pupils a higher percentage of EWPs commented that they were of the view that the idea behind this model was of no value or would be too demanding of their time. On a more positive note EWPs were more likely to note that this model would result in a personal record that they could use and would be something that they could show employers. In contrast a higher percentage of NWP pupils were more likely to note that this model provided an opportunity to assess improvements over time and to generally increase one's awareness of change.

The equality issue was cited less often as a concern in relation to Model 3. However, from the small number of pupils who did view this as important a higher percentage were in the NWP group. As such this reinforces a pattern which we find across all three models. First, that the issue of equality is commented upon and, second, the pupils in the NWP group are more likely to raise this concern.

Table 15: Work status and views of Model 3

Category	EWP %*	NWP %*
Provides personal record	10	7
Awareness	3	13
Assess improvements	11	19
Shows employer	16	13
Positive non-specific	13	12
Self conscious/private	0	2
Waste of time/too demanding	8	2
Equality issue	1	4
Repetition	4	4
Keep work & school separate	1	2
No value	18	12
Pressure to get job	1	0
Not relevant to future	3	1
Jobs too low level	1	1
Detract from school	1	0
Shows negative as well	0	1
Other	8	6
(n)	(228)	(95)

*note percentage figure rounded and may not add to 100%

Year Group

Examining the data for any variations in comments by year group becomes problematic due to the overall sample size. The number of respondents in each category when divided across three year groups results in some very small numbers. For that reason we have summarised some general findings where the greatest variation is evident between year groups.

Model 1

In the area of positive comments regarding this model S4 and S5 pupils were more likely to give non-specific positive comments about this model. This might imply that S6 pupils were more likely to justify any positive comments that they gave.

When considering the positive comments associated with this model a larger number of S4 and S5 pupils highlighted the value of linking work and school. The S4 pupils were also more likely to emphasise the value of sharing experiences.

Lack of relevance was a key negative comment made by many of the pupils with respect to this model. A larger number of S6 pupils highlighted this concern. This pattern also emerged for the category of 'no value', a greater number of S6 pupils listed this concern.

In contrast S4 and S5 pupils were more likely to have noted concerns associated with equality and that the model invades the individual's privacy. A slightly higher number of S4 respondents indicated that work and school should be kept separate. One reason why S6 pupils may be less concerned with the issue of equality could be that they find it easier to enter the part-time job market.

Model 2

In comparing the pattern of responses across categories for Model 2 it was again apparent that the earlier year groups, in this case S4, were more likely to make non-specific positive comments.

There were a number of categories where it was evident that some variation between year groups was evident. In the case of the positive comment categories a higher number of S5 and S6 pupils indicated that the advantage of this model was that it recognised the activity of part-time employees. A similar trend was evident with respect to the Career/CV category. A greater number of S5 and S6 pupils noted this positive aspect. In contrast to these patterns when we look at the category of 'relevance to employer' there are a greater number of S4 pupils who cite this as a justification for supporting Model 2. It is possible that S4 pupils are thinking in a more concrete fashion about the value of a qualification, while the S5 and S6 pupils are aware that there may be a more generalisable spin off from such a qualification.

The negative comments about this model revealed some year group variations. A greater number of S5 pupils indicated that a negative consequence of this model was that it would create pressure to get a job. S4 pupils produced the highest number of comments about the issue of equality, that is that the model is unfair to those pupils who cannot gain work.

Model 3

As in the previous two models S4 pupils were more likely to make non-specific positive statements regarding this model. There was little between year group variations in the positive categories associated with this model. Two exceptions to this were the category 'assess improvements' where a greater number of S4 pupils indicated that this was a positive aspect of this model. The second exception was in the usefulness of this process to employers. More S5 pupils gave this as a positive aspect of Model 3.

Consideration of the negative comment categories linked to this model shows little between year group variation. The later year groups, S5 and S6, recorded a higher number of pupils indicating that Model 3 embodies an exercise that they believe has no value and constitutes a waste of time. This is of interest since these year groups are closest to exiting the school system and may have experience of completing the type of forms where such material would be expected to be of use, eg employment and higher education applications.

One final variation is worth noting. The category of comments labelled 'repetition' draws attention to pupils' views that the record keeping involved in Model 3 would not change much over time. There was a trend indicating that S5 and S6 pupils were more likely to make this comment compared to S4 pupils. This may reflect the experience of the more senior pupils. Alternatively it might suggest that Model 3 would require a strong structure and support system before pupils would be able to gain, or see, the potential in such a model.

CHAPTER FOUR WORK STATUS AND THE ATTITUDES TO ENTERPRISE TEST

Within each focus group pupils were provided with a workbook. At various points in the focus group pupils were asked to complete various sections of this workbook. The final task at the end of the focus group was for all pupils to complete a series of questions which comprise the Attitude to Enterprise Test (ATE).

This test has been developed by Athyde (2003) and at the start of this research into pupils part-time employment was undergoing development. We received permission from the author to use the test. Given the length of the test we were unable to include it within the main survey tool and opted to use it within the focus groups.

The Attitude to Enterprise Test consists of 30 statements to which respondents indicate their strength of agreement on a scale from 1= strongly disagree through to 7= strongly agree. Following the scoring guidelines produce a global test score, the ATE score, and scores for a number of sub-scales. These are; perception about creativity at school; self perception of ability to lead others; intuition in problem solving; achievement orientation in project work and perceived personal control over career.

In the present context we were interested in the extent to which variations in test scores were linked to part-time employment status. Based on pupils work status at the time of the focus groups we constructed two groups, Ever Worked pupils (EWP) and Never Worked Pupils (NWP). The main analysis compared test performances for these two groups. In addition we considered potential variations based upon school year, ie within S4, S5 and S6 groups.

The relatively small sample size meant that we were unable to look at between school variations. Similarly we were unable to compare pupils investing different amounts of time to their part-time jobs. To provide some insight into potential links between intensity of employment and test scores a series of correlations were run for the EWP group looking at the potential link between hours worked, ATE score and the sub-scale scores.

The ATE scores

The table below provides a summary of the mean scores on the ATE for EWP and NWP groups and for each year group. There is some variation in the mean scores with the EWP group having a slightly higher mean compared to the NWP group. However, there is also some evidence of within group variation linked to year group.

Table 16: Mean scores for the Attitude to Enterprise Test

Work Status	Year Group	ATE Mean (sd)	N
EWP	S4	155.99 (15.12)	73
	S5	156.96 (15.15)	72
	S6	152.89 (14.40)	94
	All	155.06 (14.89)	239
NWP	S4	151.05 (16.22)	41
	S5	154.16 (13.89)	44
	S6	158.65 (18.85)	20
	All	153.80 (15.92)	105

Analysis of between group differences showed that there was no significant differences for Work Status ($F(1,338) = 0.126, p > 0.05$) or for Year Group ($F(2,338) = 0.648, p > 0.05$). There was no significant interaction between these variables ($F(2,338) = 2.67, p > 0.05$). Further exploration of the work status groups within each year group also failed to find any significant differences in ATE scores. These findings suggest that there is no relationship between part-time employment and ATE scores.

It can be argued that a key variable with respect to work is the number of hours that pupils commit to their employment. A series of correlations were carried out to consider the possible link between ATE scores and hours worked. Unfortunately a number of the EWP group failed to provide detailed information on the number of hours they were working at the time of the focus groups and this reduced the sample sizes that we could work with.

All the correlations between hours worked and ATE scores were not significant with one exception. Amongst the S4 pupils a significant positive correlation was found ($r = 0.45, n = 22, p < 0.05$) indicating that pupils working a higher number of hours is associated with a higher ATE score.

The ATE sub-scales

The above analysis was repeated for each of the five sub-scales.

(i) Perception about creativity in school

The analysis showed that there was a significant difference when comparing the EWP and NWP groups across the whole sample ($F(1,350) = 4.13, p < 0.05$). The mean scores indicate that the EWP group had a higher mean score on this scale (EWP = 31.25; NWP = 30.13).

Further exploration of the variation between EWP and NWP within each year group found that this relationship was strongest within the S4 year group.

The correlation analysis failed to show any link between hours worked and pupils scores on this sub-scale.

(ii) Self perception about the ability to lead others

The main analysis found no significant differences between EWP and NWP groups on this sub-scale ($F(1,352) = 0.34, p > 0.05$). Further investigation of potential variation between Work Status groups within each year group did produce one significant finding. Within S5 the EWP group had a significantly higher mean score compared to NWP group (26.1 and 23.9, respectively).

Investigation of the link between hours worked and this sub-scale also highlighted the S5 year group. A significant correlation was found between hours worked and scores on the ability to lead sub-scale ($r = 0.32, n = 44, p < 0.05$).

(iii) Intuition in problem solving

Between group comparisons on this sub-scale failed to find any significant effect for Work Status or Year Group. However, a significant interaction effect was found ($F(2,349) = 4.41,$

$p < 0.05$). On inspection it was evident that amongst S4 pupils the EWP group had a higher mean score compared to S4 NWP (31.94 vs. 30.64). In contrast for both S5 and S6 this pattern was reversed with the NWP groups having the higher mean scores (S5: NWP 31.67 vs. EWP 31.23; S6 NWP 33.11 vs. 30.46).

These findings suggest that where there is a relationship between the test scores and work status any effect may be mediated by year group.

The correlation analyses failed to show any link between hours worked and the scores attained on this subscale.

(iv) Achievement orientation in project work

On this sub-scale there were no significant differences between the Work Status groups ($F(1,352) = 0.151, p > 0.05$). However, significant differences were found between Year Groups ($F(2,352) = 3.22, p < 0.05$) with the mean scores indicating that S5 pupils had the highest scores on this sub-scale (S4: 34.59; S5: 35.56; S6: 34.83).

A significant interaction between Work Status and Year Group emerged ($F(2, 352) = 4.97, p < 0.01$). Closer inspection showed that this interaction was due to the fact that amongst S4 pupils the EWP groups had the highest scores on this sub-scale, while for the S5 and S6 pupils the NWP group had the highest scores.

Further analysis within each year group showed that while the score variation between EWP and NWP groups in S5 and S6 were not significant, amongst the S4 group they were. For this year group pupils who had ever worked were likely to have higher scores than their non-working peers.

The correlation analysis found no link between hours worked and scores on this sub-scale.

(v) Perceived personal control over career

Investigation of between group differences on this sub-scale showed that there were no significant findings for Work Status, Year Group or any indication of interaction effects. Similarly the correlation analysis did not suggest any significant link between hours worked and pupils perceived control over career.

In reviewing this set of findings there is some support for the argument that there is a relationship between this particular enterprise measure and pupils part-time employment. While the global ATE score did not vary significantly according to Work Status some sub-scales did (perception about creativity in school; intuition in problem solving). Closer inspection of the sub-scales indicates that Year Group was an important mediating variable (for example, achievement orientation in project work).

In a number of cases there is some support for the argument that the link between work status and test scores is most evident amongst S4 pupils. A number of alternative explanations may be offered for this. For example it is conceivable that the experience of part-time employment has a greater impact on S4 pupils' enterprising attitudes. Alternatively it may be that S4 pupils have had a greater exposure to enterprise experiences within educational settings and this explains the test scores rather than the influence of part-time employment.

To explore the possible link between enterprise attitudes and part-time employment experiences we need to use multivariate analysis techniques. We adopt this strategy within the Final Report utilising the survey data and pupils self rating of their enterprising attitudes. The present findings should be considered alongside this additional analysis.

SECTION B

ACADEMIC STAFF INTERVIEWS

CHAPTER FIVE

HEADTEACHERS COMMENTS AND VIEWS

This section draws on the staff views elicited through the Focused School part of the research. In each school semi-structured interviews and focus groups were carried out with a number of staff. Interviews were carried out with the Headteacher (HT), the member of staff responsible for enterprise in education and the relevant Careers Scotland member of staff. A focus group approach was adopted to elicit the views of Principal Teachers (PT). In the latter case we had requested that the membership of the focus group include staff representing a number of subject groups.

The intention had been to record all interviews, however, some staff requested that recording devices were not used and the researchers reverted to making written notes at the time of the interview. While we had hoped to interview the staff with the same responsibilities across all schools this was not always possible due to staff absence or school commitments on the day of our visit. In some cases schools had not appointed or were in the process of allocating the enterprise in education role. This meant that we could not interview all relevant staff in every school within the Focused Studies element of the research.

The present summary focuses on the information collected from the HTs, PTs and the enterprise in education staff. While a wide range of issues was covered in the semi-structured interviews the present focuses upon specific issues. This focus changes slightly for different staff groupings given their range of responsibilities and knowledge.

As one might imagine the range of views and comments is wide ranging. To impose some order on this material the approach adopted has been to consider each staff group separately and to identify the main themes within their comments. In addition attention has been paid to specific individual comments where they may draw attention to an issue not covered elsewhere.

Headteachers

From the HTs interviews we have focused on two areas, the schools attitude to part-time working and the issue of the recognition of part-time employment.

1. Schools attitude to part-time employment

HTs were asked a number of questions about the school's view on part-time employment including:

- Potential costs and benefits of part-time working
- Impact on enterprising attitudes and behaviours
- Impact on career intentions
- Impact on the schools work experience programme.

Potential costs and benefits of part-time working

HTs identified a wide range of potential benefits of part-time employment. These included:

- Showing young people attitudes towards work amongst employees (ie co-workers) as opposed to school pupils
- Cooperating with others particularly adults and learning value of teamwork
- Raises self esteem
- Financial responsibility and the opportunity to learn the value of money
- Learn how hard it is to earn money
- Raises ambitions and increases awareness of need for qualifications to get better jobs
- Career ideas
- Gain skills including simple social skills of dealing with other people
- Independence and a wider social responsibility
- Experience different social relationships and experiencing relationships that are not based on the standard teacher-pupil relationship
- Helps provide a rounded child
- Real experience in the real world
- Useful developmental experience

The costs identified by HTs included:

- Interferes with attendance at after school activities
- Has a negative effect on their achievement
- Few of the workers get permit forms (Note: this comment only applies to those covered by existing child employment legislation)
- Difficulty in striking right balance between work and school
- Negative effect on timekeeping (late for school) and attention in class (falling asleep in class)
- Homework suffers due to part-time work
- Tiredness and increased pressure on pupils
- Poor quality of jobs being done
- Truancy

The majority of the HTs provided an overview of part-time work which implied that they perceive the potential benefits and costs of this experience for their pupils. For some it was clearly a question of establishing and maintaining a balance between the different aspects of young peoples' lives:

'Each young person has to strike a balance between their school life, their paid employment and their social life'

Another HT expressed a similar view by stating:

'Paid employment needs to be kept within reasonably manageable proportions'.

For some HTs it was clear that part-time work was more problematic. As one HT expressed it:

'Part-time work..... it's a bloody curse because it stops them attending supporting study after school, it impacts negatively on their achievement 'cause they are more interested in earning money than they are studying for their higher physics'.

They commented at a later stage:

'A lot of our youngsters are engaged in work too young where they don't even have work permits and they are away at all hours of the day doing milk rounds and whatever and that I don't think is a good thing. As a society we should be moving away from the drudgery of getting very young people to do work like that, that's a personal view. I think it's exploitative and I think that's wrong.'

In the latter case the HT did indicate that this was their personal view and that they could still acknowledge that there may be benefits associated with this type of experience. However they expressed this in a way that implied that they had a specific qualification in mind:

'In an ideal world we wouldn't want them engaged in a high level of part-time employment until they had got the first batch of highers under their belt.'

For at least two HTs the issue of the failure of existing legislation in this area was a concern. Both HTs were concerned about the failure of many pupils to follow the existing procedures and apply for a work permit. One other HT did comment on the permit system but in this case the comments were more positive indicating that they have received requests for work permits:

'I do get many requests coming in... sometimes they are submitted by parents, sometimes they are submitted by local employers with the standard form asking for permission, the school's permission, approval or agreement to the hours that are being suggested. In the main the hours are within the framework and that's easy 'cause I sign the form and I am happy to do that generally because I know who the local employers are....I know the nature of the work that the youngsters are being asked to do..'

They went on to add:

'It's probably about 1 form in 20 that we send back because the hours are excessive or are at the wrong times and might impact....for example working in the morning before school I would say no, not on...they are usually returned with hours that I can approve but what I don't know if whether the employer sticks to those new hours, I think in the main they probably do, I'm not aware of too many problems...'

In some of the HT interviews the interviewees were asked to consider the impact of part employment on a number of areas. Given the semi-structured nature of the interview there was some variation in topics covered within each interview. However, some of the comments are worth noting.

Impact on enterprising attitudes and behaviours

A small number of HTs discussed the potential link between part-time work and enterprising attitudes and behaviour. For at least one HT a key issue was the nature of the work activity. In general having a job had the potential to provide some insight into working environments.

However, the HTs perceive some qualitative differences between the types of jobs which pupils have, ie not all jobs were equal.

For one HT there was clearly a link between part-time employment and enterprising attitudes and behaviour. This may have been due to the specific environment within which the school existed. There were many small businesses in the area and pupils often worked for them. The HT stated that his perception of his pupils was that:

'Many [pupils] are getting exposure to small business environments and therefore seeing how the local entrepreneurs operate'.

They went on to add:

'I think local small businesses see us as a potential breeding ground for that...for both present and future jobs'.

One HT expressed some very positive views about Determined to Succeed but did not draw any explicit link between part-time employment and enterprise. Another HT stated that in their view pupils involved themselves in a wide range of potential enterprise relevant activities stating:

'There's a huge range of activities that are there but are not specifically curricular areas...how we do that in a curricular sense the challenge is getting teachers to embrace that'.

Impact on career intentions

Few of the interviewees provide any comments on the potential impact of part-time employment on career intentions. In one case the HT indicated that based on anecdotal information there was some indication of a link. In this case the part-time employment led the pupil to opt for a particular career path.

This same HT also pointed out that the experience of part-time employment could have the opposite effect and inform you about careers that you do not want to follow. This theme was evident in the comments of one other HT.

In their opinion part-time employment might act as a motivating force, emphasising the value and importance of educational qualifications. This was reflected in the following comment:

'They're working in hotels, 16 17 year olds working alongside people in their 30s and 40s who are always going to be there, they know that they can already do the job and they must be thinking am I going to be doing this in 20 years time and we can actually point them in the direction of further education college courses which give them qualifications so that they can get beyond just serving at the table'.

Impact on the schools work experience programme.

When asked about the impact of part-time employment on work experience many of the HTs directed their comments to the work experience part of the question. The replies indicated mixed views about the existing work experience programmes. One HT argued that work experience had in the past been effective, but at the present time it was ineffective and was a waste of time. The main reason for this was that the quality of the placement had diminished over time.

In contrast another HT commented:

'I think work experience is a terrific thing. The enthusiasm is clear and the work experience helps them to put the school work into perspective'.

In the latter case it appears that the HT held this view because of the educational context which surrounds work experience. *'..... there's the slant that's put on the work experience by the lead up in class and the debrief afterwards'.*

When asked it was apparent that this HT felt that the experiences offered by part-time employment and work experience were not directly comparable. They were of the view that work experience gave the pupils something extra. This 'extra' appeared to be linked to the educational background linked to work experience. For example one HT stated:

'If you're out working part-time you tend to see a snapshot of the organisation for those few hours you are working there, whereas if you go for a full five days they see a whole weeks activity across the business and they are more liable to come across difficult situations, difficult customers, problem solving issues. In a part-time situation they are less likely to use their own initiative.'

Other HTs indicated that they felt that acknowledgement of pupils part-time employment would have an impact on work experience. For one HT recognising part-time employment would mean that pupils with part-time work would not need to do work experience. This would free up time for other activities for these pupils. While the HT did not mention this point it could be argued that it would take the pressure off of the number of placements that would need to be found and this might address one of the previous HTs concerns over the quality of placements.

One other HT appears to imply a similar position to the last HT. They commented that:

'We used to have a very comprehensive work experience programme...a perfect solution would be to have genuine work, I think when you start to create false working conditions, going and kid-on you're working in the [fast food outlet] it's no good, because a lot of the benefit of mixing school and work is the genuiness, its the reality of the situation. To put them in false situations where they are exchanging fake goods and toy money doesn't really give them the experience they can do that in the class.'

From the comments on the impact of part-time employment and work experience it is clear that recognising part-time employment has the potential to lead to a re-evaluation of the existing work experience programme.

2. The use of part-time employment experiences in schooling

The main focus of this part of the interview was to get the HTs to comment on the five Models. We provided interviewees with a sheet summarising the key components of each model. In some cases the interview covered all five models in others the interviewees comments resulted in a more focused discussion of specific models.

Before discussing the models HTs were asked for their views on the principle of using part-time employment within education. This elicited a range of views from the very positive such as:

'I can see huge advantages, I think it's a wonderful principle, we want school to be part of the real world we don't want to be isolated from the real world. I think that maybe that is what has happened with certification for all..... has focused on exam results and exam success, it has taken schools away from the real world, we have tried to force every youngster down an academic route....'

In contrast to this other HTs expressed some concerns indicating that such an idea would not be applicable for all pupils and that it could not be mandatory. However, even with these caveats at least one HT was not convinced that school should be involved in this aspect of pupils' lives. Others indicated that in principle we should be able to increase the use of part-time employment in education. However, putting this into practice would be problematic because they *'.....have reservation about one size fits all solutions....'*

The comments on the five Models reflected an equally disparate set of opinions. To impose some structure on this we will consider each model in turn, reviewing the positive and negative statements made by the HTs and consider any caveats that they added. The lists of positive/negative comments are not exhaustive but typify the range of comments.

Model 1

Positive comments:

'Embedding has already been happening, if done properly it could be very powerful. There has already been good stuff going on in schools'.

'The youngsters may be motivated by the fact that it's something they do voluntarily and they're able to talk about personal experience and their own views of things'

'Super idea, would be helpful to have pack to create relevance to children, teachers would be amenable. It wouldn't take up too much time just drip-feeding this into the curriculum to give added relevance and to link to world outside'.

Negative comments:

'Shouldn't just be about ticking boxes'

'Too hard to achieve, syllabus inserts have fallen out of favour. The LA don't want bolt-ons they want full integration'.

'The biggest difficulty would be the lack of universality. Not everyone is involved in part-time work..... so in terms of curriculum planning if it's not universal it makes it slightly more difficult to plan it in terms of the curriculum, timetable and curriculum inserts'.

Others were concerned about the differential perception created between those with and those without part-time work. For at least one HT this would increase pressure on young people to try and get a part-time job.

Caveats:

The caveats that HTs added to their responses drew attention to the practical issues surrounding this model. For some applying Model 1 would require them to have more

knowledge about what pupils were doing outside of school. Others thought that the major issue was who would be responsible for linking part-time work to each area of the curriculum. This may be related to the request for ‘packs’ of information from some external source, eg Learning and Teaching Scotland, containing class materials for teaching staff to draw upon. The issue of who would be responsible for such systems was raised by a number of HTs across all of the models discussed.

For other HTs the limits of such a model are related to the quality of the jobs that pupils have. A number of the jobs offer limited experiences which would in turn limit the extent to which they could be linked to the curriculum.

Model 2

Positive comments:

There are few comments directly linked to this model. One HT suggested that this model may be of use for some pupils:

‘For certain youngsters if we could get vocational pathways up and running for certain youngsters who wouldn’t certificate maybe or particularly well under a very academic system...’

Negative comments:

For at least one HT the problem with this model is linked to the fact that there is no formal recognition of core skills. To introduce this model would mean re-visiting the core skills agenda and ‘revitalising’ it.

Another HT raised concerns about the extent of individual variation in the interpretation of work experiences. They stated that:

‘We can’t assume that different youngsters get the same thing out of the same opportunity’.

They were also concerned with any assumption that an individual will attain skills in any given job:

‘Working in [fast food outlet] doesn’t mean you’ve got all these core skills.....’

Caveats:

HTs were concerned about the amount of tracking that would be required in this model and the amount of certification to monitor the process. Against this amount of work there is the question of the amount of gain from the expended staff time.

One HT raised the issue of the need for some assessment of prior learning to be able to evaluate what is being added as a result of the part-time work experience. That in itself would be problematic, however, there may be some benefit in such a model if it were linked to guidance and recommendations for the pupil.

Another HT suggested an alternative model in response to Model 2. This alternative would involve pupils taking their Highers over a two year period with the pupils released at times

during the week to get involved in the work place. It may be that the HT is suggesting that this should be a model made available from a range of options and that the pupils should select the one they are most interested in.

Model 3

This model resulted in a clear distinction being drawn between some HTs. For at least two of the HTs they were not interested in certification. One of them argued that their position was based on the view that this would lead to 'bureaucratic centralism' and from the schools perspective would be a 'bureaucratic nightmare'. A similar concern is implied by the HT who said:

'I think certification in my view is a good thing but there are significant issues the minute you involve SQA'

Positive comments:

From other HTs there were some positive statements about this model. One HT thought that this approach had merit '*..... because you're consulting the employer*'. For another HT the positive aspect of this model was that it would meet parental expectations of certification.

One other HT commented that the value of this model was that:

'It would get you through the door for an interview – best to ask the employers'.

Negative comments:

A range of negative comments were made:

'Difficult to say if the certificate would have status. It's more about the person than what's on the paper'

One HT was particularly eloquent regarding their concerns over certification and its worth. The HT started by stating:

'I've become deeply suspicious of certification, I think when you have certification someone somewhere is deciding what's important and what needs to be certificated and I think when ever you do that you run the risk of measuring only the things that can be measured. There is so much in life that cannot be measured and these are sometimes more important.'

At another point in the interview they comment:

'I am deeply suspicious of certification, I like the idea of the profile because everyone can have a profile, I'm not sure about the quality of certification for something like part-time work...if it was just a blanket certificate to say that you had had this part-time work at some stage someone would say well everyone's getting the same certificate so lets have an A, B or C grading...you could predict that's the way things would go and then you're on that slippery slope of what makes an A and a B and someone's picking out characteristics or whatever, I don't like pigeonholing especially young people at that stage, you're damming them for the rest of their lives.'

Finally this HT suggests that there needs to be some acknowledgement of the range of pupils within the schools system and that certification results in fail grades as well as pass grades:

'We're trying to encourage them away from feeling failures in the certification route...we're trying to create a life and work skills programme and we are going to try and link it to some FE college element...we are needing to do something for that group, its really about relating their curriculum to the world of work. I'm not too concerned about the pupils who are taking highers, they are going to get good qualifications..... its that other group that floats a bit and sometimes floats out of education at the very time you don't want them to, it's trying to provide something meaningful for them.'

Other HTs raised the question of the fairness underlying Model 3. In their opinion it would be unfair to those that could not get jobs. They believed that in their area there was a lack of job opportunities compared to a 'city'. They went on to raise other concerns:

'I'm not sure kids would like it, I think they enjoy the separation of school and work, kids don't always want teachers to know everything about their lives'

The resource issue was raised by some HTs. In their view this model would be resource intensive since it would require individualised outcomes. If such resources were available this particular HT was of the opinion that there were more important priorities than part-time work.

One other HT raised the question '*Is it necessary?*'. Adopting such a model would raise issues around employer's involvement and would have major resource issues. Against that background what evidence is there that this is actually needed?

Caveats:

For some HTs it was clear that if such a model was followed it would require the involvement of guidance staff. However, they also noted that there would need to be an independent assessor and that there would be issues surrounding pupils who worked for family members. This issue was raised by other HTs but from a slightly different perspective. They were concerned with the issue of quality assurance. In particular the need for employer assessment would create issues of 'trust'.

The involvement of employers was highlighted by at least one HT who was of the opinion that this would only work if employers were '*signed up*' for this process. This in itself would have resource implications since participating businesses may need to be recompensed for their time.

Finally one HT commented that:

'It's a positive aspiration but practically the amount of tracking that that would take you'd be talking about an individual curriculum just for every youngster'

Model 4

With Model 4 there appeared to be a less diversity of views, and certainly fewer caveats. One HT stated:

‘That’s easier, that’s done already informally when you have guidance staff speaking to pupils about their course choices and career aspirations work comes into it... either neutrally or negatively. It comes in with lower achieving pupils. It fills the vacuum where youngsters aren’t achieving in academic mainstream’.

A further two HTs indicated that they would be more interested in this model. For one this model appealed because it was closer to their idea of guidance, based upon a dialogue between learner and teacher. However, they were concerned that there should be no compulsion, not all young people would be ready for this. This view is accompanied by the comment that part-time work is for some but not all pupils.

It was also suggested that this model may provide a useful strategy for pupils who are in need of counselling or display challenging behaviour. In effect part-time employment is viewed as a means of engaging such pupils.

One HT was opposed to Model 4. In this case the HT expressed the view that based on experience of PLP, Progress Files, NRA there was an issue about the sustainability of such a model. While acknowledging that Model 4 may be useful for CV development this HT is of the view that formal recognition/accreditation (ie Model 3) encompasses this model. Furthermore Model 3 is preferable since it acts as evidence for employers.

Model 5

In some case HTs indicated that some aspects of this model were already carried out:

‘That’s done to a certain extent already informally’.

In contrast other HTs indicated that this may have been done in the past but was no longer being done:

‘Work experience used to do this , done very little in this school now’.

The two HTs who had been in favour of Model 4 also expressed an interest in this model. For one of the HTs the assessment would have to be the pupils self assessment. They did not believe that employers would participate in this kind of Model.

One concern expressed regarding this model was the increased pressure on pupils to be able to add part-time work as another line on their CV.

Variation in HTs views

It is apparent from the comments outlined above that HTs had mixed views about the models. This is most clearly demonstrated by a final question that was posed to some HTs. What is their order of preference for the models? Two examples show the degree of variation. In one case the HTs order of preference was 4,5,2,1,3, in contrast another HT had 3,2,5,4,1.

Other HTs expressed some general views about the models that are worth noting. At least one HT suggested that we should not think about adopting one model but rather that we should be adopting **all** of the models:

'One model might apply to one person but may not apply to somebody else, the individualised approach to each young person is the thing most of all that has resource implications.'

The same HT went on to add that:

'Nothings going to work unless it's given the right conditions in which to work. It needs to be adequately resourced, staff need to feel that they've got time in which to do it, they need to feel it's not just another imposition'.

Other HTs were concerned that there needed to be a re-appraisal of the way we think about vocational education:

'Really, some of these are really, really convoluted and...it's not really fully embedding into the curriculum vocational education and until we do that - this is just playing at it – it's only going to make differences on the edges. It really needs a fundamental re-appraisal of the way in which we regard vocational education.'

The HT continues:

'There is a dichotomy between the academic on the one hand and the vocational on the other. With the really academic youngsters we would say you shouldn't be doing that and with some of the poorer ones we may say well yes that's a good idea – and that's the way the system works. We need to get a system where there isn't this value judgment on the vocational versus the academic.'

CHAPTER SIX PRINCIPAL TEACHER COMMENTS AND VIEWS

The PTs focus groups covered a range of issues and in this section we focus on:

- Attitudes to part-time work – their own and the schools
- Awareness and use of part-time work in school
- Views on the models

Attitudes to part-time work

Many of the issues raised by the PTs revolved around the potential costs and benefits of part-time work to young people. The points noted with respect to costs/benefits of work overlap with the HTs list in the previous section.

However, there are some distinct aspects of the PTs comments that we should note. When looking at the advantages of part-time work the PTs did emphasise the contrast between the work place and school. Some of them indicated that the benefit of work was that it exposed pupils to different types of relationships with adults and these contrasted with the teacher-pupil roles in school:

‘the relationship they get with adults they don’t get in school, the way they treat adults is totally different’.

Other PTs identified the learning potential from part-time work. In some cases they linked this to a core skills agenda where it is suggested that employment provides opportunities to learn how to interact with other people in a professional capacity and contributes to confidence, social skills and maturity. In one group the idea was expressed that work ‘..... can benefit them hugely and... learn a lot that’s difficult to teach them in school’.

The main problems that PTs noted were ones that the HTs had raised, namely the impact on school work. They noted the need for balance between work and school. The comments provided expand on this to suggest that for a number of PTs the solution to maintaining a balance should be to limit work to the week-ends, control the hours that are worked and ensure that employers adopt a more responsible attitude. In the latter case a number of the comments suggest that employers are not providing training or attending to the need for school pupils to balance work and school:

‘..... what I also notice is that towards exam time the pupils who are wanting to succeed chuck the part-time job and also a number of them are put under severe pressure by their employers to turn up and do shifts which is definitely detrimental to their work, and there’s one local employer (a supermarket) in particular who is shameless in demanding they work late at night knowing fine well that they have school the next day. But they are over 16 and their choice is basically work these hours or lose your job.’

In contrast in another school one of the PTs suggested that the employers in the area adopted a different attitude:

‘There have been traditionally in some very good employers who have said they are quite happy for you to work with us, hoteliers, at the weekend during the week

you will work with us one night only, will not allow you any more often than that 'cause you've got your homework to do, and the employers have actually taken that position.'

Another position taken by some of the PTs was to suggest that work was alright for some but not all pupils. This manifested itself on two ways. First, some PTs suggested that younger pupils should not work:

'I think part-time employment can be very good in maybe not 4th year, but in 5th and 6th year, they can mix schoolwork and part-time employment if they have an understanding employer and I think it's good for them to see that that's their way to succeed if they are going to university they have to sort out their priorities. But it has to be a mixture of parental involvement and making sure that everything is going well with school and work.'

Second, for some PTs a distinction was drawn between the academically able and less able pupils. The implication for some is that the latter group could afford to, and should possibly be encouraged, to work:

'I think it's really a bad idea for academically motivated pupils to try and balance school with work, but I think it's an extremely important idea to employ it with pupils that are non-academic because the curriculum as it stands is just not right for these kids.' And.....*'They need a curriculum which is supportive of a workplace environment.'*

Another PT commented:

'Some of them who don't perform well academically are brilliant in their work situation because they are doing something they want and for a reward at the end of the day.'

For other PTs the problem is that weaker pupils are the ones who are working:

'I'm concerned that very often it's not our most able group, the ones very focused on their work (schoolwork) tend to be the ones that don't over work because they want to go to university and to jeopardise their chances'

There are some suggestions that part-time work could be linked to vocational aspects of education:

'I would see it (part-time work) working alongside some kind of vocational training.'

'If you could find a way of tying in part-time work to meet certain criteria like the outcomes for a work experience module it would be superb.'

In contrast another PT commented:

'Very little of it would be linked to vocational stuff that they would do after school ... just transient to get quick money ... very few of them would work in a part-time job that would lead them on afterwards to permanent employment.'

Finally when looking at the PTs comments on their views about part-time work some raised concerns about the level of control and regulation of such employment. In some cases this was expressed by reference to 'exploitation' of young workers or by some more general reference such as:

'There are kids up here doing a lot of hours in miserable conditions'

Others were more specific in their comments:

'We know that a lot of local employers do not abide by the law and you often feel that kids are being exploited to some degree. They miss all sorts of things, they miss extra-curricular things

'Something has to be done about the number of hours that some children are working, perhaps pressure put on parents or something like that...a lot of our first and second years have jobs working in fish sheds, one of them works in a fish shed till 9 o'clock at night in freezing cold conditions gutting fish.'

Another commented:

'A kid having a part-time job has the potential to be extremely beneficial but it's not managed or controlled as rigorously as it needs to be...it needs more rigorous regulation if it's going to meet our requirements of providing social development and personal development and not interfere with schooling.'

In addition to providing their views on part-time work the PTs were asked to indicate if they thought that the school had a particular attitude to such work. The response from the majority of PT groups was that there was no specific policy, or that this type of issue was dealt with at an individual pupil level if problems arose. For example:

'I've got a feeling that the school is actually, that the school has an attitude of laissez faire unless there's a negative impact that can be proved...I think the school just allows it. I don't think they encourage kids to go and find part-time work but I don't think they discourage it either.'

Another PT commented:

'I think it's something senior management would discuss with a parent if a parent was called in about lack of effort....'

In some cases PTs indicated that their school may be sending out mixed messages about work:

'The headteacher keeps talking about far too many people working part-time and then he sticks up notices about part-time jobs, I think, I don't think they've got a consistency of approach towards what the school policy is on part-time work and study.'

In the same group meeting another PT commented:

'In the school, I don't know whether the others have noticed but there are adverts up for [fast food outlet] and things and I am against it being advertised in school, because I think if people see those in school apply for the job ...see the job in school, we can hardly say ... we're endorsing it...I think we're ruining young people's chance by encouraging them to do that kind of work.'

Other PT's comments suggest that they think the school should adopt a stronger position on part-time work. The following comments reflect some aspects of this position:

'I've sometimes been very surprised that the school never seems to invoke the powers that it has to some extent in terms of ensuring that pupils who are overstretched are

not employed for very long hours. There are kids getting in all sorts of trouble, it could be used as a sanction in some ways but it never is.'

'There's no whole-school policy towards it just individuals (guidance teachers) expressing their own genuine felt concerns.'

'There's no guidelines for those over 16 for the number of hours they should work'

The implications of such statements suggest that for some PTs their school should be adopting a more pro-active stance on this aspect of pupils' lives. One reason that schools may not attend to this aspect of young people's lives is that they are unaware of it. Awareness of part-time work was explored with the PTs in two ways, first, asking them about their knowledge of pupils work status and secondly the extent to which the school uses the experience of part-time work in an educational context.

Awareness and use of part-time work in school

PTs indicated that at a global school level they are unaware of how many pupils work. However, they are aware in some cases about individual pupils work status. This knowledge tends to arise from a specific staff role in school, eg guidance or pastoral care, or from pupils who are having attendance or educational problems.

'As a tutor teacher I know from a tutor group a few of the pupils who are working in that just because part of that remit is getting to know the kids a wee bit better, so we informally chat to them. Within my tutor group there are 5th years whose attendance has dropped off because they've almost got a job they're not legal age to leave but they've got a job and their attendance has been affected, a few concerns about that.'

'The main way I would know is dealing with pupils who say they haven't done the work they needed to do because they were working.'

'I generally only find out that a child has a part-time job if they tell me because I've said you seem a bit tired this morning and they say oh I was up at five doing the milk...or a child is sent to me because they've not been doing their homework and I'll ask them why that's the case and they'll say well I was in [supermarket] for three hours last night.'

It should be noted that the lack of awareness is not due to pupils 'hiding' their work status. A number of comments made by the PTs indicated that pupils are very open about working when asked. In some cases staff see their own pupils working in the shops that they use.

While awareness of work status is relatively low, or in some cases gained in an ad hoc manner, there is some evidence that part-time work is currently used in a number of class settings. In the focus groups PTs were asked about the extent to which part-time work is referred to in class settings.

In all of the PT focus groups there were some positive examples provided of classes which mentioned, or drew upon, part-time work. PTs referred to a range of classes when citing examples including: PSE, Maths, English and Modern Studies. The following comments were made:

'In enterprise and business studies and also via links with employers where they can get stock from or financial advice for the enterprise projects.'

'We talk about it a lot in PSE, about core skills or careers and talking about transferable skills and employability as well, also when they are organising work experience.'

'In the maths curriculum certainly there are whole exercises about earning money in terms of part-time jobs, about earning commission we teach the kids about time and a half and double time, clocking in, clocking off.'

'I'm in business management and yes I can draw on their personal experiences, for example this morning I was doing health and safety legislation with them and I was drawing on various experiences.'

The PTs also suggest that there is some similarity in the way that part-time employment and work experience are used within classes. They indicate that work experience is drawn upon in the classroom, or rather in certain types of classes:

'All 4th years go for a weeks work experience if we're looking at a topic in the standard grade syllabus like unemployment, you can talk about industries declining etc you can relate that to jobs that they've done..'

In response to this set of questions one response provides some insight into the approach of the PTs:

'I think any good teacher would ask has anyone got any experience in this area, try to draw from the kid's experience.'

However, it seems clear that there are no existing examples of part-time work being used systematically, or embedded in any way, into any educational setting. Some of the PTs provided answers that suggest that the nature of pupils' part-time employment would constrain the educational use that could be made of the experience:

'Many jobs are below the standard of education they are at, for example waitressing at the [x] hotel doesn't really take someone with higher maths or English to do.'

'I'm trying to think, but most of the jobs around here, most of the jobs the kids are doing round here.....they're mostly shelf stacking and working in the sinks.'

'There's such a limited range of part-time work available here I think that's one of the big constraints.'

We also need to note that some PTs expressed positive views about the principle of using part-time work within school settings, however, they did add caveats:

'I think it could be worthwhile definitely but I would be a wee bit wary about it being mandatory for all pupils because it might not be suited to them...it could be very useful but it could act negatively if it's not tailored to the individual or if it's seen as mandatory or the individual doesn't want to do it. I think there are a lot of advantages to be had for certain pupils.'

'It's a bridge between education and work and it may be that for certain pupils for whom useful education in the school sense is finished at an earlier age, who previously may have left school at 15 or 14 who need a bridge to get them into employment...I think that could be of benefit to the pupils..... and less burdened by the pupils who have reached their academic sell by date as it were.'

Other PTs placed more emphasis on the potential problems in trying to pay more attention to part-time in the school setting:

'It's tricky because the kids who have part-time jobs..... tend to be the kids who have reached a stage where they are working towards specific qualifications which have a very rigid syllabus. We can't just put things into that, I'm thinking of my own subject and if kids are working towards say higher English there's nothing, or very little you can put into that that's going to tie into their work.'

'There's nothing in the syllabus that matches the experience of filling shelves in [supermarket]'

'I wouldn't like to see it being made more formal because the demands on teaching staff at the moment are such that this would create another monster to be managed by them and who would manage it, who would be responsible for ensuring that whatever the pupils have to be given credit for they have actually done and how you liaise with employers.'

The latter comment is clearly reflecting a PT who is concerned about the potential method used when drawing part-time work into the curriculum. As such this takes us neatly into the PTs views on the models.

Views on the models

It is worth noting that across all of the models few positive statements made by the PTs. An underlying concern was with the practical consequences of placing new systems on top of an existing curriculum, where space is already at a premium.

Model 1

Positive comments:

In one of the PT groups it was noted that this model may have some value with respect to core skills. It is not clear from the tape what is meant by this but one possible interpretation is that Model 1 may increase awareness of behaviour and thus raise levels of awareness with respect to core skills.

Negative comments:

The least negative comment regarding this model was that some PTs were of the view that this model is already in existence since they do talk about work and have discussions with pupils in S3 and S4. Other PTs were more concerned about the issue of syllabus inserts.

For these PTs syllabus inserts appear to be a distraction in that they take time away from *'what we're trying to teach'*. For others the inserts could only be included at the expense of some other aspect of the syllabus. The pressure of time to get through the course means that you cannot add new material without losing some existing content.

For other PTs the administration and organization of such a system would *'be a nightmare'* and hence reduces the appeal of the model:

'Syllabus inserts are dreadful, what they do is they disturb what's going on by taking time out of this place or that place.'

Caveats:

The pressure on the curriculum was raised by some groups as a concern:

'You're talking to a group of people who would love to be proactive in providing young people with the real experience the real opportunities but not while we've got a tight a curriculum as we have....'

'It's back to time, too great an expectation on the knowledge based learning...'

'A curriculum review that allowed greater flexibility, more opportunities for vocational training would be wonderful.....'

In addition, a number of PTs raised concerns about equality of treatment since not all young people have, or can gain access to, part-time work. The implication is that they would be disadvantaged. This concern recurs in the discussions about a number of the models. In contrast others acknowledged the range of jobs that young people do and suggested that this may in fact be problematic. The question being raised by them is how to share everyone's experience in the limited space.

Model 2**Positive:**

In at least one PT group some individuals were attracted to this model. The justification for this position is reflected in the quotes below:

'..... that's the one where we would maybe have a unit we already have the enterprise module which has become.... it's... young enterprise and its for a small number of kids but I think for the pupils that do that it's very valuable. If we can get something like the employability skills as a stand alone unit that teachers were trained up to teach and maybe the 6th years could fit into their timetable, then it might not impact on everybody.'

'Number 2 as well because it could be a voluntary unit for senior pupils and that makes it workable.'

Some other PTs suggested that this model is already working and that there are schemes like this already around. However, they did not provide any further information to justify this position.

For some the idea that this model has a 'stand alone' quality to it make it preferable to Model 1. It appears that this model is more workable because it does not have the problem of linking it to the curriculum.

Negative comments:

Some PTs clearly have a view that the type of work that their pupils do is limited. These limitations raise questions about how you would use it within educational settings:

'Difficult to see the core skills you would extract from filling shelves in [supermarket] or scrubbing pots.'

'The nature of the work here is so limited that you would question whether it had sufficient value to take them out of school time for it.'

Caveats:

The issue of equality was raised and the pressure on the curriculum. With respect to the latter, anything that is added needs to be compensated for by dropping something from the present curriculum.

One interesting comment is the role of employers was raised with respect to this model. For at least one PT this model would require employers to provide feedback to the school and assess their employees. Based upon this requirement the PT suggested that this model would require employers to opt-in to it.

Model 3

Positive comments:

'Seems far more concrete. Pupils need to feel this is where I'm heading and this is what I get if I achieve this. There's some mileage in this, it's related to the curriculum and both school and employers would have an input to the structure and assessment of it.'

Within the same PT group a related comment was made:

'I think there would be a lot of support for a programme which gets pupils work conscious and employment conscious and skill conscious in terms of practical skills in the workplace...we take more and more people staying on to 6th year and by the time some of them have got into 6th year some of them have lost the impetus and desire to go out and do practical things.'

In one other PT group the advantage of this model was that it would replace work experience.

Negative comments:

A list of concerns were raised with respect to this model including: not all pupils work, employers would have to opt-in to it, the type of job may impact on certification, young people would not want the school interfering in this aspect of their lives, increases pressure on children to get jobs, and finally the issues of recording and assessing this activity.

Caveats

Amongst the qualifications PTs added to their comments were that this model would require staff training if they were to be involved in this:

'Would require training of staff – fully versed in learning outcomes, criteria, standardisation, moderation procedures.'

Other PTs comments made during the focus group were of a more general nature but are relevant to this model:

'I think there's a similar analogy that you've had with the practical subjects and that is that you've ruined them, you no longer cook in home economics you write about

cooking...it's assessment, assessment, it's writing, their losing the practical skills and the moment you do that with work experience you'll lose the benefit of it.'

'It would depend what the certification would be if they are going to be transferable skills, if you got a grade for communication, written and spoken communication then that could be applicable to a wide range of potential employers but whether they would take the evidence that's on a piece of paper rather than interviewing them.....'

'You've got to be sure of what you're doing with the recognition, why are you recognising this, is it going to be of benefit to potential employers or the kids themselves and if the answer to either of those questions is possibly yes then certainly recognition might be good.'

Model 4

Positive comments:

It was evident that across all of the PT groups there was a general view that this model already existed in their present practice:

'I think that is already happening in terms of social education in the school'

Other PTs thought that there were some good elements in this model:

'I think the idea that through PSE and progress filing they can in some way formalise core skills experience that they are gaining from having a job, I think that would be fair enough but it would need to be done in a way that didn't disadvantage those that didn't have a part-time job.'

'Agree with it in principle to get them thinking about it'

For others the advantage of this model was that it was in their view pupil driven and that it could constitute part of their learning plan.

Negative comments:

For some PTs the problem with this model is that it represents a repetition of existing activities such as progress files or reminds them of previous initiatives that they have tried. Their previous experience leads them to dismiss the idea behind Model 4.

The consequences of this model led some PTs to raise questions about its usefulness. In the eyes of some staff the model was *'airy-fairy'* and would result in a paperchase. The effort required for this model to function was further questioned by some PTs because not all pupils would use this system, in fact they claimed the majority would not use it.

Caveats:

Few caveats were expressed. It was noted by one PT that this model already works informally and is evidenced by the guidance and help pupils are given when putting together applications and thinking about their skills. However, for some PTs the problem with this model is that it does not include any formal recognition of the activity.

Model 5

Positive comments:

This model elicited some support from PTs, though some qualified their comments:

'That one does look OK to me, kids already draw on their work experience in applications..... they do write about what they've learnt from their part-time work.'

'I like the idea of a structured reference used by employers. It might be appropriate at later stages of school, S5 or S6, I don't think it would work at S3/S4'

Negative comments:

The majority of negative comments reflect the view of PTs that this model involves repetition of existing activity.

'I think in a sense we've already got Model 5'

'It's done in progress file already'

'CV already shows all employment and educational experiences..... already done by guidance'

In the case of one PT the issue raised with respect to this model was who would be assessing the pupil? Would they be assessing themselves? If so they would need help in tackling this task.

Caveats:

There were no specific caveats identified with this model.

General comments/quotes

As we found with the HTs, the PT groups made a range of comments that were indirectly related to the issues we reviewed above. In this final section on the PTs focus group comments we will summarise some of the key themes and issues.

In some of the focus groups the PTs were asked to indicate their preference for a specific model from the five that were presented. As with HTs a range of views emerged. Some PTs indicated that none of the models worked for them, and in fact disagreed with the principle:

'I wouldn't want my kids having a lot of their school time spent on any of these models at all'

'It's trying to shoehorn a good idea onto a school timetable and it just won't fit.'

'I'd say no, it's more paperwork...who's going to administer this, we're snowed under with paperwork...this[part-time work] is already acknowledged because these children have this recorded in their guidance file that they've done it, it's used for references, for UCAS forms already.'

Others indicated a preference for Model 5:

'Number 5 would get one mark (would be the best) and all the rest would be non-starters'

'I think the least formal one (5) is the best where the kid records what their achievements have been and it's validated by their employer and I think that's something for them.'

'5 is the most workable one that's there.'

'5 then, 4 probably after that because it's along the lines of what we're doing in school.'

It was clear that for many of the PTs Model 3 was problematic. However in one focus group some of the PTs did indicate that it was their preferred option:

'Model 3, then 2, then 5 with reservations about the stage of the pupils then 4 and then 1.'

'3 would be my first choice, 5 second choice, Model 2, 4 then 2.'

This appeared to be based on the opinion:

'I think there would be a lot of support for a programme which gets pupils work conscious and employment conscious and skill conscious in terms of practical skills in the workplace.....'

Within one focus group there was a clear view that all of the models were deficient. The argument put forward by the PTs appeared to be tied to a specific concept of childhood. The following quotes reflect this position:

'The very thought scares me, we should be allowing kids to be kids and this is just a lot of.....'

'Rewarding kids for working is just too scary...let them grow as children.....'

'They've got the rest of their lives to work...what's the hurry?'

'Please could children be children for some of the time and not some sort of junior adults with pressure on no matter what they do.'

Another theme that emerged was that of vocational routes in education. From some of the comments it appears that the PTs have different views on the vocational-education debate. For some they associated the discussion of part-time work with this debate:

'If the Scottish Executive want to go down the vocational route then they should go down the vocational route and shouldn't be using this as another way of trying to do that, for kids that are not academic then bring more vocational stuff into the classroom get them out on work placements, fund it properly....'

In contrast others expressed a more positive view:

'Personally I think the curriculum is wrong and I think it needs to change and I am 100% behind something that involves the working environment much more in school and much more practical in terms of the curriculum for a lot of pupils.'

A final issue that is worth noting is the extent to which PTs were exercised by the fairness of such a move. The issue of equity was applied at the individual and the regional level. In the former staff were concerned that any move towards recognising part-time work would be unfair on those who did not, or could not find, work:

'I think these [the models] are totally discriminatory in practice, this really annoys me.....you are discriminating against the child who cannot get a part-time job.'

'I think the opportunity for kids to use it to their advantage would be useful I think to make it compulsory it would be unfair on the kids who can't manage to get part-time jobs, it would be added imposition it might even make a lot of people who employ kids thinking it's too much like hard work.'

In the latter case the concern expressed by some PTs was that part-time work was not available for school pupils in their area. This view tended to be cited by those in what we might term 'rural' areas:

'.....not everyone could get part-time employment within the question is, are you willing to travel to for part-time employment a couple of hours an evening.'

'The opportunities are just not here and I think in outlying areas we've got to dig in our heels and say no, we do not have the metropolitan opportunities and please don't provide us with a policy that assumes that metropolitan opportunities will be available...central belt values are being imposed on rural environments and they won't fit.'

CHAPTER SEVEN ENTERPRISE IN EDUCATION STAFF COMMENTS AND VIEWS

Note: in some cases schools had not identified Senior Management Teachers who would be or were responsible for enterprise in education. Where they had we were able to interview them and in some cases we interviewed SMTs who were at some level linked to enterprise in education.

The enterprise in education staff were asked a range of questions and were asked to comment on the positive and negative aspects of part-time work. The responses overlap with those provided by the HTs and the PTs and due to time constraints will not be repeated.

The main focus of this section is on the interview sections which dealt with:

- the impact of part-time work on enterprising attitudes and behaviours
- the impact on work experience programme
- responses to principle of using part-time work in enterprise in education and exploring how this might be done

The impact of part-time work on enterprising attitudes and behaviours

For some of the enterprise in education teachers the potential impact of part-time work on enterprising attitudes/behaviours was something that they had clearly not considered. In part this might be related to existing attitudes towards part-time employment as the following comment suggests:

‘To be honest, I’ve never thought about it, about that connection, my impression of the educator’s point of view of part-time work was that it was a distraction, it’s interesting to see the focus of this research is actually trying to bring that round.’

Other staff implied that part-time work would have little impact because of the motivation of the pupils:

‘I would find it difficult to answer that.....I wouldn’t say we have a host of kids coming out saying that they want to be the next Richard Branson.....they see either university, apprenticeship or tourist industry or the fish farm or something.....they don’t see a gap in the industry there.....I would say they don’t have much of an enterprising...’

In contrast some of the interviewees were more positive about the potential impact of part-time work on enterprise attitudes and behaviours as the following quotes suggest:

‘I think it’s quite often looking at basic skills like working with others, sometimes it’s literacy and numeracy, communications and working with others and it may even be things like problem solving...if they are working in a hotel and dealing with the public or waiting at tables. Tourism is so important in Scotland but yet some of the hotels are going out the way to employ Australians because we don’t have the interpersonal skills, these things are difficult to measure but I think they are important.’

The same teacher went on to add:

'It helps them in their own personal social development but also for employability.'

One interviewee appeared to be initially dismissive of the potential impact but then as they expanded their idea they began to suggest some potential links:

'No I don't think so...I don't think they bring it back in with them. What it might do is that the kids say in S4 the kids who do have part-time jobs tend to be slightly more mature in their attitude towards certain things. That comes across quite often...just in generally in the school, they are probably more used to dealing with adults in a different context so therefore their social skills will be a wee bit stronger and more relaxed about dealing with an adult member of staff for example.'

Expanding this idea they added:

'They are more used to being around adults...therefore that makes it much more easy for them to deal with teachers. A lot of them are much more likely to get involved in other aspects of the school...they do take a bit more social responsibility for example those that I know who do have part-time jobs or evening jobs and whether it's simply an ability to make best use of their time quite often they are able to get involved with younger pupils of charitable events.'

As a supplementary question the enterprise in education staff were asked about the impact of part-time work on career intentions. The responses suggested that the staff ascribe a specific motivation underlying a pupil's part-time work and that any career impact is secondary:

'..... [Pupils] are doing it mostly for the money, ultimately they might see it that they are doing it for experience in some kind of way, it's certainly the kind of jobs they are doing they don't see as their future career to a large extent although there are exceptions to that.'

Another member of staff expressed a similar view:

'.....a lot of them it'll just be money, any job would be better than none and therefore it's a way of earning money and its got no real part of their plan for where they go afterwards.'

One enterprise in education person suggested that the issue is one of individual differences:

'A lot depends on the individual we had examples of pupils that I do know who did say for example work experience in the school with say a particular industry or company and proceeded from that to university or college and then have gone into that profession themselves. But I think that tends to come from kids who have a very strong vocational attitude right from the start, they have a good idea of what they want even say from 4th year onwards and they will take that onwards. A couple of cases that I know after they did their work experience as a result of their work experience they managed to get part-time work with the company and then gone on back after they've finished their qualifications...they've used the contacts that they've made.....'

The above example is interesting since it draws attention to the interplay between work experience, part-time employment and career intentions. However, if we accept the member of staff's interpretation this is not common and will depend on the individual. It does lead us into the next section where we consider the responses of staff to impact of part-time work on work experience.

The impact on work experience programme

The general pattern of responses suggests that there is no or little interplay between work experience and part-time employment. When asked about the impact of part-time work on work experience one interviewee stated:

'It doesn't'

And added:

'Everyone in 4th year gets a work placement whether they've got part-time work or not'

This distinction between part-time work and work experience was evident in some other comments:

'Our work experience has features.....that we want everyone possible to be involved in work experience....there are some kids who do not wish to take part so what we have is a world of work experience.....kids who tend to get their 3rd choice rather than their first choice quite often aren't very keen to take it up so therefore they would rather opt out. Some kids have this glamour idea of the world of work..... they discover they hate the job they've taken or put down for...'

One enterprise in education interviewee drew a clear distinction between work experience and part-time work:

'Work experience more related to a future desire or at least an experience, it's something they thought they might like, very often the value of work experience is that it teaches them that it's not something they want to do with their lives, it's more focused more directed to what they want to do in their careers, whereas the part-time jobs I'm aware of it's a way of earning money but there may be by-products.'

In the general discussions that we had with staff one enterprise in education interviewee made a general statement that appears to reflect their view on issues which impact on the overlap between the EinE initiative, careers, part-time work and work experience:

'One of the problems with Scottish education...is the fact that kids don't often see transferable skills between subjects and that would also apply to the world of work, they would not necessarily bring in...they see the home divorced from the school, from the world of work and one of the problems I think is building bridges between these so that they can realise that something they learn...can equally apply back in a subject context or a curricular context back in school.'

The above comment is interesting and clearly applies to the challenge of integrating what are perceived as distinct domains.

Responses to principle of using part-time work in enterprise in education and exploring how this might be done

Initially staff were asked about the principle of using part-time employment within enterprise in education. In at least one case this was met with a positive response:

'Yes, without a doubt, I think it's potentially a very positive aspect, it has the potential of turning what we see as a negative into a positive but I think we would have to get parents on our side on that one and we have to take them with us.'

This view was shared by other staff who then started to add caveats to their comments:

'I think the principle would definitely be (good).....just the actual workings of it.'

The same member of staff added:

'Half the class would be saying we haven't got a part-time job.'

And:

'Yes, but I think it would be a very, very hard job to, to put something in place, especially if you look at the figures...you're talking about 400 to 500 kids there that you would be trying to organise something with and pick out which one and which one wasn't.'

PTs were asked how they would envision this working in practice. A range of comments highlight the possible examples and potential problems. For example:

'I suppose within PSE lessons if you could distinguish between worked and non-workers, you could get them...building up to write CV's and stuff like that is to sit down and say what kind of things do you do at your work what kind of skills do you have to have to be able to do that.'

'Probably through PSE would be the best way of if you were doing guidance interviews, 'cause then you would get away from the problem of workers and non-worked and you wouldn't have timetabling problems with which ones did and didn't work.'

Another interviewee introduced the employer issue:

'I think big employers would find it easier (building bridges with education) in an area like this where there is high unemployment the shortage of small scale employment and plus the fact with the legislative restrictions on them offering work placements or necessary insurance cover all the legal restrictions and health and safety issues – all of the those things make it difficult. One of the things that would be good would be to have a link between a secondary school and say a major employer, there could almost be a two way transfer.'

For some the question about how this would work in practice was an opportunity to focus on potential problems:

'They [the pupils] just perceive it just as their pocket money so it might be a different target, so within certain areas it might be those who want to go into that in the long term. How do you sell that?'

An additional concern for this interviewee was the issue of equality:

'It could be a problem if employers are valuing certificated work placements of some sort and they don't have a work placement. That's encouraging more of them to do after school work.'

In exploring this issue we asked the enterprise in education staff to comment on how part-time work might link to enterprise in education. The interviewees responded in a variety of ways to this question. For one the links were not being made at present:

'At the moment certainly we don't draw on any of the skill, we don't draw on them in any structured or formal way.....it's certainly not something I've ever considered about how do we tap into their experiences that they have outside of the school in terms of employment, but certainly it's something we could do.'

The same interviewee then went on to provide an example based on their experience:

'Quite often when we're sitting having a discussion about say in modern studies employment opportunities kids will bring in something to bear.. a girl was pointing out that she works in a hairdressers at the weekend and she thinks she's paid below the minimum wage so that then generated a discussion.....that was brought out in the context of me teaching a subject it wasn't consciously being brought in the context of enterprise but it is something that could be brought in more.'

For another interviewee the link with enterprise was about understanding the world of work:

'It's all about understanding what the world of work is all about, so if they can understand the importance of being on time the importance of the structure of what they are doing in the work.'

The interviewee provided some context to their comment which clearly reflected an awareness of the geographical location that they functioned in:

'It's really to do with the tourist industry and to do with marketing ... it comes down to what makes a successful tourist area, what makes a successful hotel, what makes a successful restaurant and what you find is that generally it's the attitude of your staff and if our kids learning that, that not just to be successful within my work I have to be open, polite and courteous and when I talk to people I am open with and building up interpersonal skills. I think that's an important thing for a kid to learn if they are doing part-time work is the building up of that interpersonal skill.'

In response to this question about linkage one enterprise in education interviewee highlighted a more practical concern. This was that staff would need materials that would allow them to develop such links:

'I think departments would definitely welcome packages which they could use which they could customize, which wouldn't need too much work, that would help.'

The interview covered a wide range of topics. However, there was some variation in the questions asked. This reflected the semi-structured nature of the interview and the agendas of the interviewees. We focus on some common questions that were addressed to the majority of the enterprise in education staff. First, what external links they have within the enterprise in education curriculum and, second, what they perceive to be the main factors that would help or hinder the increased use of part-time employment experiences in school.

(i) External links

The responses to this question showed that there were a variety of ways in which schools were developing links with bodies outside of school. For example:

'The physics and chemistry departments have trips to the [x], the aluminium smelter and I think most of the links that we do have are more departmental based rather than whole school based...the biology department and fish farms, it would be more that kind of way rather than a whole school type thing.'

In another part of the interview the same interviewee had provided another example:

'We've got a hospitality taster that we are supposed to do every year where a group of 5th and 6th years go out to a local hotel and do stuff to do with bookings, kitchens, waitressing.....other than that there's not that much that we dothere's a travel and tourism module which we do through the geography department and I would assume they have contacts in some way ...'

Another interviewee indicated that they also used visits to business premises:

'We had a higher craft and design class and it wasn't done specifically through careers but they went out and had a visit to [furniture superscore] in Edinburgh...for the 8 to 10 kids that would have had more of an impact than bringing someone in from [furniture superstore] to talk about design or the career aspects of design.'

There is no indication that this happens all the time, however, the interviewee did add that:

'We have speakers coming in, we've had people coming in from insurance, people in from banking, the big financial areas coming in to provide talks.'

One other interviewee's response to this question indicated that there external links did not involve direct contact with employers:

'Youngsters involved in the shares for school scheme.' And:

'Links with local college, no certificates just a taster'

(ii) Factors that would help/hinder making increased use of part-time employment experiences in school

One interviewee drew attention to the need to address the employer within this discussion. From their perspective employers have a different agenda and linking with schools is not necessarily a high priority:

'I think there's a number of things, I suspect that a lot of employers see their role as their own company development rather than linking in with schools its almost a kind of demarcation, I've got my role you've got yours, I suspect that's maybe changing

An additional concern for this interviewee was that if this area were to be developed it would result in the need for staff development. This would need to be supplemented by support for teachers and employers.

The school context was the focus of another interviewee who was concerned about the limited resources of time and space with respect to the school curriculum.

'The school day and the curriculum is finite, people are wary of new initiatives coming which sometimes don't last and a huge amount of time and effort. If you think about TVI years ago. You can get some staff who are quite for it, other staff who'll

say yes but give me the materials.....you were talking about a three-pronged approach that's good 'cause it means you can dip in to it in certain different ways.'

Models

Finally, some enterprise in education staff were asked about the models. This was not specified in the interview schedule therefore not all interviewees were asked about the models. It is also evident that unlike the PTs and HTs the models were not always discussed in detail. For this reason the summary of comments below has a different structure from the PTs and HTs section.

For one of the enterprise in education interviewees the models were perceived as 'interesting'. For this interviewee there was a clear preference for Models 4 and 5 since they were linked to personal planning and in the case of Model 5 includes some assessment of progression. However, Model 1 caused some consternation:

'All very interesting, one of them did fill me with horror and that was the first one, the full embedding in the curriculum.'

And:

'Is model one there to make you think the other ones are not too bad?'

For this individual any process of integrating part-time work into educational settings must be based on an opt-in principle, it cannot be compulsory. Rather he suggests that there is what we might think of as a 'hearts and minds' battle to be fought first of all. This is reflected in the following comments:

'I think raising the profile of it [part-time work] is important for teachers in terms of raising the status as a possible contributory factor to a profile or a reference.....'

And:

'I think we suffer from a lot of baggage about part-time work because of what its been previously associated with and the type of pupils its been associated with and that's where the negative aspect comes in.'

In this context Model 3 may be a future aspiration. Commenting on Model 3:

'...yeah, its the formal recognition of it, I just feel that's a step ahead, I think maybe after some years of the other models being in place you could possibly move to that if the less formal ones are operating successfully.'

However, this interview also drew attention to some concerns regarding the issue of recognition in general. These revolve around concerns for making anything compulsory, the issue of non-workers and, lastly, the issue of failing to pass any assessment linked to work:

'I'm not sure making anything compulsory is the way to do it, I think that detracts from it.'

'..... it begs the question what about the children who don't do part-time work.'

'It's a bit like the argument to certify PSE, if you fail your PSE certificate what does that say about you? Similarly failing your part-time work whatever'

The preference for personal planning emerged in the discussions with another enterprise in education interviewee. Their preference was for Models 2, 4 and 5. The justification for this position is reflected in the following comments:

'Part-time work gives them that chance to realise to give them that responsibility, to raise their self confidence, to give them an awareness of what the world of work is all about, to make them realise that if they are part of a team then they have to pull their weight. So as far as personal planning is concerned I would say recognition of part-time work and personal planning

'I think that idea of personal planning contributes to their progression is important...what in actual fact are they gaining from their employment

'Model 2 the transferable skill where it's looking at the core skills, core skills being working with others and problem solving, IT communication, numeracy so a combination of models 2,4 and 5.'

An alternative view was expressed by another interviewee. For them Model 3 was viewed positively, however, the rationale for this was that:

'..... it would open employers eyes to what kids can offer'

This interviewee also had a positive attitude to Models 4 and 5 in part because it would make young people more aware of what they were gaining from work. This interviewee is concerned about the lack of insight that young people have regarding their skills and the implication of skills for the future.

This interviewee suggests that Models 3, 4 and 5 are inter-related and could be put together in some sort of programme. It is worth noting that for this person there is a need to address the employer in all of this. The employers will need educated and given guidance about any new process including what makes an acceptable report.

While it was common to find PTs raising workload issues in their discussion of the different models only one of the enterprise in education interviewees referred to this:

'This sounds like an increase to my job specification and that is immediately an issue, the more that, if something new comes along and it's going to involve adding to the work that has to be done then unless there is additional time given for it then that is a no-no. I can see it having benefits for the youngsters if they, in a sense if it formalises what they already have, if it draws it into some sort of useful piece of paper.'

CHAPTER EIGHT CAREER ADVISER'S COMMENTS AND VIEWS

In addition to interviewing Headteachers, Principal Teachers and staff responsible for enterprise in education within each of the schools we also interviewed the Careers Advisers (CA) linked to that school. For practical reasons these interviews were carried out over the telephone. A structured interview schedule was used and interviewee's responses were written down during the interview.

In total seven Careers Advisers were interviewed. The interviews covered a range of topics including which pupils had part-time jobs, the type of work they did, the value of the work, whether it was used by the Careers Advisers and their views on the issue of recognising part-time employment. Summaries of the main comments and issues raised are noted below.

Who works?

In order to establish current levels of awareness of part-time employment amongst the Careers Advisers (CAs) we asked them for their views on who they thought worked in the school they had contact with.

The majority of the CAs commented that it was the senior pupil who was most likely to work, that is S6 and S5. A small number mentioned the employment of S4 pupils but only one suggested that younger pupils were involved in part-time employment. To some it was the more academically able pupil who was likely to work.

There was some evidence of between school variations with CAs suggesting that pupils' part-time employment was linked to local labour market conditions and the degree of competition for adults for part-time employment, therefore some groups of pupils were less likely to work.

When asked to identify the type of jobs that were done examples included supermarkets, catering, general retail work, travel and tourism, hairdressing, fishing, office work, lifeguards and football club assistants.

Views on the quality of employment

While the CAs identified a wide range of jobs there was some consensus amongst the interviewees that the jobs themselves were not very demanding and in some respects quite menial. However, there were some cases where the CA did identify specific types of work that they perceived as being of higher quality, for example, working in a pharmacy or in IT sectors.

Some of the CAs acknowledged that the issue of the quality of the experience was in part influenced by the individual pupil. Some pupils may get a lot out of the experience and enjoyed being in the adult world and being treated like an adult.

However, the general tone of the comments indicates that the CAs did not perceive the experience as being of high quality. For at least one the caveat to this was that if the part-time job was linked in some way to future career ideas or occupational choices then it would be of more importance.

Reasons for employing school pupils

When asked why they thought employers recruit pupils employees a range of explanations were put forward. For some CAs the explanation was linked to the cost of employment. Employing pupils was perceived as a cheap option. An additional motivation is that this group of employees is flexible in terms of the hours they work, they can be asked to work a lot of hours and they may be more compliant when it comes to doing what they are told.

For others the motivation for employing school pupils is explained in a more positive way. Employers can gain access to pupils with an academic pedigree, providing them with a more able and intelligent workforce. The reliability of these employees may also be an issue if they are recommended through family networks.

Some CAs linked employer's motivations to wider issues and longer term goals. For these CAs the local labour market shortages may mean that employing school pupils is a way of tackling labour shortages. Employers may have an eye to the future, employing pupils part-time with the aim of recruiting to their full time workforce later on.

What do young people gain?

When asked what young people gain from the experience of part-time employment a common response was to highlight potential gains in confidence, self-esteem and maturity. For some it was the attainment of people skills, while others drew attention to the development of communication skills. In at least one case a CA thought that there may be gains in terms of numeracy.

A range of other gains were identified including:

- engagement with the adult world
- broadening horizons
- more confident about moving on to a new situation such as leaving school, being interviewed
- more enterprising in enterprise activities

One CA drew attention to those pupils who do not have part-time employment. In their view some young people who are 'difficult to place' have their difficulties compounded by not having had a part-time job.

Use of part-time

In order to gain some insight into the use that was made of this experience we asked CAs about their awareness of part-time work in school and their use of this experience in careers sessions.

(i) Use in School

Many of the CAs felt that they were unable to address this issue because they have little experience of or access to this type of information. However, it was apparent that they were of the view that there was little use of part-time work by schools. They suggest that schools may have a negative attitude to this idea.

(ii) Use by Careers Advisers?

In contrast when asked about the use that they made of part-time employment all of them said that they referred to it in some way or other. The majority indicated that they made regular use of this experience.

Examples given of the use they made of part-time work included:

- in interviews;
- in induction sessions with upper school pupils;
- in CareerBox;
- use when advising on CVs/UCAS/Personal Statements;
- mapping part-time work to the Career Planning Journey;
- Get Ready for Work (GRfW) action plans.

For some CAs there was a concern that pupils may not be aware of the link between part-time employment and learning in general.

When asked about the use of part-time work in the context of enterprise in education a number of the CAs we interviewed were unable to provide us with any comments since they do not know what happens in enterprise in education. They explained that different Careers Scotland staff deal with this, it is not the adviser's role. For those who did express a view it was clear that they thought little use was being made of part-time employment in this context.

Impact on career thinking?

For some of the CAs there was little linkage between part-time employment and future career ideas. This was due to their belief that the motivation for having a part-time job was instrumental, it was about getting money. The exception to this was if the part-time job was directly linked to some future career aim, for example working in a pharmacy.

Other CAs were more positive suggesting that part-time employment may help pupils focus and may even help some of them to exclude certain ideas. In at least one interview it was clear that the CA thought that good and bad part-time work experiences could be of value. If a young person has a positive experience, it could help them to focus on 'where they're going' and if negative, would encourage better planning for the future.

Recognition

As in our previous interviews with school staff we asked the CAs about the issue of recognition. There was a positive response to the idea of using part-time work in a more structured way within school. For some this could be by linking part-time work with the S4 work experience programme.

Another CA thought that recognition would be a positive step since it would encourage the articulation of skills:

'recognition would help young people articulate their skills, it's the West of Scotland syndrome, you can't boast about your achievement'.

For another CA making more use of this type of experience was important. For them school was a place where pupils were '*spoon fed*' and part-time employment would provide an '*injection of reality*' about the world of work.

However, we also found that CAs added some caveats to these positive responses. In some cases the concern was with the quality of the jobs, they are of limited value and involve routine work. For others the problem with recognition was whether the tools were available to allow this move to take place.

At least one CA noted that the idea of recognising part-time work may have to combat existing views on part-time employment. They cited the example of the Headteacher in their school who was of the view that part-time work was not to be encouraged. In effect part-time work is recognised, but it is viewed in a negative way.

When we asked CAs about their views on the Models of recognition it was apparent that no consensus emerged. Some CAs felt that their views had to be tempered by an acknowledgement that they were not teachers and as such would not be aware of some of the impacts of the models.

Across all of the CAs no specific model emerged as a dominant preference. The potential costs and benefits they identified for each model were comparable to those identified by other teaching staff.

Other issues

A number of other comments were made by the CAs. In this section we highlight some of these.

Work experience presents similar challenges to part-time employment, but most could not see a link between part-time employment and work experience. For many the main difference between these two activities is that work experience allows young people to get the chance to prepare, think and review their work experience. In contrast there is no equivalent for part-time work.

Flexibility in S6 curriculum in some schools the flexibility in senior pupils' timetables was being used to allow them to do a range of activities under the heading of 'S6 enhancements'. These included involvement in voluntary work and taking driving lessons. Part-time employment was also viewed as an 'S6 enhancement'.

Impact on social life was a concern that emerged amongst CAs. Some were of the view that there was little time for leisure for most pupils when balancing part-time work and schooling.

Legislation on part-time employment. There was a general lack of awareness amongst CAs of the legislation in this area. Some were unaware of it, others were unclear what it was or whether it was used.

SECTION C EMPLOYMENT

THE CURRENT USE OF PART-TIME

CHAPTER NINE THE USE OF PART-TIME WORK IN SCHOOL SETTINGS – THE PUPILS’ PERSPECTIVE.

In Section B we asked a range of school staff about the extent to which they currently draw upon school pupils part-time employment experiences within classes. In this section we consider the same issue from the perspective of the pupils.

In the focus group discussions with pupils one of the issues raised was whether they had been asked about part-time employment in the context of their classes. For example had they ever been asked to use this experience in a class setting.

A total of 47 focus groups were held involving 376 school pupils. The focus groups were structured to reflect school stage (S4, S5 and S6) and work status (Ever Worked n=260; Never Worked n=116). In each school six focus groups were planned, two for each year group where one consisted of Ever Worked pupils and the other pupils who had Never Worked. In one school we were unable to run a focus group for S6 Never Worked pupils.

The plan was that all focus groups were to be recorded. A total of 42 usable recordings were produced. The material in this section draws on these recordings.

Use of Part-time work in school

The focus groups covered a range of issues with pupils (eg see Section A). One of these was the extent to which teachers mentioned part-time work in their classes and encouraged them to draw on this experience in any way. Pupils were asked if they had the opportunity to use their part-time work experience in classes such as in group discussions, written work, assignments, presentations or assessments. The focus groups also discussed the extent to which other teachers, out with subject classes, used their experiences in part-time work such as guidance teachers and if any career advisers from Careers Scotland discussed their part-time work when considering their future plans.

We consider the pupils comments under three headings, use of part-time work:

- in academic classes
- in PSE or guidance context
- by Careers Scotland staff

The use of part-time work in academic classes

In 41 of the focus groups the issue of the use of part-time work in class settings was asked. In a total of 13 (32%) of the focus groups at least one pupil in the group indicated that part-time work had been mentioned by teachers in a class. However, in the majority of the groups (68%) none of the pupils said that teachers had mentioned part-time work in classes.

Where the pupils had responded positively indicating that teachers had mentioned part-time work in classes further questions were asked about which subject classes this issue had been

raised in. The examples provided included languages, geography, modern studies, accounts, administration and business management. Social education was also mentioned, however we have considered this under the PSE heading which is dealt with in a separate section.

Based on the pupils comments it is clear that the references to part-time work within academic classes is often a means of relating pupils part-time work to some business context such as:

'Uh-huh, I do business management and we're always talking about...well, we're always bringing in part-time work to it, to relate it kind of thing.'

In some cases part-time work experience is drawn upon for written assignments for example in English:

'In English we had to write about and do a talk and whether you liked it or not.'

For a sizeable minority of the focus groups there is some evidence that part-time employment is drawn into some class discussions and assignments.

However, two caveats should be raised about this data. First, in the case of those focus groups where there is support for the idea that part-time work has been used in classes this categorisation may be based on a solitary pupil providing an example. Second, when we note that pupils indicate that part-time employment has been discussed in class settings it should not be assumed that all such discussions were positive. For example, some pupils indicate that part-time work is mentioned by teachers in school but is used to highlight the negative side of work.

One pupil indicated that:

they [teachers] wrote about it in our report cards.....they wrote like working and social life affecting school'

Another pupil said:

'they talk against it.....we get lectures about not going out to get work.'

One pupil stated that:

'there was a teacher who asked us not to work, she would prefer us not to as we would have more time for schoolwork.'

However, another pupil in the same group challenged this pupil's view by saying:

'No, she didn't ask us not to cos they can't do that, but she said we should think carefully about it if we did [engage in part-time work].'

Use of part-time work in PSE or guidance context

We have grouped comments about the use of part-time work in PSE and guidance contexts together since pupils tended not to discriminate between these two activities.

The nature of focus groups means that there may be some variability between each one in terms of the direction of the discussion and its content. In 38 of the 42 focus groups the issue

of using part-time work in guidance and PSE setting was asked. Within these 38 groups 22 (58%) mentioned that part-time work had been referred to or used in a guidance context.

Typically teachers referred to part-time work in the context of application forms, CV's and personal statements. For example:

'In PSE sometimes.....like when we're practising filling out job applications and stuff like that, they've been asking you whether you've got a job.'

However for some pupils references to work would often be more concerned with finding a full-time job once the person had left school:

'It was more about how to get a job rather than if you've got one.'

One pupil commented:

'Yes they do bring it [part-time work] in, it just depends on what you want to do after university or whatever, they'll bring it up'.

Another pupil from the same focus group added comments about guidance teachers mentioning part-time work:

'that's kind of their job though, to bring it up'.

Once again it was evident that in this context some negative comments were made about part-time work. For example:

'Guidance does occasionally, like if you've come in and you're really tired they'll ask you why. There was someone in our English class that would come in and fall asleep cos he had so many jobs, so that got brought up in guidance.'

Use of part-time work by Careers Scotland staff

This issue was only raised in 10 of the 42 focus groups. In these 10 groups 5 (50%) indicated that the Careers Adviser did discuss their part-time job in relation to their future plans. Little detail was forthcoming about what the Careers Advisers had said but some pupils mentioned that they included part-time employment in their personal statements.

Other pupils said that it had been a long time since their last meeting with a Careers Adviser. Some of the younger pupils responded that have had not yet seen a careers advisor, other pupils indicated that if they wanted to see one they had to arrange an appointment to see one.

It is clear that part-time work is not completely ignored by teachers and some mention it in a classroom situation. However, this tends to be quite an informal approach. Whether a teacher raises the topic of part-time work may be dependent on a number of factors. For example, some pupils commented that teachers knew they were working because they had served them when at work. Such experiences may heighten a teacher's awareness of their pupils out of school activities.

Discussing part-time work in class settings may also depend on the teachers own outlook on the relevance of part-time work to what they are teaching in general or on a particular part of a course. Subjects such as business studies/administration may attempt to provide relevance to what they are teaching by relating it to their pupils' real world experience.

A more common result was for part-time work to be mentioned in a guidance or PSE context. However, we should not assume that the discussion of part-time work is always positive even in this context.

Across the focus groups there are examples of part-time employment being used in academic classes. However, where this occurs it is clearly very informal in nature. A more coherent approach seems to emerge in the context of PSE and guidance. However, even here the picture is not consistent.

CHAPTER TEN OVERVIEW

As we indicated at the start of this report it should be viewed as a more detailed insight into the largely qualitative data gathered from the focus studies element of this research. The nature of this data means that there are no simple conclusions that can be drawn. Having read this report it will be evident that it is difficult to see how we could summarise the range of views and comments that the staff interviews and the pupil focus groups provided.

It is clear that schools have limited understanding of the nature and extent of employment amongst their pupils. Many of the views expressed by the staff reflect the typical common sense answers that are provided when individuals are asked about part-time work, for example, the potential costs and benefits of such employment. There are some issues where staff are clearly drawing on their own experiences. This was evident when they were highlighting concerns over the lack of regulation, and as such takes us beyond the common sense type of response.

It is clear that, based on this data, schools make limited use of part-time employment. This may reflect the rather negative view of part-time employment in education settings where part-time work and education are viewed as competing interests. When it comes to drawing upon this experience in class settings the data provides us with some examples where this may happen but it would be difficult to argue that there is any systematic use of this experience. This is evident from the evidence gathered from the pupil focus groups as well.

When considering the models it is important to remember that the focus groups and academic staff were giving us their views after a limited period of reflection. There are some variations in views between the different teaching staff. HTs tended to provide fairly balanced responses to discussions about the five models, drawing attention to positive and negative aspects. In contrast the PTs tended to focus on the practical implications of all of the models.

Discussion of the models showed the diversity of views that exist amongst pupils and academic staff. It would be difficult to argue that there was any consensus view; however, this was not the main aim of this aspect of the research. What the discussions do provide us with is an insight into the range of opinions and views that are likely to be found amongst key stakeholders.

What does emerge across all of the interviews is an awareness of the issues that would need to be addressed if there was a move to recognise part-time employment. For school staff the central concerns are time and space within the curriculum, resources, training, support and workload.

ANNEX 1 AN EXAMPLE OF THE WORKBOOK USED IN THE PUPIL FOCUS GROUPS

MIXING SCHOOL AND WORK: YOUR VIEWS

Many young people have paid part-time jobs while they are still at school and the Scottish Executive has asked us to find out more about young people's part-time work.

Thank you again for agreeing to tell us more about your views in this group discussion.

So that we can link your ideas to what you said earlier, please give us:

Your name: _

Your class: _

Your school: _

UPDATE

When we ask about any part-time jobs we mean any paid part-time employment that you have, or have had, outside of school. This includes such things as newspaper delivery jobs, shop work, selling goods door to door, babysitting and office work or factory work etc. This is not the same as 'work experience'.

1. Have you had a paid part-time job since April this year?

Yes ☐ if yes, go to question 2

No ☐ if no, go to question 3 on page 3

2. What sort of part-time work do you do at present? (main job only, if you have more than one job)

Delivering newspapers, advertisements	<input type="checkbox"/>	Supermarket	<input type="checkbox"/>
Other delivery work	<input type="checkbox"/>	Chain store eg Top shop. Dixons	<input type="checkbox"/>
Babysitting	<input type="checkbox"/>	Other type of shop	<input type="checkbox"/>
Care work eg in old people's home, hospital	<input type="checkbox"/>	Office work	<input type="checkbox"/>
Hotel/bed and breakfast	<input type="checkbox"/>	Door-to-door sales eg Avon	<input type="checkbox"/>
Café/restaurants	<input type="checkbox"/>	Farming	<input type="checkbox"/>
Fast food outlet eg burger bar, chip shop	<input type="checkbox"/>	Construction/building work	<input type="checkbox"/>
Hairdresser	<input type="checkbox"/>	Other	<input type="checkbox"/>

If 'other', please explain what your job is.

3. During your time in secondary school, how often have you done the following?
(put a cross in one box on each line)

	Never	Once	2 or 3 times	more than 3 times	not sure
Gone on work experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed what would be involved in running a business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taken part in an enterprise project/challenge day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed how your school subjects linked with industry and business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited a college or university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited an employer or business (not as part of work experience)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had talks or visits from an employer or someone from industry or business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a mock or practice job interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared a course or job application form or CV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked for career information in a careers library or on a website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got career information at a careers fair or convention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had talks or visits from college or university staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed your career ideas with a careers advisor/someone from Careers Scotland?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADVANTAGES AND DISADVANTAGES

4. Advantages and disadvantages of having a part-time job while at school?

Advantages

Disadvantages

LINKING PART-TIME JOBS AND SCHOOLING

5. School and part-time work

This question asks you for your first response (your 'gut reaction').

Should more use be made of pupils' part-time work in their schooling?

Tick only **one** box.

Yes

☐

No

☐

Not sure

☐

6. Different ways of linking school and part-time work

Card 1

Teachers might ask pupils to talk about their part-time jobs in subject classes, or encourage them to use their part-time work experiences in assignments, or use part-time work to give evidence of core skills.

What do you think of this idea?

Very
good

☐

Fairly
good

☐

Not very
good

☐

Not good
at all

☐

Not
sure

☐

Please say more _____

Card 2

Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.

	Very good	Fairly good	Not very good	Not good at all	Not sure
What do you think of this idea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more _____

Card 3

Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.

	Very good	Fairly good	Not very good	Not good at all	Not sure
What do you think of this idea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more _____

7. Part-time school and work

Now that you have discussed the possible ways of linking school and part-time work, what do you think now? Should more use be made of pupils' part-time work in their schooling? Tick only **one** box.

Yes

☐

No

☐

Not sure

☐

Please say more about why you have ticked this box: _____

WHAT DO YOU THINK?

Please indicate how much you agree or disagree with the following statements circling one number in each line.

Strongly disagree = 1 strongly agree = 7

NOTE: The Attitude to Enterprise Test (Athayde, 2003) was administered. The test is under copyright protection and is not reproduced here. Contact Rosemary Athayde, Kingston University for further information.

PARENT / CARER CONTACT DETAILS

You have helped us to understand what young people think about linking school and part-time work. We will also be asking teachers and employers, and we need to ask parents/carers what they think too. Please help us by giving us the name and address of your parent or carer so that we can send them a questionnaire.

Name:___

Address:_____

Phone no: _____

Thank you for your help!

ANNEX 2

A SHORT BRIEFING NOTE FOR SCHOOL STAFF

Determined to Succeed – Recommendation 12: Part-time Employment and Secondary Education

In 2003 the Scottish Executive commissioned a study into the nature and extent of part-time employment amongst secondary school pupils. The research has a number of additional aims including an evaluation of the impact of such employment on enterprise and career aspirations, the potential costs and benefits of such employment and the link between employment and schooling.

The first stage of the research was a large scale representative survey of school pupils. In this second stage of the research the research team are visiting a number of schools to consult with groups of pupils and staff regarding their views on aspects of part-time work and the possible links between such employment experiences and education.

In each school the staff interviews will include:

- interview with the Headteacher
- interview with a senior manager responsible for enterprise in education
- discussion with a group of ‘curriculum leaders’ eg Principal teachers

Each of the above will cover a range of topics and there will be some overlap between them since we would like to ensure that we gather comments and views from a number of perspectives within the school. A brief outline of the topics/issues that will be covered in each of the settings follows.

Headteacher: issues of part-time work and school’s current attitude toward it; views on the principle of utilising part-time work experience within school; the school’s view on encouraging enterprising attitudes and skills; the flexible curriculum and vocational preparation.

Senior manager responsible for enterprise in education: provide context of EinE in the curriculum; development plan; present position of part-time work in EinE within the school; initiatives for development of enterprising attitudes, skills and behaviours; external links in support of enterprise in education; vocational preparation.

‘Curriculum leaders’: opinions on part-time employment and staff awareness of pupils’ employment; current practice on use in schooling of the experience gained through part-time work; potential for linkage between part-time work in the curriculum; consideration of alternative models.

We hope that the brief outline provides some background for our meetings and we look forward to listening to your views on these issues,

Research Team: Cathy Howieson, Jim McKechnie and Sheila Semple

Introduction

- Part of a national programme of research, as recommended in Determined to Succeed and reflecting a general interest in pupils' part-time and vocational experiences
- Also interest in looking at feasibility of making closer links between pupils' part-time work and their schooling
- Keen to look at how this would also fit into other developments in the curriculum such as increased flexibility; vocational preparation initiatives and enterprise in education generally
- Notes will be taken
- Neither school nor individual will be identified – the research team will share notes for purposes of analysis
- If anything specifically sensitive (eg that would identify school) note at time and will not be used in any form in the final public report
- Questions?

School's attitude to pupils working part-time

- Confirm definition: *Part-time employment, for the purposes of this research, is 'any paid employment including family-based work'.*
- What are seen as positives? Give examples
- Negatives? Give examples
- Any perceived impact of part-time work on enterprising attitudes and behaviours?
- Any perceived impact on career intentions ('career' defined in broadest sense)
- Overall intention to encourage/discourage pupils taking up part-time work (probe if it differs eg by age/stage or academic level or by intended post-school route)
- Any impact (current or planned; intentional or unintentional) on school's work experience programme
- Does school employ pupils? (eg as school cleaners, helping office staff at times of pressure, tutors in supported study, library assistants, setting up experiments for the next day, design school website etc)
- Are any pupils running their own business (separately from Young Enterprise?). Does this link to their schooling?
- Can school pupils get EMAs? Any links between EMAs and part-time work?

Increased use of part-time employment experiences in schooling

- How view in principle?
- How might it work in practice?
- Perceived factors likely to help or hinder (include eg issues re staff development, employer links, staff and parent attitudes etc)
- Test out Headteacher's view re feasibility of five specific models – emphasise that these are only working models and are confidential
 - Model 1 – recognition of part-time work through full embedding in the curriculum
 - Model 2 – recognition that part-time work can develop generic transferable skills
 - Model 3 – formal recognition of the distinctive outcomes of part-time work
 - Model 4 – recognition of the role of part-time work in personal planning
 - Model 5 – recognition of the potential of part-time work to contribute to progression

- Does the school make use of any other ‘out of school’ experiences in any systematic way? (eg voluntary work not organised by the school)

The school context – how does the school encourage enterprising approaches in pupils?

- Given the current interest in ‘enterprise’, how does this show in the development plan; in the curriculum
- Is there potential to link part-time work to actual ‘enterprise’ activities? For example ‘Get into Enterprise’?
- How would you define an ‘enterprising school’ and to what extent do you think this school matches that definition?

Vocational preparation and the flexible curriculum

[if we run out of time, the next batch are being asked of the SMT E in E so could be touched on only generally eg are there potential points, at different stages in the school, where part-time work might link into curriculum flexibility?]

- What vocational initiatives are happening for the S3/S4 group in the school? (eg vocational pathways with SPA or VQ units etc)
- Is there any way in which part-time employment might link into these?
- What vocational initiatives are happening for the S5/S6 group in the school? (eg vocational pathways with SPA or VQ units etc)
- Is there any way in which part-time employment might link into these?
- To what extent are there special facilities for vocational experiences within the school, or capable of being linked to the school? [Some schools, especially PPP ones, are incorporating vocational facilities eg call centre, mechanic workshop, industrial kitchen into the buildings; other can and do make use of FE for this]
- Some schools in the US have a model whereby older pupils (like our S6) are part-time pupils and part-time workers. Is this something that happens here? Would you encourage it?

ANNEX 4 INTERVIEW SCHEDULE FOR SMT E IN E PERSON

Introduction

- Part of a national programme of research, as recommended in Determined to Succeed and reflecting a general interest in pupils' part-time and vocational experiences
- Also interest in looking at feasibility of making closer links between pupils' part-time work and their schooling
- Keen to look at how this would also fit into other developments in the curriculum such as increased flexibility; vocational preparation initiatives and enterprise in education generally
- Notes will be taken
- Neither school nor individual will be identified – the research team will share notes for purposes of analysis
- If anything specifically sensitive (eg that would identify school) note at time and will not be used in any form in the final public report
- Questions?

School's attitude to pupils working part-time

- Confirm definition: *Part-time employment, for the purposes of this research, is 'any paid employment including family-based work'.*
- What are seen as positives? Give examples
- Negatives? Give examples
- Any perceived impact of part-time work on enterprising attitudes and behaviours?
- Any perceived impact on career intentions ('career' defined in broadest sense)
- Overall intention to encourage/discourage pupils taking up part-time work
- Any impact (current or planned; intentional or unintentional) on school's work experience programme

Overall school attitude to enterprise in education

- To what extent is this seen as a priority in the school? (seek evidence from the school development plan, staff development priorities and in authority-level decision-making)

Documentation and provision

We will be asking about the school's provision, and wondered if the following might be available either now or to be sent on to us:

- Content of enterprise in education provision, including career education
- Any audit or mapping of above if not available
- Development plans regarding EinE
- Section of School Development plan re EinE
- How are enterprising attitudes and behaviours developed in the school? At different stages?

Increased use of part-time employment experiences in Enterprise in Education

- How view in principle?
- How might it work in practice?
- How might it link to enterprise in education (check stages S3 to S6)

- Check if included career education when considering previous question – if not, check how part-time work might link with career education and guidance S3 to S6
- What external links does the E in E curriculum have (particularly with employers)? Describe the school's links with employers generally.
- How do parents link into E in E?
- Current links with Careers Scotland – potential to use part-time-work more here?
- Perceived factors likely to help or hinder making increased links between part-time employment experiences and schooling (include eg issues re staff development, employer links, staff and parent attitudes etc)

Vocational preparation and the flexible curriculum

- What vocational initiatives are happening for the S3/S4 group in the school? (eg vocational pathways with SPA or VQ units etc)
- Is there any way in which part-time employment might link into these?
- What vocational initiatives are happening for the S5/S6 group in the school? (eg vocational pathways with SPA or VQ units etc)
- Is there any way in which part-time employment might link into these?
- To what extent are there special facilities for vocational experiences within the school, or capable of being linked to the school? [Some schools, especially PPP ones, are incorporating vocational facilities eg call centre, mechanic workshop, industrial kitchen into the buildings; other can and do make use of FE for this]
- Some schools in the US have a model whereby older pupils (like our S6) are part-time pupils and part-time workers. Is this something that happens here? Would you encourage it?

ANNEX 5 CAREERS SCOTLAND STAFF DRAFT INTERVIEW SCHEDULE

1. Explanation of research, confidentiality etc
2. Particular contribution CA can make:
 - a. Understanding the nature of provision in the local school and the local labour market
 - b. Considering the contribution part-time work makes/might make to the development of career ideas
 - c. Considering the contribution part-time work makes/might make to the development of enterprising behaviours and attitudes
3. What is the nature of the local labour market for young people? What are the key features? What are the destinations for leavers from this school?
4. What are thought to be the types of work that school pupils do part-time? How would the CA know?
5. What use does the CA/Careers Scotland make of pupils' part-time employment in:
 - a. Individual career planning interviews
 - b. Group work (particularly re the local labour market)
 - c. Submissions to employers/training providers
 - d. Career education lessons
 - e. Working with particular client groups (for example, the Activate programme or similar)
6. To what extent does part-time employment contribute to pupils' career development? Positively? Negatively? Give examples
7. To what extent does part-time employment contribute to pupils' development of enterprising attitudes and behaviours? Examples?
8. To what extent are you aware of the school making use of pupils' part-time employment in their schooling?
9. Should more links be made between pupils' schooling and their part-time work? Give reasons.
10. In what way might part-time work be more closely linked? (Test 5 models, especially 2-5. Model 5 might actually involve Careers Scotland employability advisers or key workers).
11. What might employers' reactions be to this possible development?
12. (Left till end if enough time) What is the relationship between part-time work and work experience? To what extent does the impact of each experience differ?
13. What, in your experience, do parents' think about their children doing part-time employment while at school?

ANNEX 6 SCHEDULE FOR GROUP DISCUSSION WITH PRINCIPAL TEACHERS/CURRICULUM LEADERS

Introduction

- Part of a national programme of research, as recommended in Determined to Succeed and reflecting a general interest in pupils' part-time and vocational experiences
- Also interest in looking at feasibility of making closer links between pupils' part-time work and their schooling
- Particularly interested in how links might be made with different aspects of the curriculum, hence this meeting with a selection of subject areas
- Notes will be taken, and discussion recorded, but only to ensure that notes are accurate
- Neither school nor individuals will be identified – the research team will share notes for purposes of analysis
- If anything specifically sensitive (eg that would identify school) note at time and will not be used in any form in the final public report
- Questions?

Attitude to pupils working part-time

- Confirm definition: *Part-time employment, for the purposes of this research, is 'any paid employment including family-based work'.*
- Your attitude
- The school's attitude
- Positives of pupils having a part-time job
- Negatives of pupils having a part-time job

Staff awareness of pupils' part-time work and current use of part-time work in curriculum

- Will staff be aware who works?
- How would staff feel about referring to pupils' part-time work
- How is it (if at all) used currently – in class discussion; in individual pupil work/assignments; in assessments?

Current use of pupils' other 'out of school' experiences in the curriculum

- Does this happen?
- Is work experience used in this way?
- Voluntary work?

Desirability of using part-time work in schooling

- Initial response – should linkages be developed?
- Any suggestions how that might be done, if it were to go ahead?

Consideration of each potential model

- Issue copies of the 5 models, asking them to read through all five, thinking about their subject area in this context
- Go through each model, seeking feasibility – factors which would support; factors which would hinder.

Desirability of using part-time work in schooling (2)

- Final response – having considered it, what's your view?

1-3 Introduction and update

- tape recorder – for us to take notes afterwards, apart from this no-one else will hear what you have said
- background/purpose – the Scottish Executive has asked us to find out about the part-time work that pupils do, to see what people learn from it and to find out if it would be a good idea to link pupils' part-time jobs into their schooling. It's obviously most important to ask young people what they think about this, and this is what this group discussion is about. But we obviously need to ask school staff, employers and parents what they think too, and that's part of our work also.
- hand out answer books – this group session will be a mixture of discussion (where we listen to your ideas) and writing (where you get the chance to give us your own individual views in the answer book). The answer book, too, is confidential. We will make good use of your answers, but no-one will know who said what, except us.
- fill in introduction and update section – we need to get up to date since it is a good few months since you filled in your questionnaire, and things may have changed. Complete answer book *up to the end of page 3*, then we'll start the discussion.

4a Advantages & disadvantages of having a part-time job

- Brainstorm – a chance to gather ideas as quickly as possible
- Split into pairs or threes
- Half the group to think of the advantages of having a part-time job while at school; half to think of the disadvantages.
- You have two minutes to write down as many ideas listed in the appropriate column on page 4, question 4, of the answer book
- At end of two minutes, go round the pairs asking them to give two of their answers, explaining a bit about them. Next pair to choose different ones. Check if there are others to be added.
- Take vote – who thinks the advantages are greater than the disadvantages? Vice versa?
- If time, encourage group to say more about their ideas on the pros and cons
- So, this is to start us thinking about what you can get out of part-time work, and what some of the problems might be. Let's move on to talk more about part-time work and schooling. Put the booklet aside for the moment.

4b What pupils get out of part-time work that helps them at school

- Do teachers mention part-time work in classes? In what subjects; give examples
- Would teachers know you have a part-time job? How do you think they feel about it?
- Do you use what you have done in part-time work in classes? In group discussions? In written work? In assignments? In presentations? In assessments?
- Moving away from the subject classes, do other teachers use your experiences in part-time work? For example people who help you think about your progress in school like guidance teachers/tutors/pastoral care staff
- Does the careers adviser from Careers Scotland discuss your part-time job when helping you think about your future?
- More generally, are there other things that a part-time job might give you that would help with your schooling? For example, giving you more confidence; giving you practice at managing your time.....

- Is what you learn on work experience used in any way in your schooling?
- Are other parts of your 'out of school' experiences drawn into your schooling, for example, voluntary work, sport or drama?

5. *Linking part-time jobs and schooling*

[If it is a genuine reflection of the earlier discussion: From what you've said, part-time work isn't often mentioned in school.] Some people are suggesting that more use should be made by schools of young people's paid part-time work. We're going to talk about this in a minute, but, without thinking about it too much, could you give us your first reaction, your gut reaction, to this idea? Look at question 5 on page 5 and tick one of the boxes

If there was to be a decision to make better links between school and part-time work, how might it be done, do you think? Any suggestions?

6. *Different ways of linking part-time jobs and schooling more closely*

One of the things we have been asked to do is to see whether better links could be made between part-time jobs and schooling, whether it would be a good idea, and whether it could work. So here are 3 ways in which part-time jobs and schooling could be linked. **Show card 1.**

Card 1: *Teachers might ask pupils to talk about their part-time jobs in subject classes.... Or encourage them to use their part-time work experiences in assignments.... Or use part-time work to give evidence of their core skills.*

- Is this a good idea? What would be good about it? What might be bad about it?
- Would it work?
- What particular subjects could this be done in?

Examples, if needed...

- *'How IT is used in the workplace' – IT teacher asks those with part-time work to give examples*
- *Pupils who have part-time work could use it in personal writing or presentations in English*
- *Produce a case study of the organisation in which you work for for Business/Admin*
- *Gives evidence of 'working with others' core skill*

Here's another approach. **Show card 2.**

Card 2: *Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.*

- Is this a good idea? What would be good about it? What might be bad about it?
- Would it work? What would employers think about this?
- Do you think other people would value the qualification (for example, other employers, colleges or universities)?

Examples, if needed:

- *Because you have got a part-time job, you might choose a column with a unit called 'part-time work' or 'employability'*
- *You might be able to do one called 'employability' using other experiences, such as voluntary work, not just part-time work.*

This is the last card. **Show card 3.**

Card 3: *Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.*

- Is this a good idea? What would be good about it? What might be bad about it?
- Would it work?
- Would pupils do this themselves, or should someone help them with it?

Examples, if needed:

- *You would make a list of all the skills you had, and add extra ones as you got different experiences and responsibilities in your part-time job*
- *Then you could refer to it when you were applying for jobs or courses*

Now that we've talked through these ideas in more detail, look at page 6 and give us your individual 'votes' on what you think about each of these different approaches.

7. Should part-time work and schooling be mixed or linked more?

Earlier we asked you for a gut reaction about the general principle of whether more use should be made of pupils' part-time work in their schooling. What do you think now that you've had more chance to consider? This is an idea that is being taken seriously by the Scottish Executive, and it is important to know whether young people think it is a good idea or not. Fill in your answer to question 7 on page 7, and try to give us some idea of your reasons for answering as you have.

[If not already raised] After they have filled this in, ask if they think it matters that not everyone has a part-time job, should it affect a decision to try to link part-time work with schooling.

8. What do you think?

To help us understand your answers and your ideas in this group discussion, please let us know how you like to approach things and how you think. There are a list of questions under the heading of question 8. Don't think too much about your answer, but go with what first comes into your mind, and circle the number that applies to you. (Give example of first question, then go round checking that they have understood or that they are not using one response style).

9. Parent contact details

We will be going to ask employers and teachers what they think about these ideas, but we also need to find out what parents and carers think. So we would like one of your parents/carers to fill in a questionnaire for us. And so we need contact details from you. This is the last bit of the answer book.

1-3 Introduction and update

- tape recorder – for us to take notes afterwards, apart from this no-one else will hear what you have said
- background/purpose – the Scottish Executive has asked us to find out about the part-time work that pupils do, to see what people learn from it and to find out if it would be a good idea to link pupils' part-time jobs into their schooling. It's obviously most important to ask young people what they think about this, and this is what this group discussion is about. And we need to get the views both of young people who have part-time jobs and those who don't. But we obviously need to ask school staff, employers and parents what they think too, and that's part of our work also.
- hand out answer books – this group session will be a mixture of discussion (where we listen to your ideas) and writing (where you get the chance to give us your own individual views in the answer book). The answer book, too, is confidential. We will make good use of your answers, but no-one will know who said what, except us.
- fill in introduction and update section – we need to get up to date since it is a good few months since you filled in your questionnaire, and things may have changed. Can I just check? When you filled in your questionnaire you hadn't had a job – has that changed for any of you? Complete answer book up to the end of page 3, then we'll start the discussion.

4a Work experience

- How many of you have done work experience? Where did you do it, what do you think you have learned from it?
- Do teachers ever mention it? Do you make use of the experience in school?
- Did you get a certificate from it? Or some kind of reference or report?

4b Advantages & disadvantages of having a part-time job

- Now let's talk for a wee while about part-time paid work. Even if you've not had a part-time job yourself, you'll know someone who has, so you can think about that as we talk
- Brainstorm – a chance to gather ideas as quickly as possible
- Split into pairs or threes
- Half the group to think of the advantages of having a part-time job while at school; half to think of the disadvantages.
- You have two minutes to write down as many ideas listed in the appropriate column on page 4, question 4, of the answer book
- At end of two minutes, go round the pairs asking them to give two of their answers, explaining a bit about them. Next pair to choose different ones. Check if there are others to be added.
- Take vote – who thinks the advantages are greater than the disadvantages? Vice versa?
- If time, encourage group to say more about their ideas on the pros and cons
- Those of you that haven't had a part-time job, do you think you might in the future?
- Are there other ways than part-time work that you could get similar experiences or skills (prompt voluntary work/sport/drama)
- So, this is to start us thinking about what you can get out of part-time work, and what some of the problems might be. Let's move on to talk more about part-time work and schooling. Put the booklet aside for the moment.

4b What pupils get out of part-time work that helps them at school

- Think now about what you've seen and observed with others in your classes. Do teachers mention part-time work in classes? In what subjects; give examples
- Would teachers know who has a part-time job? How do you think they feel about it?
- Do pupils ever use what they have done in part-time work in classes? In group discussions? In written work? In assignments? In presentations? In assessments?
- Moving away from the subject classes, do other teachers use these experiences in part-time work? For example people who help you think about your progress in school like guidance teachers/tutors/pastoral care staff... do they talk about part-time work?
- Does the careers adviser from Careers Scotland ask if you've had a part-time job when helping you think about your future?
- More generally, are there other things that a part-time job might give you that would help with your schooling? For example, do you think that people who have had a part-time job have more confidence; are better able to manage their time.... Or can it have a negative effect?
- Are other parts of your 'out of school' experiences drawn into your schooling, for example, voluntary work, sport or drama?

5. Linking part-time jobs and schooling

[If it is a genuine reflection of the earlier discussion] From what you've said, part-time work isn't often mentioned in school. Some people are suggesting that more use should be made by schools of young people's paid part-time work. We're going to talk about this in a minute, but, without thinking about it too much, could you give us your first reaction, your gut reaction, to this idea? Look at question 5 on page 5 and tick one of the boxes

If there was to be a decision to make better links between school and part-time work, how might it be done, do you think? Any suggestions?

6. Different ways of linking part-time jobs and schooling more closely

One of the things we have been asked to do is to see whether better links could be made between part-time jobs and schooling, whether it would be a good idea, and whether it could work. So here are 3 ways in which part-time jobs and schooling could be linked. ***Show card 1.***

Card 1: *Teachers might ask pupils to talk about their part-time jobs in subject classes.... Or encourage them to use their part-time work experiences in assignments.... Or use part-time work to give evidence of their core skills.*

- Is this a good idea? What would be good about it? What might be bad about it?
- Would it work?
- What particular subjects could this be done in?

Examples, if needed...

- *'How IT is used in the workplace' – IT teacher asks those with part-time work to give examples*
- *Pupils who have part-time work could use it in personal writing or presentations in English*
- *Produce a case study of the organisation in which you work for for Business/Admin*
- *Gives evidence of 'working with others' core skill*

Here's another approach. **Show card 2.**

Card 2: *Pupils are able to get a new qualification or unit from their part-time work. This would be recorded on their SQA certificate like exam passes.*

- Is this a good idea? What would be good about it? What might be bad about it?
- Would it work? What would employers think about this?
- Do you think other people would value the qualification (for example, other employers, colleges or universities)?

Examples, if needed:

- *Because you have got a part-time job, you might choose a column with a unit called 'part-time work' or 'employability'*
- *You might be able to do one called 'employability' using other experiences, such as voluntary work, not just part-time work*

This is the last card. **Show card 3.**

Card 3: *Pupils use their part-time work to review and record how their skills are developing, use it to set targets and plan for the future, and use this to help them get a job or course at college or university.*

- Is this a good idea? What would be good about it? What might be bad about it?
- Would it work?
- Would pupils do this themselves, or should someone help them with it?

Examples, if needed: [NB the pilot group – in a school which doesn't do any profiling or use Progress File - would have liked something to look at, but that's more difficult]

- *You would make a list of all the skills you had, and add extra ones as you got different experiences and responsibilities in your part-time job*
- *Then you could refer to it when you were applying for jobs or courses*

Now that we've talked through these ideas in more detail, look at page 6 and give us your individual 'votes' on what you think about each of these different approaches.

7. Should part-time work and schooling be mixed or linked more?

Earlier we asked you for a gut reaction about the general principle of whether more use should be made of pupils' part-time work in their schooling. What do you think now that you've had more chance to consider? This is an idea that is being taken seriously by the Scottish Executive, and it is important to know whether young people think it is a good idea or not. Fill in your answer to question 7 on page 7, and try to give us some idea of your reasons for answering as you have.

[If not already raised] After they have filled this in, ask if they think it matters that not everyone has a part-time job, should it affect a decision to try to link part-time work with schooling.

8. What do you think?

To help us understand your answers and your ideas in this group discussion, please let us know how you like to approach things and how you think. There are a list of questions under

the heading of question 8. Don't think too much about your answer, but go with what first comes into your mind, and circle the number that applies to you. (Give example of first question, then go round checking that they have understood or that they are not using one response style).

9. Parent contact details

We will be going to ask employers and teachers what they think about these ideas, but we also need to find out what parents and carers think. So we would like one of your parents/carers to fill in a questionnaire for us. And so we need contact details from you. This is the last bit of the answer book.

APPENDIX EIGHT

**THE NATURE AND IMPLICATIONS OF THE PART-
TIME EMPLOYMENT OF SCHOOL PUPILS**

**THE PARENTAL PERSPECTIVE ON SCHOOL
PUPILS' PART-TIME EMPLOYMENT**

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CHAPTER ONE INTRODUCTION

The research, the Nature and Implications of School Pupils' Part-time Employment was commissioned to establish the extent and nature of school pupils' part-time employment in Scotland and to investigate the potential for linking such part-time work to pupils' formal education. Pupils' part-time employment does not take place in a vacuum but has to be considered in the context of the wider environment within which they live if we are to achieve a full understanding of it (Bronfenbrenner 1986). A central aspect of their wider environment is their parents and their role and influence¹; it is important to understand, for example, how parents view combining part-time employment and school since this may influence the way that their adolescent child behaves in relation to part-time work.

There is considerable literature on the role and influence of parents on their children's career development which demonstrates that they (and other family members) have an immense impact on this aspect of their children's lives (see Semple 2004 for an overview). In summary, they influence aspirations and motivation; influence values and priorities about school and post-school choices (including education, training, work and self-employment); affect knowledge of educational and occupational opportunities; and provide the practical, moral and financial support that allows their children to implement their plans. Parents have been described as providing 'a general framework of aspirations and hopes for their children' and 'a space within which choices are made and validated' (Ball et al, 1998; Macrae, 1997). In the context of pupils' part-time work, parents' own experience of part-time employment when they were at school, their views on the value and desirability of mixing part-time work and full-time schooling, as well as the practical help they may, or may not, be able to offer their children to secure a part-time job, are all likely to impact on pupils' participation in part-time employment. Equally, they are one of the key groups whose opinion needs to be taken into account in respect of any decisions to make more use of pupils' part-time work experience within their schooling.

There has, however, been little research in the UK on the attitudes of parents to their children working part-time and their influence on their children's decisions in this area. (In the United States, however, researchers have begun to attend to this issue, see Mortimer 2003). The research project 'The Nature and Implications of the Part-time Employment undertaken by School Pupils', therefore included a survey of the parents as part of the Focus Studies strand of the research. The survey aimed to gather information on parents' own experience of part-time work when at school; their general opinions on the desirability of school pupils working while at school; their views on the educational value of part-time employment and whether to make more use of it within schooling; and, for those parents whose child had had part-time work, their views about the impact of this experience.

¹ We use the term 'parents' to include carers, guardians, step-parents and any adult who fulfils a parental role for the child.

CHAPTER TWO METHODOLOGY

The survey of parents was carried out as part of the Focus Studies element of the research. The Focus Studies covered four local authorities which were selected to reflect: geography (urban, suburban, rural, remote rural); pupils' profile in respect of part-time work and enterprising attitudes identified from their responses to the national pupils' survey; the nature of the local labour market; the presence of relevant initiatives; and socio-economic profile. Within each of these authorities, two of the schools that had been involved in the main national pupil survey were invited to participate, giving a total of eight schools. In addition to the parents' survey, the Focus Studies had three other elements: group work with pupils in S4, S5 and S6; interviews and group discussions with a range of school staff and interviews with Careers Scotland staff.

A total of 376 students took part in the group work, a mixture of those who had ever had a part-time job and students who had never worked part-time: 260 workers and 116 non workers. In the focus groups each pupil was asked to give contact details for one parent/caregiver and permission for us to contact the nominated person. The bulk of the pupils were happy to do so and only 16 out of 376 did not wish the research team to contact their parents. Questionnaires were then despatched to 360 named parents. The questionnaire covered their own experience of part-time work when they had been at school; their views on part-time work, on recognition and on the impact of part-time employment on their child and more generally. A copy of the questionnaire is contained in Appendix 1.

A total of 275 completed survey forms were returned, providing a completion rate of 73%. This high return rate may be attributed to several factors: the fact that the letters and questionnaires sent to parents were personalised by naming their son or daughter throughout; the despatch of the questionnaires were followed up by a series of telephone calls to parents to encourage participation and, finally, all returned survey forms were entered into a prize draw.

The majority of questionnaires were completed by the pupil's mother/step-mother (75%); most of the remainder were filled out by the pupil's father or step-father (22%) with 2% being completed by other relatives.

CHAPTER THREE THE MAIN FINDINGS

Parents' experience of part-time work

We thought that parents' own experience of part-time employment while at school might influence their opinion of pupils working part-time and their views on its educational value and the desirability of linking it in some way to their schooling.

Almost three-quarters of parents responded that they themselves had worked part-time while at school (74%) and just under half had had more than one job (47%). Focusing on the type of job that they had worked in for the longest period in their time at secondary school, it emerged that retail accounted for the single biggest proportion of respondents: 45% had been employed in this sector (table 1). Most of the others had worked in catering, miscellaneous or delivery work (17%, 17% and 14%) with the remaining 7% having been employed as babysitters.

Table 1: Parents: type of part-time job when they were at school

	Parents %
Delivery	14
Babysitting	7
Catering	17
Retail	45
Miscellaneous	17
(n)	(201)

* In this and subsequent tables where percentages sum to more than 100 this is due to rounding

The overwhelming majority of parents who had worked part-time when they had been at school were positive about the experience, 95% thought that it had been useful to them. However, a minority of them (17%) also re-called that working part-time while at school had caused them some difficulties.

Parents' opinion about mixing school and part-time work

We asked parents their views on whether or not pupils should have a part-time job while at school. Table 2 shows that the large majority of parents were in favour of young people working while still at school with 84% responding that they should. Parents whose children had ever worked were significantly more likely to be in favour compared to those whose children had never worked (table 2). However, it was noticeable that even amongst this latter group, the majority were in favour of pupils combining part-time work with school (74%). Whether or not parents themselves had had a part-time job while at school did not make a significant difference to their views on the desirability of pupils working part-time. Most parents did not think that pupils should be able to work in a paid part-time job before they were at least age 14 (87%). Two-thirds felt that 14 or 15 was an appropriate age at which pupils might start to work part-time.

Table 2: Parents views on desirability of part work by whether their child has ever had a part-time job

Do you think a young person should have a paid part-time job while at secondary?	All parents %	Parent's child ever had pt job %	Parent's child never had pt job %
Yes	83	88	74
No	4	2	9
Not sure	13	11	17
(n)	(263)	(178)	(85)

In line with this positive view of the desirability of part-time work, only a very small proportion of parents had discouraged their child from taking a part-time job while at school (7%, table 3). The majority had either encouraged their child to do so (58%) or had remained neutral about this (33%). Parents who themselves had worked when at school were more likely to have encouraged their child to have a part-time job while those who had never had a job were more inclined to be neutral when it came to advising their child about getting a part-time job. We examined whether there was any relationship between parents having worked part-time when they were at school and their child having a part-time job but the results were not significant.

Table 3: Whether parent encouraged or discouraged child from having a part-time job

	%
Generally encouraged him/her to take a part-time job	58
Generally discouraged him/her to take a part-time job	7
Remained neutral –neither encouraged or discouraged	33
not sure	2
(n)	(275)

Parents were asked to respond to a series of statements about part-time work to assess their views of the possible benefits and costs of part-time employment.

Their responses to the statements indicate that they ascribed a number of benefits to the part-time employment experience (table 4). These related, in particular, to the acquisition of additional skills, the development of self confidence and communication skills, and the development of certain positive attitudes. The overwhelming majority of parents agreed or strongly agreed with the statement that pupils get the chance to learn skills not taught in school from their part-time work (95%). A similar proportion were of the view that part-time employment can increase pupils' confidence (96%), that it results in better communication skills (94%) and that through part-time employment pupils gain the opportunity to meet a range of people from different social backgrounds (95%). It is also clear that the majority of parents believe that part-time employment results in the development of good work attitudes and habits (91%) and encourages young people to respect others (88%). If one considers only the 'strongly agree' responses, it is notable that parents were most positive about the effect of part-time work in respect of increasing pupils' self confidence (45% strongly agree) and in providing the opportunity to learn skills not taught at school (35% strongly agree).

Whether or not their child had had a part-time job did not make any significant difference to their views in respect of these statements.

Table 4: Parents' opinion of pupils' part-time employment

Many secondary school pupils have part-time jobs sometime before leaving school. How much do you agree with the following statements about school pupils' employment?	Strongly disagree	disagree	agree	Strongly agree	Not sure	(n)
When school pupils work....						
...they get a chance to practice what learned at school	4	23	51	5	17	(261)
...have less time for friendships	7	66	22	1	5	(264)
...they get a chance to learn skills that are not taught at school	1	3	61	35	2	(266)
...their school work suffers	8	58	12	6	16	(266)
...it increases their self confidence	1	2	51	45	2	(266)
...they don't have enough time for sports and hobbies	9	61	20	3	8	(266)
... they learn to respect others	-	6	59	29	6	(266)
...they take on adult responsibilities before they are ready for them	8	73	12	2	5	(266)
...they develop good work attitudes and habits	--	4	63	28	5	(266)
...they are under too much pressure	6	63	10	4	17	(265)
...they learn how to communicate better with other people	-	4	59	35	2	(266)
...they get to meet people from different social backgrounds	1	1	59	36	3	(266)

A smaller percentage of parents agreed or strongly agreed with the idea that part-time employment provided opportunities to practice what has been learnt in school (56%). Just over a quarter disagreed with this (26%) and 17% indicated they were not sure. There was no significant difference in response based upon the work status of the parent's child.

A common view of part-time work is that it can impinge on pupils' school work and also on other out of school activities. What were parents' views on this? From their responses, it does not seem that parents were particularly concerned about this. The majority of parents disagreed or strongly disagreed with the statement that pupils' school work suffers as a result of part-time work (66% disagree/strongly disagree, Table 4). However, there was a significant variation depending on whether the parent's child had ever had a part-time job: those parents whose child had never worked were more likely to agree with the statement that school work suffers while parents whose child had had a part-time job were more likely to disagree with this. Thus, parents who were able to comment on the basis of experience were less inclined to think that part-time employment had a negative effect on pupils' school work. Most parents did not think that part-time work meant that pupils would have less time for friends or for sports and hobbies (disagree/strongly disagree: 73% and 70% respectively, Table 4).

Most parents did not think that part-time work places too much pressure on pupils or creates a situation where they have to take on adult roles before they are ready for them (disagree/strongly disagree: 69% and 81% respectively, Table 4). But differences in parents' views were evident depending on whether the parent's child had had worked part-time. Parents whose child had ever had a part-time job were less likely to agree/strongly agree that part-time work pressurised pupils or enforced adult roles on them inappropriately. It is

reasonable to assume that their views reflect their observation of the effect of part-time work in practice on their working child.

Parents whose children had not worked were more likely to view part-time employment negatively in respect of pressure and adult roles and their more negative views may help to explain why their children had never worked. Further analysis indicates that parents who thought that part-time work would adversely affect school work, put pupils under too much pressure or make them take on adult responsibilities before they are ready, were more likely to state that they discouraged their child from working part-time. But given the small number who stated that they discouraged their child from taking a part-time job, caution is required in drawing conclusions from this data.

Parents' attitudes to the increased use of part-time employment in schooling

Overall, parents' responses about part-time work were generally positive; we then asked them two more specific questions about the educational value of part-time employment and whether schools should make use of it.

Table 5: School pupils' part-time work has educational value

	%
Strongly disagree	2
Disagree	13
Agree	59
Strongly agree	18
Not sure	9
(n)	(275)

The majority of parents thought that school pupils' part-time work has educational value (77% agree or strongly agree, table 5). There were no significant differences depending on whether their child had ever had a part-time job nor did parents' own part-time work history make any difference to their response to this question.

When asked whether schools should make more use of pupils' experience of part-time work, parents were still positive in their response (65% agree or strongly agree, table 6) but less so than to the previous question about its educational value, and a higher proportion were unsure. Given the constraints of the survey, it was not possible to give parents explanations and practical examples of how schools might make use of pupils' part-time employment and this may well explain the higher number of 'not sure' responses to this question compared to the more general question about the educational value of part-time work. Again, there were no significant differences in parents' response depending on whether or not their child had had a part-time job or in relation to their own part-time working while at school.

Table 6: Schools should make use of pupils' experience of part-time work

	%
Strongly disagree	4
Disagree	14
Agree	49
Strongly agree	16
Not sure	17
(n)	(275)

Parents' views on formal recognition of pupils' part-time work

In the other elements of the Focus Studies, we asked pupils and teachers in the group work or interviews to give their opinion on a number of different approaches to the recognition of part-time work. As we noted above, we were limited in what we could cover with parents in the survey and so only included one question about recognition. This focussed on a more formal approach to recognition with the example given of the possibility of SQA certification. Their response to this question contrasted with their more positive responses to earlier questions about the educational value of part-time work and the idea that schools should make more use of it. In respect of recognition, parents were almost equally divided for and against the idea against the idea (45% strongly agree/agree; 40% strongly disagree/disagree). There were no significant differences depending on whether their child had had a part-time job. However, parents who had themselves had had a part-time job when at school were more inclined to favour formal recognition than parents who had never worked during their school career (56% vs 41% strongly/agree).

Table 7: Parents' opinion about the formal recognition of pupils' part-time work

Pupils' part-time work should be formally recognised eg get a certificate from the SQA as they do for their exams	%
Strongly disagree	8
Disagree	32
Agree	31
Strongly agree	14
Not sure	15
(n)	(266)

Parents views on the effect of part-time work on their child

We have reported on parents' views about the possible benefits and disadvantages of part-time work in general. We now turn to those parents whose child had experience of part-time working and their judgement of the changes, if any, they thought had resulted from this employment. Table 8 shows that the large majority of parents of working children thought that their son or daughter had experienced some change as a result of working part-time. The ability to communicate with adults in a mature manner and greater self-confidence were the two aspects that parents were most positive about. 88% agreed or strongly agreed that their child's part-time job had taught him/her to communicate with adults in a mature manner (table 8). A similarly high proportion felt that their child's part-time job had led to greater self-confidence (84%). It is notable in both cases, the high percentage who responded that

they *strongly* agreed with the statements, indicating that they felt that their child's job had had a considerable effect in these two respects.

Not unexpectedly, parents thought that part-time working had taught their child good work habits (84% agreed or strongly agreed, table 8). A high level of agreement with two other statements suggest that parents thought that part-time work had contributed to a more mature approach on the part of their child: 80% agreed or strongly agreed that part-time work had given their child a greater sense of purpose and that it had led to a greater appreciation of adult responsibilities while 74% thought that it had taught him/her to take more responsibility for their behaviour. Part-time work was perceived as improving their child's money management as well as their time management skills (77% and 76% agree/strongly agree, table 8). The aspect where parents felt that their child's part-time work had made least change was in respect of encouraging more serious planning for the future but even here 70% were positive about the effect of part-time work. Parents' assessment of the effect of part-time work on their child did not vary significantly depending on whether or not they themselves had had part-time employment during their time at secondary school.

Table 8: Parents' opinion of the changes in their child as a result of part-time work

His/her part-time job ...	Strongly disagree %	disagree %	agree %	Strongly agree %	Not sure %	(n)
...has given him a sense of purpose	1	4	57	23	15	(188)
...has led to a greater appreciation of adult responsibilities	2	6	57	23	12	(188)
...has encouraged more serious planning for the future	2	11	47	23	17	(184)
...has taught money management skills	2	9	47	30	11	(186)
...has taught better time management skills	1	9	54	22	15	(186)
...has taught good work habits	1	6	56	28	9	(187)
...has led to greater self-confidence	2	2	42	42	12	(189)
...has taught him/her to communicate with adults in a mature manner	1	2	47	41	10	(187)
...has taught him/her to take more responsibility for his/her behaviour	3	3	50	24	22	(186)

CHAPTER FOUR CONCLUSIONS

Most parents had worked part-time when they had been at school and most were positive about the experience. This is the backdrop against which they responded to the rest of the survey questions about part-time employment.

A large majority of parents were in favour of pupils working while at school and ascribed a number of benefits to it in respect of: learning new skills; gaining in self-confidence and communication skills and acquiring certain positive attitudes. Most also did not think that working part-time adversely affected school work or various out of school activities. Parents of non-working children were more concerned about these possible negative effects while those who had experience of their children working were less inclined to perceive problems in these respects. When parents whose children had worked were asked about any changes they thought that working part-time had made to their child, they noted a number of positive changes.

At both a general level and also the specific level of their own child, parents viewed part-time work in a positive light. The majority also agreed that it had educational value. When they were asked about the idea of schools making more use of pupils' part-time work experience, they were somewhat less likely to agree with this although a majority were in favour. But parents were divided in their views on the specific question of formal recognition of part-time work via certification. This response may partly have been because it was not possible to explain the idea of recognition fully in the questionnaire and suggests that there is a need for qualitative research with parents to explore both the principle of recognition of part-time work and the various possible approaches to doing so.

Addendum

In April 2006 the Scottish Executive introduced a statutory instrument to address the maximum number of hours that a pupil may work in term time. The net effect of this is that the national legislation now conforms to the EU Directive.

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Mixing school and work: your views

PERSONAL AND CONFIDENTIAL

Many young people have paid part-time jobs while they are still at school. The Scottish Executive is keen to understand more about this and so has commissioned an independent research team to find out about part-time employment amongst school pupils across Scotland.

Your [son/daughter, [add name]], has already completed a questionnaire about this and taken part in a group discussion with us. But it's also important that we find out about parents' or carers' views about their son or daughter working while they are still at school and whether schools should take more account of their part-time work. We asked [add name] to tell who we should send this questionnaire to and [he/she] suggested we sent it to you.

If you have more than one child in secondary school, please answer about [add name] since [he/she] is the one who is involved in this research.

Your answers will be treated in complete confidence. No information about individuals will be passed on to schools, the Scottish Executive or any other body and neither you nor [add name] will be identified in any publication from the research and

All completed questionnaires returned to us will be entered in a prize draw for £100 worth of Boots vouchers.

1 Name of person(s) completing survey _____

2 Are you [add name] ...

... Mother (or step-mother) ☐

... Father (or step-father) ☐

... Other (please say what your relationship to [add name] is) ☐

9 Can you recall any difficulties that working part-time while at school caused you?

Yes ☐

No ☐

Not sure ☐

10 If 'Yes', what were these difficulties?

Mixing school and work

11 If [add name] currently **has, or has ever had**, a paid part-time job while at secondary school, what changes have you observed in [him/her] as a result of this employment?

(tick one box on each line)

[name]'s part-time job ...	strongly disagree	disagree	agree	strongly agree	No change
... has given [him/her] a sense of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has led to a greater appreciation of adult responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has encouraged more serious planning for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught money management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught better time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught good work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has led to greater self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught [him/her] to communicate with adults in a mature manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... has taught [him/her] to take more responsibility for his/her behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer the next questions even if [add name] has never had a part-time job while at school

12 Do you think that a young person should have a paid part-time job while they are at secondary school?

Yes ☐

No ☐

Not sure ☐

13 If yes, at what age do you think a child should first be allowed to have a paid part-time job outside the home?

(tick one box)

At age ...	11	<input type="checkbox"/>	12	<input type="checkbox"/>	13	<input type="checkbox"/>	14	<input type="checkbox"/>
	15	<input type="checkbox"/>	16	<input type="checkbox"/>	17	<input type="checkbox"/>	18	<input type="checkbox"/>

- 14 Whether or not [add name] has had a paid part-time job, have you generally encouraged or discouraged [him/her] from taking paid jobs while at secondary school?**
(tick one box)

	yes	no	not sure
I've generally discouraged [him/her]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I remained neutral – neither encouraged or discouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've generally encouraged [him/her]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say more

- 15 Many secondary school pupils have paid part-time jobs sometime before leaving school. How much do they agree with the following statements about school pupils' employment?**
(tick one box on each line)

When school pupils work ...	strongly disagree	disagree	agree	strongly agree	not sure
... they get a chance to practise what they have learned at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they have less time for friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they get a chance to learn skills that are not taught at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... their school work suffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it increases their self confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they don't have enough time [have less time] for sports or hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they learn to respect others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they take on adult responsibilities before they are ready for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they develop good work attitudes and habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they are under too much pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they learn how to communicate better with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... they get to meet people from different social backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 16 How far do you agree or disagree with the following statements?**
(tick one box on each line)

	strongly disagree	disagree	agree	strongly agree	not sure
School pupils' part-time work has educational value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools should make use of pupils' experience of part-time work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils' part-time work should be formally recognised eg get a certificate from the SQA as they do for their exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Thinking about [ADD name], how often would you say [she/he] is able to ...

(tick one box on each line)

	most of the time	some of the time	not very often	never
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take advantage of an opportunity when they see one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have confidence in what they do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... not give up when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... agree to take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take a risk once they've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... learn from the times they have not been successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... recognise when they need advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... set targets for themselves ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Yourself

We're asking these questions because family background can have an influence on how young people get on at school, their decisions about things like part-time work and their ideas about what to do afterwards.

18 What are you doing at the moment now?

(tick one box)

In full-time paid work	<input type="checkbox"/>	Retired	<input type="checkbox"/>
In part-time paid work	<input type="checkbox"/>	Looking after the family or home full-time	<input type="checkbox"/>
Unemployed and looking for work	<input type="checkbox"/>	Unable to work (eg sick or disabled)	<input type="checkbox"/>
Studying full-time at college or university	<input type="checkbox"/>	Doing something else	<input type="checkbox"/>

19 If you're in a paid job now or have been in one in the last 5 years ...

... what type of business do you work in? (eg shop, school)

... what is the name of your job? (eg shop assistant, teacher)

... what sort of work do you do?

- 20 Do you run your own business or work for yourself now? yes ☐ no ☐
- 21 Have you run your own business or worked for yourself in the past? yes ☐ no ☐
- 22 Does anyone else in the house run their own business now? yes ☐ no ☐
- 23 Has anyone else in the house run their own business in the past? yes ☐ no ☐
- 24 What age group are you in?
- Under 35 ☐ 35-44 ☐ 45-54 ☐ 55-64 ☐ 65 or over ☐

Thank you very much for completing this questionnaire. Please now post it back to us in the envelope provided (you don't need a stamp). We will enter your completed questionnaire into the prize draw for £100 worth of Boots vouchers.

Remember that your answers will be treated in complete confidence.

If you have any questions about this survey or about the research,
please contact any member of the research team.

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APPENDIX NINE

PART-TIME EMPLOYMENT AND SECONDARY EDUCATION: THE NATURE AND IMPLICATIONS OF THE PART-TIME EMPLOYMENT OF SCHOOL PUPILS

CHILD EMPLOYMENT: POLICY AND PRACTICE IN SCOTLAND

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ABSTRACT

The ‘Part-Time Employment and Secondary Education: The nature and implications of the part-time employment of school pupils’ research commissioned by the Scottish Executive has a number of strands embedded within it. It was recognised that one strand of the research would need to develop an understanding of policy in this area.

In considering the policy and practice as it relates to child employment in Britain it is important to understand that this has a national and local dimension. National legislation identifies and defines the acceptable limits of child employment. In this legislation a ‘child’ is anyone under the age of 16 years and covered by compulsory education requirements. While the legislation outlines the parameters within which children can and cannot work, local government implements the day-to-day administration of the policy.

In developing our understanding of this area it is important that some consideration is given to the implications of any proposed changes, for example, recognition of school pupils’ employment. The report provides a summary of the findings from the first Scottish wide review of local authority’s policy and practice in this area.

EXECUTIVE SUMMARY

Background

This report forms one part of the research ‘Part-Time Employment and Secondary Education: The Nature and Implications of the Part-Time Employment of School Pupils’, commissioned by the Scottish Executive.

Responsibility for implementing legislation on child employment lies with local authorities. They in turn have the power to make byelaws on child employment.

This study is the first of its kind in Scotland. All 32 local authorities participated. They provide copies of their byelaws and other information made available to the public. In addition, staff nominated by chief executives completed questionnaires and participated in interviews. The data was collected in the period February-April, 2004.

Findings

Section A: Legislation

All but one of the authorities have byelaws on child employment. Some are in the process of changing the byelaws, which can take some considerable time.

The majority of the byelaws have relevant definitions of ‘child’, ‘employment’ and ‘light work’.

More than half of the authorities have byelaws which set a minimum age for work which is not in line with current Scottish legislation.

There is a lack of clarity, and some confusion, in the specification of the number of hours that children are permitted to work.

Lists of prohibited jobs vary considerably between authorities, so that work which permitted in one area may be prohibited in another. Some lists seem outdated.

Section B: Local Authority Policy and Practice

All but one of the authorities have adopted a 'permit' system to register child employees. However, there is considerable variation in the particular procedures employed.

The majority of authorities have no system in place either to ensure employers and employees conform to the byelaws or to deal with amendments to permits.

The majority of authorities keep records of the number of permits issued. However, some authorities devolve the issuing of permits to schools and keep no central records.

There is a high degree of variability in the number of permits issued by different authorities.

Although some authorities produce leaflets or information packs on child employment regulations, a significant minority do not.

Authorities vary in terms of which department is assigned responsibility for child employment.

With one exception, all authorities assign staff to deal with child employment issues. However, for the majority of the staff concerned, child employment constitutes a minor part of their work.

Discussion

Section A: Legislation

Part of the rationale for devolving child employment regulation to the local level was to allow for local needs to be reflected. There appears to be little evidence that authorities are actually accommodating unique features of the regional labour market in their byelaws.

The maximum number of term-time hours of work permitted in Scotland, at the national level, do not conform to current European Union standards.

The time taken to amend byelaws and have byelaws ratified by the Scottish Executive may be seen as an impediment to effective regulation of child employment.

The rationale for allowing regional flexibility in the content of byelaws may be questioned in the 21st century.

Section B: Local Authority Policy and Practice

Interviews with staff indicated that the majority were of the opinion that the present system is inadequate, in that

it did not give rise to sufficient public awareness of child employment and its regulation, and it failed to protect children.

In interview, staff provided a number of suggestions for improving the regulation of child employment. However, they were aware that since their suggestions would require greater resources, this could be a major constraint.

Staff interviewed had a mixed response to the suggestion that children's part-time work might be given some sort of recognition as a form of educational experience. Many pragmatic concerns were expressed.

Conclusion

The sharing of good practice across local authorities should be encouraged.

Harmonisation of legislation and policy needs to be encouraged.

This report may provide an opportunity to raise the profile of child employment and encourage constructive thinking on the issue.

CHAPTER ONE BACKGROUND: A BRIEF REVIEW OF POLICY

Systematic research into child employment is a relatively recent phenomenon in Britain. While there were periods throughout the twentieth century when the topic received the attention of researchers it was only in the 1990s that a sustained period of research started, which has continued to the present day.

The emergence of this topic in the 1990s can be attributed in part to the publication of two reports at the start of the decade. The reports, *The Hidden Army* (Pond & Searle, 1991) and *The Forgotten Workforce* (Lavalette, McKechnie & Hobbs, 1991), drew attention to child employment in contemporary Britain. It has been argued that the significance of these early reports were that they challenged existing beliefs about child employment in Britain. For example, Lavalette, Hobbs, Lindsay & McKechnie (1995) suggested that three myths dominated any discussion of this area within Britain. These were:

- child employment in Britain was a minority experience
- if children did work they were employed in ‘children’s jobs’
- legislation was in place to monitor and protect child employees.

The research findings that emerged over the subsequent years challenged each of the myths identified by Lavalette and his colleagues. They argued that the research evidence pointed to the fact that child employment was a majority experience, that children worked in a wide range of jobs many of them comparable to adult forms of employment and finally that legislation was ineffective in monitoring or protecting child employees (See Hobbs and McKechnie, 1997 for a fuller discussion).

In the context of the current report, the conclusion that is of specific interest relates to the efficacy of legislation in this area. In Britain the existing legislation on child employment applies to those children under 16 years of age, that is children within compulsory education. The legislation (see below for a fuller explanation) sets minimum ages for employment, prohibits employment in certain sectors, sets maximum hours that can be worked, specifies when these hours can be worked and requires that employment is monitored. Research has shown that, irrespective of which of these criteria are used, the legislation is largely ineffective (Leonard, 1999).

While research in the 1990s was highlighting the issue of child employment, the topic’s profile was increased because of a European Union initiative. In 1994 The EU passed the Directive on the Protection of Young People at Work, which was to come into force on the 22nd June 1996. The intention of the directive is clear in that it sets out to ensure that the full-time employment of children under the age of compulsory schooling is prohibited and that part-time employment of children who are still in compulsory schooling is regulated (Cornwell, Graham & Hobbs, 1999; Hamilton, 2002).

The then Conservative Government’s reaction was to seek an opt out from parts of the Directive. They were successful in this but had to bring policy into line with the directive by 2000. In 1997 when the Labour Party won the General Election, Chris Pond, a new Labour MP and an active campaigner on child employment issues (Pond & Searle, 1991), was

successful in the ballot for a Private Members Bill. He indicated that it was his intention to introduce an Employment of Children Bill. The effect of this was to focus the new government's attention on their policy on children at work and the need to implement the EU directive.

The government announced its intention to carry out a full review of child employment legislation in Britain and agreed to the adoption of the EU Directive. Chris Pond in the light of the Government response withdrew his Bill. Early action from the Government identified the need for greater standardisation of the regulation of child employment. They introduced a set of model byelaws for local authorities. In doing so they continued with the practice of allocating the day-to-day implementation of policy to local government (Cornwell et al., 1999).

The review of child employment instigated at this time had a target date of June 2000 for reporting its findings. The outcome of this review has never been made public (Stack & McKechnie, 2002) and some have queried whether there was ever a final report produced (Hamilton, 2002). However, there was some change in policy with the introduction of the Children (Protection at Work) Regulations in 2000.

In recent months [2004] the Better Regulation Task Force (BRTF), an organisation established by the government to comment on the relationship between policy and practice, have undertaken a review of legislation in this area (BRTF, 2004). They have concluded that the legislation needs to be clarified and have made a series of recommendations (See Appendix 1). At the time of writing the government minister involved, Margaret Hodge, Minister for Children, Young People and Families, has responded indicating her acceptance, in principle, of the recommendations subject to some provisos. A period of consultation is to be undertaken. The net effect of this is that the Westminster government will be re-visiting the issue of child employment legislation.

Since child employment legislation is a devolved issue, the BRTF proposals do not apply to Scotland. However, national legislation may be amended to accommodate the BRTF proposals and this will, directly or indirectly, impact on all aspects of the UK.

The Present Study

From the brief overview outlined above it is apparent that concerns have been raised about the efficacy and consistency of practice in applying the legislation on child employment in Britain.

To date there has been no nationwide study in Scotland of policy and practice in this area. The present study aims to fill a specific gap in knowledge.

There are two distinct strands to the present review:

- i) Legislation – the report outlines the current legislation within the context of Scotland and reviews existing local authority byelaws.
- ii) Practice – since the implementation of policy in this area resides at the local level a review of the current practices of all Scottish local authorities is required to identify the extent of variability or consistency in practice.

CHAPTER TWO METHODOLOGY

The 32 local authorities in Scotland were initially contacted by letter, outlining the nature of the research and requesting their participation. Chief Executives were the first point of contact and they were asked to provide two pieces of information: a copy of the local byelaws and a named individual that the research team could contact. The latter person was to be someone with direct responsibility for the issue of child employment within the local authority. It was anticipated that Chief Executives might wish to propose more than one contact name and provision was made for this within the initial letter.

On receipt of the contact details of the individual(s) within each authority telephone contact was made, the research explained and a request made for their participation. All participants, and local authorities, were guaranteed confidentiality in all their dealings with the research team.

A questionnaire was forwarded to each participant. The questionnaire asked for detailed information, eg number of permits issued within different periods, and all participants were asked to complete and return the form within an agreed timeframe. Following receipt of the questionnaire a telephone interview was arranged. This interview reviewed the information provided in the original questionnaire but more importantly allowed the collection of additional information on the opinions and views of the interviewees regarding their experience on policy and practice.

The survey covered a range of issues including: systems used to monitor child employment, information available to the public, prosecutions and warnings, record keeping and staffing levels. The telephone survey included open-ended questions covering perceived effectiveness, changes that participants would propose and implications of formally recognising part-time employment. Requests were also made to supply the researchers with copies of any publicity material or information packs that their authority used with regard to child employment.

Independently of the above process, the researchers carried out a search of each local authority web site to explore the extent to which child employment related material was accessible eg information on procedures, copies of byelaws, registration forms.

The activities detailed above were carried out from February through to April 2004. The majority of the telephone interviews took place in March and April.

Participation rates

All local authorities in Scotland agreed to participate in this part of the research and all provided information to the research team. However, it is worth noting that there was some variation in the responses. As expected, not all local authorities had web sites that we could utilise within the study. Similarly, not all local authorities had supplementary material which they could forward to us.

Finally, while all local authorities returned the questionnaire there was some variation in the level of detail provided. In some cases the local authority had allocated the administration of child employment policy to the school level. It was not possible for the research team to

survey all the secondary schools within an area where local authorities had no central records. In such cases there may be missing information or only partial records available.

Table 1 below provides a summary of the information drawn upon within the rest of this report.

Table 1: Information base

Information	Total Number of local authority responses
Questionnaires completed	32
Telephone interviews	27
Byelaws provided	30
Notes & Guidance	17
Leaflets & booklets	14
Website information	16

SECTION A LEGISLATION

It has been acknowledged for some time that the domestic legislation covering child employment is confusing and covered by a multiplicity of Acts (for example see Hamilton 2002). For example, in the late 1990s the British government issued a set of model byelaws in an attempt to bring greater homogeneity to local government regulations in this area. The 1998 government review evolved, in part, from debates about the efficacy and appropriateness of outdated legislation. Most recently the BRTF (2004) report has argued that regulation in this area is confusing and would benefit from simplification.

A further layer of complexity is added to the discussion of legislation when international perspectives are considered. At this level child employment is covered within the United Nations Convention on the Rights of the Child (UNCRC), the International Labour Organisation (ILO) and European Union legislation (Hamilton & Watt, 2004).

It is not the aim of this report to provide an exhaustive review of national and international legislation as it applies to Scotland. Our primary focus is on domestic legislation [Note 1]. However, even here a complex picture emerges. The main piece of national legislation on child employment is the Children and Young Persons (Scotland) Act 1937 (in England and Wales the relevant Act was enacted in 1933). This Act has been amended on a number of occasions and several other pieces of subsequent legislation also refer to child employment.

Devolution had an impact on the responsibility for child employment. The issue of child employment had previously been the concern of the Westminster government. However, with devolution the Westminster government has retained responsibility for England while the Scottish Executive is now responsible for Scotland.

One consequence of this is that variations in legislation start to appear. For example, the last amendment to child employment legislation in England involved changing the minimum age for work from 10 to 13 years of age and reducing the number of hours that children can work during term time from 17 to 12 hours per week. In Scotland the Scottish Executive has implemented the former change but not the latter. The Executive has indicated that it intends to implement the change to the maximum weekly hours however this has not yet taken place. This effectively means that Scottish legislation is currently out of step with the European Directive (94/33/EC) on child employment (see Addendum, p.445).

The primary aim of this report is to consider the legislation within a Scottish context. However, where relevant we will draw attention to UK wide and international aspects. The Children and Young Persons (Scotland) Act 1937 sets out the parameters for child employment. A central feature of this Act is that local authorities are charged with the regulation of children's work. They are empowered to make byelaws which can contain additional conditions on the employment of children, specify the regulation of such employment and reflect local variations in practices.

In reviewing local authority policy and practice in this area all authorities were asked to supply copies of their byelaws. All authorities which had byelaws supplied copies, and some supplied additional material such as notes and guidance.

Our primary focus is on the degree of variation in local authority byelaws amongst the 32 Scottish local authorities and the extent to which they reflect national legislation. Such a

comparison could be unwieldy therefore we concentrate on key aspects of regulation within the legislation, considering the degree of consistency in the approaches adopted by local authorities. For example, how does each set of byelaws handle the issue of minimum ages for employment or the provision of information on the hours that children can work?

The Byelaws

The initial request for copies of each authority's byelaws highlighted the first variation between authorities, namely that they were not all able to comply with the request.

Of the 32 Scottish authorities 7 have byelaws that are 'pending'. In effect the authority is in the process of amending their byelaws on child employment and the new byelaws are not yet in place. In some cases authorities are awaiting Scottish Executive approval before they can implement proposed changes. For others the authority has still to complete the process by bringing the new byelaws into force. It was apparent that a significant period of time can elapse during which byelaws can be classified as 'pending' for one reason or another.

For the 7 authorities with 'pending' byelaws 6 have current byelaws, however, in one case the authority reported that it had no byelaws covering the employment of children and would not until the 'pending' byelaws were processed.

One other authority reported that it had no byelaws covering this area of employment. It was apparent that this authority was of the view that it had no need for byelaws. This position was based on their reading of the legislation in this area. It is not the function of this report to make a definitive legal judgement but it is remarkable that the authority is unique in its interpretation of the law. However, what it demonstrates is the potential variation in interpretation of responsibilities in this area.

The variability in the status of byelaws adds a further layer of complexity to the comparison across authorities. To simplify the process of comparison five areas have been selected: definitions, minimum age, age differences, time restrictions and prohibited jobs. One justification for allowing local authorities to make byelaws in this area is to accommodate regional variations. We therefore conclude this section by considering the extent to which any unique regional aspects were evident.

1. Definitions

There are a number of key terms defined in national legislation relating to child employment: 'child', 'employment' and 'light work'. In the case of national legislation a child is a person who is not over the compulsory school age. Children aged from 14 years through to the end of compulsory schooling can be employed in 'light work'. In contrast 13-year-old children may take light work but can only work in forms of employment defined by the local authority.

The concept of employment is also outlined in national legislation. The term is applied to assistance in any trade or occupation that is carried out for profit. The receipt of payment is not included in the definition. While children are allowed to work they are restricted to 'light work'. This is defined as work that is not likely to be harmful to the safety, health or development of children. Furthermore it should not impact on their attendance at, or ability to benefit from, school.

Reviewing the 30 sets of active byelaws it was apparent that all of the byelaws included accurate definitions of ‘child’. The majority, 27, also had accurate definitions of employment and light work. Three sets of byelaws provided no definition of light work and the definition of employment does not conform to the legislation. It is worth noting that all three authorities have submitted new byelaws, currently pending, which address these problems.

2. Minimum age

National legislation has always included a minimum age at which children can work, however, changes have been made to this over time. In 2000 the Scottish Executive made Regulations in order to implement the European Directive 94/33/EC with respect to minimum age for employment. These were The Children (Protection at Work) (Scotland) Regulations 2000 (SI 2000/149). The Regulations came into effect on 9th June 2000. The Executive informed all authorities of this change and the need to revise their byelaws.

The 2000 Regulations meant that local byelaws could no longer allow 10-12 year old children to undertake light agricultural or horticultural work under the supervision of their parents [Note 2 and 3]. As a result of these changes the minimum age at which a child can be employed is now 13 years of age, though it should be noted that exceptions are made for children involved in public performance [see Note 1].

Across Scotland there is some variability in the minimum age defined within the byelaws. Of the 30 active byelaws only 13 specify that the minimum age for employment is 13 years age. Of the remaining 17 authorities, 16 have the minimum age specified as 10 years of age and one authority’s byelaws do not specify the minimum age. Ten years of age was the minimum age for employment pre-2000, where 10 year olds could work in light agricultural or horticultural work if supervised by their parents.

It should be noted that of the 17 authorities with the wrong minimum age specified, 7 of them have new byelaws that are pending. The pending byelaws raise the minimum age in line with the Regulations change. This raises two questions. First, how do we explain the time lag between the 2000 Regulation change and the time of the present study, mid-2004? Second, if 7 authorities have pending byelaws which address this issue, what about the other 10 that are currently out of step with national benchmarks?

There is an added level of confusion in the minimum age discussion. Two of the authorities that specify the minimum age as 13 years have supplementary literature where the minimum age is specified as 10 years of age. One other authority reverses this pattern. The supplementary literature indicates that 13 years of age is the minimum, however, the byelaw sets this at 10 years of age.

3. Age differences

National legislation distinguishes between the employment regulations for children who are 13, 14 and 15/16 years of age. While children 14 years and over have the right to seek employment, 13 year olds do not have the right to take employment [Note 2]. A further distinction is that while children 14 years and over can take any form of ‘light work’, 13 year olds are only allowed to work in areas specified by the byelaws.

A further age distinction is made between 14 year olds and school pupils who are 15/16 years of age (in the case of 16 year olds this refers to those who are 16 but covered by compulsory school regulations). The distinction relates to the number of hours that can be worked under the legislation (see section 4 for details).

All of the authorities that correctly specified that the minimum age for employment is 13 years of age also correctly identified the distinctions between the age groups. Of the remaining 17 authorities, who had the wrong minimum age, 14 did have information discriminating between the age groups. However, three authorities did not have any differentiation between age groups.

A key point of differentiation is that authorities must provide a list of jobs that are acceptable for 13 year olds to undertake. From the 30 local authorities with active byelaws, three failed to provide such information, the same three authorities that failed to discriminate between age groups.

The remaining 27 authorities did provide lists of acceptable jobs for 13 year olds. The model byelaws provided by the Executive in 2000 includes such a list but acknowledges that authorities may vary this list. Six authorities did in fact vary the list, some added jobs to the list, while others removed forms of employment. Amongst these six authorities there was variation in the lists they adopted. The net effect is that in some authorities a job deemed to be acceptable for a 13 year old may be illegal in another authority.

4. Time restrictions

The number of hours that school pupils may work is set out in the 1937 Act and subsequent amendments. During term-time 14 year olds are not allowed to work for more than 2 hours per day (only one hour of which can be before school) or more than 2 hours on a Sunday and 5 hours on a Saturday. Children are not allowed to work before 7 a.m. or after 7 p.m.

In the case of 15/16 year olds the same restrictions apply during term time, however, during school holidays they can work up to 8 hours on week days and for a total of 35 hours in a non-school week. During holiday times 14 year olds are allowed to work a maximum of 25 hours in a week.

For 13 year olds a local authority can impose tighter control of the hours worked and at the very least cannot allow younger children to work in excess of the maximum hours allowed for 14 year olds.

Reviewing the local authority byelaws in this area proved problematic. It was apparent that the majority of byelaws do not provide a detailed breakdown of the hours that can be worked within the byelaws themselves. Virtually all byelaws did specify that they allowed children to work one hour before school. Information on the hours that could be worked were in some cases included in 'notes' or 'guidance' that accompanied the byelaw, but it was apparent that there was some variability in this.

Based on the byelaws, and any notes and guidance provided or accessed via websites, 24 authorities were found to provide some information on the hours that children could work. The remaining 6 specified the 'one hour before school' regulation or in some cases had no information on the hours that could be worked.

One aspect of working hours that tended to be neglected was the total number of hours that children could work. It was common for authorities to state the number of hours that could be worked during holiday times, however, it was rare to find any mention of the total number of hours that could be worked during term time.

It is possible to calculate this figure based on the restrictions on when children can work. While this was relevant for the research team to do, it is unlikely that children, parents, schools or employers would do so. Based on the information accessed in this research it was possible to look at the total hours permitted for term-time employment in 23 authorities. In 19 cases the maximum term time figure for 14 year olds of 17 hours per week and 20 hours per week for 15/16 year olds. In 4 authorities the term time hours differed.

For two of these authorities it was still necessary to calculate the maximum number of hours allowed during term-time based on the restrictions. The totals were 16 hours and 19 hours, with no age discrimination. The remaining two authorities clearly specified the maximum number of hours that children could work during term time, and these hours were less than those calculated by aggregating the times available to child employees for employment.

The maximum hours that could be worked during term time in these two authorities were in the first case 15 hours for 14 year olds and 18 hours for 15/16 year olds. In the second case the maximum number of hours was specified as 12 hours, irrespective of age.

In 2000 the Scottish Executive wrote to all authorities indicating that the new European Directive set an upper limit of 12 hours per week for term-time employment for all child employees. The Executive indicated its intention to introduce a statutory instrument to amend the 1937 Act. Such an instrument is in place for England but has still to be put in place in Scotland.

The net result is that only one local authority's byelaws are currently in line with European legislation. The remaining 31 authorities, for a variety of reasons, are failing to meet the European standards to which the United Kingdom agreed.

5. Prohibited jobs

Since its conception, legislation in this area has identified jobs or occupations that are prohibited. This list applies to all children covered by the legislation, irrespective of age. One issue with such a list is that it has contemporary significance. The Scottish Executive's model byelaw circulated in 2000 contained a list of employments deemed inappropriate for children. This list emerged from discussions that took place in 1995 between the Department of Health and the Child Employment Network. This list is in addition to those occupations covered by specific legislative prohibitions eg factory or other industrial undertakings.

The list of jobs is illustrative and local authorities have the ability to add or remove activities which they view as relevant to their area.

In reviewing the 30 active byelaws it was apparent that all included a list of prohibited employment. In total 16 authorities have lists which differ from the Executive's model byelaws. In 9 cases the impression is that authorities have amended a relatively contemporary list, either by adding or removing occupations. In the remaining 7 cases the list of occupations appears to be rather outdated. For example, one authority's list prohibits children

from working as chimney sweeps. Three of these authorities have new byelaws pending. The remaining 4 who have outdated lists (including the chimney sweep example) do not.

It is apparent that there is a degree of variability across local authorities in terms of the perception of an acceptable or unacceptable occupation for children. This level of disagreement has the net effect of creating the situation in which a job that is acceptable in one area may be deemed illegal in another.

Regional variations

Finally, in the context of reviewing legislation there is one general issue that should be mentioned, namely the principle of regional variation.

Part of the rationale in devolving responsibility for child employment to the local authority was that they should have the capacity to accommodate regional variations. As we have seen, authorities have taken the opportunity to vary legislation in a number of the areas that have been reviewed. The majority of variations found were linked to prohibition of job types or when children could work, particularly in the morning, eg cannot work before 7.30 a.m. rather than the 7.00 a.m. proposed in the 1937 Act.

Two other variations are worth noting. In one case the authority has prohibited children from being employed in any activity where payment is based upon a 'commission-only' system. The second example comes from one authority where children require a 'Harvesting Work Licence', allowing a child to be employed in harvesting. Children licensed in this way can only be employed by employers who hold an 'Employment of Children Licence'. This latter case appears to be unique example of an employer licensing system.

Summary

- All authorities, with one exception, have byelaws addressing the issue of child employment. A number of authorities are in the process of changing their byelaws and this can take some considerable time.
- A review of the byelaws showed that the majority have relevant definitions of the key concepts of 'child', 'employment' and 'light work'.
- More than half of the authorities have byelaws which incorrectly state the minimum age for employment.
- There is a lack of clarity, and some confusion, in the specification of the number of hours that children are permitted to work. Only one authority clearly indicates the correct maximum term-time hours permitted by European standards.
- All authorities include lists of prohibited jobs, however, in a number of cases the lists were outdated. Variations in byelaws results in the situation that work which is permitted in one area may be prohibited in another.
- Part of the rationale for devolving child employment regulation to the local authority level was to allow byelaws to reflect local needs. There was little evidence that authorities were accommodating unique regional labour market features in their child employment byelaws.

SECTION B LOCAL AUTHORITY POLICY AND PRACTICE

The previous section has focused on the legislation, however, it is recognised that there may be a gap between this and the daily practice involved in implementing the legislation. This section, based on the survey returns and interviews, reviews the practices adopted by authorities.

Monitoring system

While national legislation specifies when children are, and are not, allowed to work the implementation of this legislation falls within the remit of local government. It is possible for local authorities to adopt different approaches to the regulation of child employment. Within this research three areas were focused on which reflect the nature of the regulatory system adopted:

- (i) The monitoring of employment. How does a local authority know if a child is working and the nature of the work that they are doing?
- (ii) Changes in employment. Research in this area has suggested that children move in and out of work and that their work may change over time, eg the tasks done or time worked. Does the system used by local authorities have any means of recording changes in work status?
- (iii) System checks. What checks are there within local authority procedures to ensure that children are working within the legislation?

The survey requested local authorities to respond to a range of questions addressing these three areas. Each will be considered in turn.

(i) Monitoring child employment

Previous research in Scotland and England has shown that many local authorities have developed a 'permit' system to regulate child employment. Typically these systems require any child employee to have obtained a permit from their local authority. The process by which such permits are given allows the authority to check whether the intended employment is appropriate and falls within the legislation. However, previous research suggests there is some variation in practice across local authorities.

In this survey local authorities were asked if they used a 'permit' system or some alternative. If they did use such a system they were asked to provide some details on how the system worked.

Responses indicated that 31 of the 32 local authorities had a 'permit' system of some form in place. One local authority definitively stated that it did not have a permit system and did not monitor child employment through any system. Of the 31 local authorities that indicated that a 'permit' system was in place, four indicated that the system had either lapsed, was not functioning or could provide no detailed information on the system.

In the 27 authorities where information was available the registration forms for a permit required the signature of the child's parents and the proposed employer. Only four required the child's signature. However, in some cases other signatures are required. The most

frequently requested (26 cases) is the signature of the school, this is usually defined as the headteacher but some forms refer to 'an appropriate staff member'. In three authorities there was a specific request for the Guidance tutor's signature.

In a number of cases there is a request for a doctor's signature as well. In five cases a doctor's signature is specifically requested while in another five cases it is required 'if applicable', however, there is a lack of clarity in defining when it is applicable.

By definition 'permit' systems require someone to start the process by requesting the permit registration form. In the 27 authorities where responses were provided, the majority (20) indicated that the child initiated the request for the permit/registration document. Three indicated that it could be either the child or the employer who initiated the process. The remaining four authorities placed the responsibility on the employer or parents.

(ii) Changes in work status

Research suggests that aspects of a child's job may vary over time. For example they may change the hours they work or the tasks that they do. Each local authority was asked if they kept records of the number of permits that were amended. In total 13 indicated that they did have a system for recording amendments, while 17 replied that they did not. Of the 13 authorities with a system for recording changes there was no evidence that they had used such a system in the last few years, ie no recorded cases of amendments.

(iii) System checks

A number of indicators were used to assess the extent to which local authorities had checks within their permit systems. One obvious indicator is evidence of permit requests that had been refused or revoked. Twenty-one authorities indicated that they kept records of permit requests that were refused. In six authorities records indicated that requests had been refused in the last few years. When considering if permits have ever been revoked, 16 authorities indicated that they had a system for recording such cases, but only two authorities have any record of revoking permits in the last few years. It is worth noting that a total of 14 authorities indicated that they had no system in place to record cases where permits were revoked.

When asked specifically if their authority had any mechanism for checking whether child employees or employers were conforming to the laws and byelaws, 24 indicated that they had no process for checking on working pupils or employers. A further six indicated that they did not know if such a system existed in their area. Only one authority responded positively. In this case the respondent indicated that Trading Standards Officers took on this responsibility when visiting employers.

A number of respondents indicated that there was an informal system within their authority. This typically involved responding to information provided by teaching staff or personal communications received from the community.

The final indicator explored was the extent to which authorities issued warnings or carried out prosecutions. Across the 32 authorities five indicated that they had issued warnings since 1998, while one local authority had been involved in a prosecution. These findings are

incomplete since 17 authorities indicated that they kept no records of warnings issued, and 18 authorities indicated that they kept no records of prosecutions.

Registered to work

The previous section has shown that the majority of authorities use a permit system to register children for employment. Within the survey we addressed the extent to which information on these registration systems was recorded. Two specific aspects were considered, the number of permits issued and the types of employment for which the permit had been issued.

Local authorities were asked to provide information on the number of permits issued for:

- (i) the current academic year, ie since August 2003 to the time of the survey
- (ii) the previous academic year 2002-03
- (iii) the period 1998-2002.

Table 2: Permission to Work (13-16 year olds)

Local Authority	Current Academic year 2003- present	Last Academic year 2002-2003	<i>In previous years 1998-2002</i>
LA1	66	?	?
LA2	146	175	?
LA3	324	468	1603
LA4	0	0	0
LA5	47	?	?
LA6	24	31	110
LA7			
LA8	60 (approx)	?	?
LA9	17	14	5 (2001-02)
LA10	2	1	5
LA11			
LA12	7	?	7
LA13	0	1	7
LA14	17	28	108
LA15			
LA16	165	338	1862
LA17	1	0	7
LA18	?	22	94
LA19	109	141	82 (2000-01)
LA20	15	42	58 (2000-02)
LA21	25	49	342
LA22			
LA23	99	302	324 (2000-02)
LA24	30	40	?
LA25	69	165	98 (2001-02)
LA26	1	1	12
LA27	11	24	19
LA28	169	?	?
LA29			
LA30	11	13	17
LA31	121	?	?
LA32	0	4	4

Key: '?' indicates that permits were issued but there are no figures available blank cells indicate that no information was available – see text for explanation

Table 2 summarises the findings. A number of authorities were unable to provide complete figures for the period 1998-2002, where this occurs the table includes the time period covered.

The table illustrates that the majority of authorities keep records of the number of permits issued by staff. In those cases where no information is recorded some additional explanation is needed. For LA7, 11 and 15 the permit system is devolved to the secondary school level and no central records are kept regarding the number of permits issued. LA5 and 31 also use a school-based procedure for the issuing of permits, however, they were able to provide partial information on the number of permits issued.

In the case of LA22 and LA29 no information is recorded. Within LA22 there is no requirement for children to register for employment. The situation in LA29 is more problematic. The staff interviewed disagreed as to the existence of a registration system. Whether in principle there is, or is not, a system was unresolved. It is worth noting that staff indicated that, even if a permit system existed in principle, there were no permit or registration forms to use.

It is apparent from Table II that there is considerable variability in the number of permits issued. There are a number of alternative explanations for this variability. First, it could simply reflect the populations covered by each local authority and the level of employment within the area. Second, it could be that authorities differ in the extent to which they promote the systems that are in use. Third it may be that the type of area, eg rural or urban, explains the variation.

While Table 2 shows the extent to which authorities issue permits it is not possible to identify whether these permits cover all working children within an area. The data from the main pupil survey will allow us to address this question more fully.

Authorities were also asked to indicate the type of work for which the permission to work had been granted. This information was requested only for the current academic year. Table 3 provides a summary of the information supplied. In total 18 authorities were able to provide this level of information. The table is informative in that it demonstrates that it is possible to have this level of information recorded but also suggests that some employment sectors may be more likely to secure permission to work.

Table 3 shows that newspaper delivery employees are represented across all of the authorities that could provide this information. A similar pattern emerges for shop work. The table also shows the variability in job types between areas.

Table 3: Permission to work and job type

Authority	Delivery (papers)	Delivery (other)	Baby-sitting	Care work	Hotel/ B&B	Café/ Restaurant	Fast food	Entertainment	Super market	Chain store	Other shop	Office	Door-to-Door	Farm	Other
LA1	35					10					21				
LA2	122	1			5	3			1	8	2	4			
LA3	232				18		1				27	4			35
LA5	43										1	3			
LA6	24														
LA9	15									1	1				
LA10	1	1													
LA12	6	1													
LA14	16					1	2				11	1			1
LA16	128			9		5				1	4	1			17
LA17											1				
LA20	8									1	4				
LA21	16	1			1	1	1			1	2				2
LA23	65			1	2	2					16				13
LA24					22				1		4				3
LA25	20	2			5	7					8			20	7
LA28	156				6	2					3				
LA30	10										1				

Information on Child Employment

To assess the availability and accessibility of information authorities were asked to indicate the type of material that they produced, for example did they produce leaflets or information booklets. Table 4 provides a summary of the responses.

Table 4: Information sources

Leaflets/Booklets	Website	Both	Neither
14	16	11	10

In total 10 authorities indicated that they produced no such material. Amongst those local authorities who did produce printed material there was some variation in the range, scope and intended target audience for this material.

An additional strategy would be to make material available on the internet. During interviews staff were asked about the use of the authority web site with respect to child employment information. The research team also carried out an independent review of all authorities web sites. The results indicated that half of the authorities, 16, provided some information regarding child employment on their web sites.

Amongst the authorities who did produce leaflets and booklets we asked them to classify the distribution system. The majority of personnel viewed the system as a reactive one, ie responding to specific requests for material. Only three authorities indicated that they had an active system, which set out to promote and distribute the material. The Case Study outlines the action taken by one of these authorities.

Case Study

In one authority school handbooks contain relevant information on child employment legislation. This material is sent to parents. At the same time all S1 to S4 pupils receive leaflets, via their school, informing them of the issues in this area.

Employers were also targeted with information regarding the byelaws and provided with guidance notes. While some of these activities were classified as ‘one-off’ events, for example press advertisements when the byelaws were changed, the authority does ensure that the handbook and leaflets are reviewed each year and distribution repeated to ensure new pupils are made aware of the policy and practice in this area.

While the majority of interviewees perceived the distribution of material as reactive it is worth noting that a number of authorities have taken steps to highlight child employment. Just under half of all authorities, 14, had at some time been involved in attempts to raise awareness regarding this issue. In the majority of cases this involved some press advertisement or article that drew attention to changes in the byelaws. In a small number of cases the impetus for press coverage had been linked to research findings within specific local authorities. It was reported that the majority of these ‘consciousness raising’ initiatives were ‘one-off’ events.

Resources

The present level of resources targeted at the area of child employment was evaluated by reviewing the staff involved in the day-to-day policy and practice within each authority. Table 5 summarises the total number of staff in each local authority involved with child employment issues, typically the administration of the permit system. It is acknowledged that the number of staff involved will reflect the size of the authority and the system adopted, eg a school based system versus a centralised one.

Table 5: Staff involved in child employment policy & practice

Local Authority	<i>Sole responsibility</i>	Main role	Minor role	Total
LA1			10	10
LA2			3	3
LA3				2
LA4			1	1
LA5			2	2
LA6			2	2
LA7			2	2
LA8			1	1
LA9			5	5
LA10			5	5
LA11			4	4
LA12			1	1
LA13			2	2
LA14			1	1
LA15			1	1
LA16			2	2
LA17			2	2
LA18			7	7
LA19			1	1
LA20			2	2
LA21			8	8
LA22				
LA23		1	1	2
LA24			5	5
LA25			3	3
LA26			1	1
LA27			9	9
LA28		1	1	2
LA29			1	1
LA30			12	12
LA31			16	16
LA32			3	3

In addition to requesting information on the overall staffing levels interviewees were asked to indicate the extent to which child employment was the sole role of the individual in the authority or a main or minor role. While such classifications are only indicative they are informative in that only two authorities have one member of staff devoted to this area as their main role. No authority has a member of staff whose sole responsibility is child employment.

For the majority of local authorities irrespective of the number of staff involved it is perceived as a minor role.

Table 5 suggests some variation in the staff involved with this issue. There was also evidence that authorities adopted different strategies in terms of the departments that were responsible for handling registration systems. From a total of 27 responses, 12 indicated that the Education Department of their authority was responsible. The remaining responses were evenly distributed, 7 local authorities stated that the Registrar or Registration Department was responsible while 7 indicated that the permit system was devolved to the school level. One respondent indicated that they did not know which department was responsible.

In seven cases authorities have devolved responsibility for issuing permits down to the school level. While this might appear to have a certain logic, since it means that children are in direct contact with those running the system, there are some issues associated with such a system. It was apparent that in the majority of authorities adopting this strategy there was no central data store. In effect local authorities were unable to provide information on the number of children working in their area. An additional question arises regarding the consistency of practice across schools. In at least one study that was carried where a school based system was in use there is evidence of between school variations in permit levels (McKechnie, Lindsay and Hobbs, 1994).

Senior School Pupils: Local authority policy and practice

Local authority responsibility for child employment is limited to pupils in compulsory education and does not extend beyond the end of the compulsory school period. However, the majority of school pupils now stay in school beyond this point and research findings indicate that significant percentages of post-16 year old school pupils combine school with part-time employment. In some areas local authorities have been concerned enough to sponsor research into this phenomenon, particularly the potential impact on educational performance (McKechnie, Hill and Hobbs, 2002).

Within the present study authorities were asked if they had any specific policy or practice with respect to 16-18 year old school pupils' part-time employment. We were particularly interested in whether there was any systematic attempt to inform pupils of the potential link between work and educational performance, health and safety issues or employment rights.

In at least one authority there has been an information campaign across all schools targeting post-16 year old pupils. However, this was a unique event and all of the authorities indicated that they provided no information of the type outlined above to this age group. The typical response was to indicate that this was not the responsibility of local authorities.

Views/opinions of key staff

In the final section of the telephone interview the local authority personnel were asked, through a number of open-ended questions, for their views and opinions on a range of issues. These included the effectiveness of policy and practice, ideas that they may have for changing the system and the issue of recognising children's part-time employment. The majority of interviewees were willing to provide some comment on these topics given the confidentiality agreement underpinning the interview.

It should be borne in mind that the interviewees are not expressing the views of their local authority. However, this group of individuals have a number of years of experience within this area and as a result can provide a number of insights.

The responses to the open-ended questions were reviewed with the intention of identifying the key themes within the responses. These are summarised below.

Effectiveness of the system

We asked respondents how effective they thought the current policy and practice in their authority was in protecting children, highlighting the legislation and providing information about child employment.

(i) Protecting children

A key aspect of the legislation on child employment is that it is couched in terms of child protection. This perception of the area of child employment regulation was also cited in the decision to devolve this area to the Scottish Executive.

Of the 27 respondents who commented, 70% stated that in their view it was ineffective, 11% that it was effective and 19% that they thought it might be effective. Clearly the majority were of the view that the present system is not offering child employees a high degree of protection.

First, let us consider the minority view. Amongst the group who were positive about the effectiveness of the system in protecting children it was clear that this was based on the premise that children were registered to work:

'... if we know they're working we are OK'

In one case the reply indicated that the nature of the authority facilitated this:

'... close community, schools are close to the children, employers are close to the authority'

Other respondents indicated that their views on effective protection needed qualification, namely that they thought it was working but that it was difficult to know with any certainty. For example in one authority where schools are responsible for implementing the permit system, the respondent indicated that things were alright but that schools had the responsibility and it was up to them to deal with it.

The majority view questioned the effectiveness of the system in protecting child employees. The quotes below give some insight into the reasons behind this position:

'Completely ineffective, the wrong people are administrating it in the wrong way, we've no knowledge of who's employed in work' The same respondent went on: 'It's not a priority at all for the education department, it's an irrelevance to us. In strategic terms or operational terms it's a nonsense.'

'There is no protection, no process, no methodology, so it's ineffective'

'Not effective at all because we are not monitoring it, there is nothing to monitor because we haven't had the applications in to monitor'

'There are gaps in the system. Monitoring and child protection that's the bit that's missing. We, as a local authority, have legal responsibility to permit young people to work, our current system isn't up to scratch, but neither is it nationally.'

The key themes that emerged related to the fact that within local authorities there are no monitoring processes and that the systems are ineffective, with gaps or failure to join up the elements needed to ensure that children are protected. One respondent pointed to the future and predicted that a larger issue was on the horizon. Drawing on their awareness of work experience programmes they predicted that:

'the big issue in the future for this is going to be child protection as soon as that comes on the scene there's going to be no young people working

This respondent's prediction for the future was linked to work experience programmes. However, it has relevance for the area of child employment regulation as well. At present the BRTF review has proposed that legislation be changed so that employers are registered to employ children. Some non-governmental organisations have argued that such employers should also be checked under the CRB system.

The issues behind such a change in emphasis are demonstrated by one respondent's comments:

'Systems to ensure health and safety should be in place but you can't be too intrusive. [Highlighting legislation] will probably drive more people underground. There is a balance between protection and allowing people to live their life and be all they can be and the positive benefits that actually come from working.'

(ii) Highlighting legislation

The interviewees were asked to comment on their perception of the impact of local authority practice in highlighting the present legislation. From a total of 26 responses 77% indicated that the present system was ineffective, 15% that it was effective and 8% that they thought it might be effective.

Amongst those expressing negative views regarding the effectiveness the dominant comments related to the lack of attention to this issue. For some the ability to highlight legislation was dependent on the staff available. The implication was that some staff were more informed than others on this topic:

'... A change of staff can cause that.....if someone says that I was never told about that, I didn't know I had to give these forms out...'

However, the majority of responses indicated that the idea of highlighting the legislation was not attended to within their authority: *'... it doesn't happen'* or *'not sufficiently'*. For others

legislation was not highlighted because the system within their local authority was a re-active one, dependent on employers, parents or children contacting them.

Some respondents queried whether highlighting legislation was best tackled at the local authority level. They proposed that the Scottish Executive should tackle the issue at a national level.

For those interviewees who were more positive about this aspect within their authority it was apparent that this was based upon the pro-active stance that they perceived to exist. Those respondents who felt that legislation was highlighted drew attention to leaflets that were distributed, or the level of information that they passed onto schools. However, it was also acknowledged that this was an ongoing issue:

‘have moved on in the last 4-5 years, things could still be a lot better but I feel comfortable that we are making a reasonable step to ensure young people are aware of the employment issues’ but ‘ we are always looking for continuous improvement’

An underlying theme that emerged when discussing the authority’s ability to highlight legislation was the view that the legislation itself is problematic. For some interviewees this was linked to a lack of awareness:

‘...there is a very, very, general ignorance of the law in this regard’

For others the problems were associated with the fact that the legislation is outdated and the system adopted by authorities too bureaucratic. In effect these appeared to be offered as explanations for the failure to highlight legislation.

(iii) Providing information about child employment

Responses to the effectiveness of policy and practice in this area were largely negative. In total 78% of those responding indicated that in their view the systems were ineffective in providing information on child employment. The remaining 22% of respondents suggested that their authority was effective on some level.

In the case of the positive responses it was evident that for a number of interviewees the pro-active practice of circulating information provided the justification for their views. Some respondents drew attention to leaflets that they provided or information that they sent to schools. In one case there was an indication that schools within Personal and Social Education classes used some of this material. Interestingly one interviewee believed that the information flow was effective because of informal systems within their area:

‘they know exactly what they can and can’t do and generally the schools and parents stick to that’

However, for the majority it was clear that the provision of information was largely neglected. The majority of replies indicated that the issue was not attended to, either because of resources or the lack of any system to attend to this particular aspect. Many interviewees in acknowledging the lack of information provided indicated that in their view more attention needed to be drawn to the topic.

Suggestions for change

As we have noted in the previous section a number of interviewees suggested that there was a need to increase the profile of this subject for a range of people; children, employers, parents and schools. In addition to these comments interviewees were asked if they had any specific proposals for changing the current system, with the aim of improving the overall effectiveness. In some cases respondents made suggestions for improving the system when addressing other questions. We have drawn on such material in this section.

Permits and byelaws

In total 27 interviewees commented in this section and 48% indicated that they felt that in principle the present permit system was fine. Their concerns focused on the lack of awareness and monitoring. A small number of interviewees were less satisfied with the current permit system. One respondent suggested that the focus should shift to employers, in effect registering them to employ children. This idea is also at the heart of one of the BRTF's proposals to the Westminster government.

Others felt that the byelaws that they had were 'outdated' and that the language was not helpful. The examples of work used were out of touch with the 21st century, the time constraints were questionable, for example not being able to work beyond 7.00 p.m. at weekends, and the definition of terms was poor. For some the term 'light work' was unclear and left staff with the task of classifying jobs based on fuzzy concepts. These views are summed up by one interviewee:

'whole system needs to be clarified and made transparent.'

It was notable that one local authority, that had recently updated their byelaws, did engage in consultation with a range of parties on the content of the byelaws and achieved some consensus. Such an approach merits consideration.

Awareness of legislation

Across all of the respondents a common view emerged, irrespective of their views on the present byelaws. In their opinion the system needs to be brought to the public's attention. The need for advertising was mentioned on numerous occasions. It was also clear that such advertising needed to be targeted at parents, schools, employers and children. One respondent suggested that school pupils should be given information in P7 on this subject and then have it reinforced as they move through secondary school. Others suggested that the Scottish Executive should take a lead and instigate a national campaign.

It is worth noting that some respondents felt that there was a need to attend to the way such information was provided. In one interview the respondent said that the *'marketing needed to be improved'*. The use of the term 'marketing' is interesting. For some interviewees there is a need to sell this issue, especially to children and employers. In the case of children who have to conform to the legislation it is apparent that some respondents perceive the need to make this issue relevant and meaningful for the children it is supposed to protect. As such it needs to be justified.

Monitoring child employment

In addition to improving awareness through advertising a number of respondents indicated that a major change that they would make was in the monitoring of child employment. It was apparent that across authorities there is no practical monitoring of child employment and limited policing of the system.

'it's [the permit] just a piece of paper..... no monitoring.'

Interviewees indicated that they felt it important that this was addressed, while acknowledging the resource implications of such a move.

However, in promoting the need for some effective monitoring there was some recognition that a Catch-22 situation may emerge. For example:

'the fact that it's not being policed or monitored doesn't help the situation..... if you come down on these things too hard you'll frighten the people who would normally apply'

'[highlighting the legislation] will probably drive more people underground'

Such comments were not unique and indicated that respondents were concerned that advertising and monitoring, if inappropriately handled, could hamper compliance with the legislation and its aims.

While interviewees were able to identify a number of ways in which they felt the system could be improved it was generally acknowledged that two problems existed. First, the topic is not considered to be a priority. Second, resources in this area are inadequate and would need to be improved if any of the suggested changes were to be implemented.

Recognition of part-time employment

The motivation for asking about the issue of recognising school pupils' part-time employment was to consider the impact that this may have within local authorities. In total 23 of the interviewees commented on this issue. While their comments referred to the issue of impact they also expressed views on the principle of recognition and commented on what they perceived as practical considerations [Note 4].

Principle of recognition

Two-thirds of those commenting expressed a view on the general idea of recognising part-time employment. The views expressed covered a range of positions from highly positive to extremely negative. Those in favour of the idea suggested that it would highlight the skills that young people can gain from employment. This view is encapsulated in the words of one respondent:

'... that's a good idea [recognition]..... work is valuable in their development and in taking responsibility – it should be recognised.'

Another respondent suggested that recognition of part-time employment could replace work experience programmes. In their view children's part-time employment was more meaningful, and of more relevance, in learning about the world of work.

Other interviewees were less enthusiastic about the principle of recognition. In the view of some of the interviewees children's part-time employment involved '*menial jobs*' that had '*no value*'. Also in the negative camp were those who questioned the need for recognition, that it would produce another 'piece of paper' which would have little value. One respondent raised the question of whether school pupils would engage with such a system. In their view children had part-time jobs in order to earn money, not qualifications.

Practical issues

For some the issue was not whether recognition had merit or not, rather they indicated that the nature of the system underpinning recognition was the key issue. In the words of one interviewee for work to be recognised:

'You would have to have a significantly more structured work environment than I suspect is the case'.

Comments on the practical issues associated with recognising part-time employment was a common theme that emerged. A number of interviewees identified key questions; What would count as work? How is it to be monitored? Would there be a minimum time period that pupils had to work? For others the practical concerns focused on the form of assessments that would be involved, the training of teaching staff and the potentially complex nature of the inter-face between schools, employers and local authority personnel. Other interviewees identified the need to ensure that employers saw the value of any system and were willing to participate.

Impact on local authority resources and policy

The final theme that emerged from the responses related to the impact of recognition for local authorities. The majority of comments drew attention to the resource implications. By its very nature a recognition system would have to ensure that all children were working legally. A number of interviewees acknowledged that large numbers of children were working without permits and that if they all sought permits the present systems and staffing levels would be unable to cope. As one respondent commented:

'Huge impact on the whole system, we would imagine loads of applications – something on that scale means monitoring procedures would have to be put in place..... huge implications'.

The underlying theme in all these responses was a general recognition that the staffing resources would have to be increased dramatically within their local authority:

'it would impact on the workload I see youngsters working morning and night, if I was to be issuing permits for all these kiddies I would need extra staff in here'

In contrast a small minority of respondents indicated that the impact would be minimal. This seemed to be related to their view that the work permit system was already in place.

While the general trend was for interviewees to highlight the staffing and resource issues a number of interviewees pointed to the positive impact that would emerge. In their view recognising part-time employment would have the effect of:

'..... raising the profile of it and importance of it'

Others suggested that recognition would provide the opportunity to review the whole monitoring process. By implication recognition would require that a more rigorous system be put in place than currently exists. This would involve monitoring of the workplace and would have spin-off effects by addressing health and safety issues, which at present are largely ignored. For these interviewees the present work permit system has a major weakness in that there are no resources for monitoring children in the work place.

Overall the interviewees had mixed views on the issue of recognition. However, there was a clear consensus in the views expressed that present local authority resource levels would not be adequate if significant numbers of children wished to apply for work permits.

Summary

- Of the 32 local authorities in Scotland, 31 had adopted a 'permit' system to register child employees. There was considerable variation in the procedures adopted in implementing this practice.
- The majority of authorities had no system in place to deal with amendments to permits and no systematic checks to ensure employers and employees were conforming to the byelaws.
- The majority of authorities kept records of the number of permits issued. Variations in the permit issuing systems between authorities meant that some local authorities have no central records. There is a high degree of variability in the number of permits issued between authorities.
- A number of authorities produce leaflets and information packs on child employment regulations. A significant minority appear to have no such information available. In the majority of authorities 'reactive' dissemination strategies exist.
- With one exception, all authorities have staff assigned to deal with child employment issues. Authorities vary in terms of the department assigned responsibility for child employment. For the majority of staff child employment constitutes a minor part of their work role.
- Interviews with staff indicated that the majority were of the view that the present system:
 - failed to protect children
 - did not highlight legislation adequately
 - did not provide adequate information on child employment
- Staff provided a number of suggestions to improve the present system and expressed a range of views on the idea of recognising children's part-time employment. In discussion of both areas resource issues were highlighted as a major constraint.

CHAPTER THREE DISCUSSION

The primary aim of this report is to review the current legislation, policy and practice in Scotland relating to child employment. While it is recognised that these aspects are inter-related a division has been made between them in the body of the report. This section continues to apply that division, and discusses the findings under two main headings, legislation and policy and practice.

Legislation

This is the first systematic review of the legislation to be undertaken in Scotland. The findings highlight the complex nature of legislation in this area. Our focus on national legislation draws attention to the important role of local authority byelaws in defining what is, and what is not, acceptable practice. However, it is apparent that there are a number of problems with the present state of these byelaws. The most obvious example of this is that two authorities report that they have no byelaws, currently in force, relating to child employment.

A number of other authorities, while having current byelaws, also have a set of byelaws 'pending'. This is positive in that it shows that authorities are attending to the need to change their byelaws, update them and keep them current. However, it is apparent that 'pending' status can exist for a significant period of time. Based on our conversations with local authorities it is evident that this can lead to some confusion among administrators regarding their current responsibilities on child employment.

The issue of a time lag also arose when national changes were required. In 2000 the Scottish Executive introduced a statutory instrument which had the effect of raising the minimum age for employment from 10 to 13 years of age. All local authorities were required to amend their byelaws to ensure that they conformed to this new instrument. As we have seen, 57% of authorities still have the younger age specified in their byelaws.

The gap of four years suggests that there are some problems with the system. It is possible that the system for changing byelaws is complicated given the balance and checks that are needed between local authority and the Scottish Executive, hence the delay. However, given that a number of authorities have apparently not submitted new, or revised, byelaws to accommodate this instruction an alternative explanation may be that this area has low priority and little central monitoring.

The fact that some authorities have byelaws in place, which meet the needs of the 2000 statutory instrument, and that others have byelaws pending draws attention to the variations in the way that authorities respond to this issue. This variability also emerges when we consider the content of the byelaws.

At present legislation requires that authorities specify a list of prohibited jobs that children cannot do and a list of jobs that are acceptable for 13 year olds to do. In both cases we found local variability. This may reflect some unique aspects of the local economy, however, it also has the potential to confuse. For example, in the majority of areas the list of acceptable jobs for 13 year olds includes 'light work' in a café or restaurant. The Scottish Executive model byelaw, issued for guidance purposes in 2000, lists this as an acceptable job for this age

group. However, one authority does not allow this type of work to be undertaken by 13 year olds in their area. In contrast other authorities add jobs to this list of 'acceptable employment'. In one authority 13 year olds are allowed to work in 'light work' in medical and dental surgeries. However, this does not appear on any other authorities list of acceptable jobs for 13 year olds. In comparing authorities such variability raises questions about the inconsistencies between byelaws, and the rationale for such variations.

Variation was also apparent in the information available on the number of hours that children can work and when they can work these hours. While one local authority included detailed information in its byelaws on the number of hours that could be worked and when they can be worked this was the exception. For the majority the byelaws contained the minimum requirement, namely specifying whether children were allowed to work one hour before school. If anyone wished additional information regarding the hours that could be worked they had to seek this elsewhere, for example in 'notes and guidance', leaflets or websites. While it is not a pre-requisite to state the hours that can be worked in byelaws (the Scottish Executive model byelaw excludes this information as well) it does appear logical that these should be readily accessible and consistently presented across authorities.

Even where information is available on the hours that can be worked, problems emerge. The majority of authorities specify the maximum number of hours that can be worked by children in any given week during vacation time. However, few specify what the maximum weekly figure is for term-time employment.

A fundamental principle of the national legislation on child employment appears to be the argument that local control of the legislation is necessary to accommodate regional variations. In this study we could find few examples of unique local variations. In one case an authority has developed a licence system for harvesting work, and it is possible to argue that this reflects the nature of the authority. However, other authorities, which also have an agrarian base, do not have such a system in place. Some authorities seem to tinker with aspects of the legislation in a way that creates variability but without any clear region specific justification. For example, in one case an authority has specified that children cannot work before 7.30 a.m. on non-school days, rather than the 7.00 a.m. watershed that is in the 1937 Act. All other authorities appear to be content with the 7.00 a.m. watershed.

It may have been possible to argue that there was a need for regional flexibility when the original legislation was introduced in the 1930s. It is less clear that in the 21st century that such a high degree of flexibility is needed, or indeed helpful.

While there are a range of problems associated with byelaws in this area there are also some issues relating to national legislation. In 2000 the Scottish Executive indicated that it would be introducing a statutory instrument to ensure that Scotland conformed to European legislation with respect to child employment. The statutory instrument was designed to address the total number of hours that children could commit to part-time work during term-time. The review has found that one local authority at present complies with European legislation by specifying a 12-hour maximum for term-time employment. To the best of our knowledge no statutory instrument has been issued.

In England a statutory instrument has been issued, however, as Hamilton (2002) noted, few authorities have taken this on board and amended their instructions to potential employees or

employers. From a policy perspective this raises a concern over the disparity in legislation across the UK. Such disparity is already evident in this respect and has the potential to grow in the future. As noted earlier the BRTF has submitted a set of proposals on child employment legislation in England. If the Westminster government accepted their proposals it is unclear what impact this would have across a UK context.

We have purposefully avoided a full review of the international legislation on child employment (see Hamilton and Watt, 2004, for a discussion of this issue). This does not mean that there are no issues to be addressed in the international context, rather that time and resource constraints have precluded this. Two brief examples indicate the type of issues that arise with international comparisons. First, the UNCRC indicates that states are responsible for ensuring that they protect child employees from economic exploitation. Hamilton and Watt (2004) present a persuasive argument that to comply with this the National Minimum Wage should be extended to cover child employees. By failing to do so a group of employees are being economically discriminated against because of their status as children.

The second example arises from the European Working Time Directive. It is argued that children should have the right to paid annual holiday entitlement, comparable to adult employees. This has been tested at an Employment Tribunal, which concluded that the Working Time Directive did not apply to children under 15 years of age (Note: this means that 15 year olds are covered by the Directive). This view is contested by Hamilton and Watt (2004) who point out that an appeal case, involving a child who claimed holiday pay from his employer and was refused, is currently in the Court of Appeal system. The outcome of this should clarify the interpretation of the Working Time Directive and child employees.

Clearly adding an international dimension to the discussion highlights the complex nature of child employment legislation. However, while there is a need to engage with the issues raised by adopting an international perspective it is clear that present domestic legislation needs attention.

Policy and Practice

The majority of local authorities have adopted a permit system to regulate child employment in their area and records are kept regarding the numbers issued. However, the range of information that is collected is limited. While permit systems are common there is a degree of variability in the nature of the permit, who should apply for it and the number of signatures that are required. It is difficult to escape the conclusion that the present permit systems are rather cumbersome and potentially time consuming procedures.

A counter to the idea of the bureaucratic nature of the system would be its effectiveness. There are at least two grounds on which effectiveness can be queried. First, the monitoring systems within local authorities are at best minimal and may be completely absent. Only one authority indicated that they had a monitoring system involving Trading Standards officers. Second, permit systems could be viewed as effective if significant numbers of working children had the necessary permits. The results from this study shows variability in the number of permits issued between areas. However, there is reason to question whether the numbers registered are related to the numbers working.

Previous research in Britain has shown that the majority of children do not have work permits (McKechnie & Hobbs, 2002; McKechnie & Hobbs, 1997). For example, in 2002-2003 the Child Employment Research Group at Paisley University was involved in a project surveying S3 pupils about their part-time work (to maintain confidentiality we are unable to reference this study). In total 146 pupils were working at the time of the study, the majority should have had a work permit. The local authority records for this area indicate that they had issued a total of less than one third of that number of permits. Even then this does not represent the size of the gap since the study outlined above involved 25% of the schools in that area and focused only on the S3 pupils.

Such problems are not unknown to those who administer the system. As we can see from our interviewees' comments, many are aware that numerous pupils, engaged in part-time work, fail to register for permits.

It is possible that part of the explanation for the low registration figures is that the application process is too removed from children. Some authorities have adopted a policy of devolving their permit system down to the school level. In theory this might improve the uptake level. There is some evidence to support this view. McKechnie et al. (1994) found that in one area permit levels were running at approximately 1:4, in contrast to the standard 1:10, amongst working children. The area involved had a school based permit system. However, it should be noted that there was considerable variability between schools in terms of the numbers registered, suggesting that individual teachers were motivated to 'push' the issue in their school.

In the present research, a number of local authorities had adopted a school based system. However there was no evidence that this was driven by a specific policy to shorten the application system. It was also apparent that few authorities collated any central records on part-time employment. Rather the impression gained in some cases was that for some authorities devolving this issue to schools resulted in an 'out of sight, out of mind' situation.

The researchers found that across all authorities that there were few prosecutions or warnings issued regarding byelaw infringements. Previous research has shown that the majority of children are working illegally across a range of criteria, eg hours worked and job type. Therefore the low uptake of permits and the lack of any monitoring procedures are the most likely explanation for the lack of warnings and prosecutions.

We have already suggested that the reason for the poor uptake of permits could be explained by the nature of the application process or the centralised process. A further explanation may be a general lack of awareness about the legislation. Over a period of time researchers have shown that children, parents and employers are largely unaware of the legislation in this area. Unfortunately less than half of the authorities produce any literature on this subject. A total of 14 authorities do produce leaflets or booklets which outline the acceptable and unacceptable aspects of child employment. However, even where information is available the dominant model adopted by authorities is a re-active one, where they respond to requests for information. Few authorities adopt a pro-active stance in this area.

The fact that only a small number of authorities viewed themselves as 'pro-active' is probably related to resource issues. As Table 5 shows staffing levels in this area are typically low and for the majority of staff child employment is a minor role for them. It was also

apparent that in some cases responsibility for this issue cuts across departments. This contrasts with a growing trend in England. It is not uncommon to find local government appointing staff under the title of 'child employment officers'. For example, Cumbria County Council has recently appointed two such staff. This trend may continue to grow in England given that OFSTED now include child employment as a topic in their review of an authorities education policy.

The nature of this research provided a unique opportunity to interview local authority personnel who deal with child employment as part of their remit. In summarising their views on the effectiveness of the present system it is evident that they are largely negative. For the majority the present policy and practice within their authority fails to protect children, draw attention to legislation and provide information on child employment. A small minority have a more positive perception of the system. This is based on the assumptions that children are registered for employment. As we have shown the majority of children are not registered for work and are therefore outside of the system.

A number of individuals were frustrated by the present state of the system in their authority, indicating that the issue is under-resourced and given a low priority. However, based on their experiences the interviewees had a number of solutions to propose.

A high percentage of those interviewed, 48%, were of the opinion that the permit system was fundamentally sound, it was the practice that needed attention. This level of support for the present permit system is interesting since a central plank of the BRTF position is that the permit system should be replaced by an employer registration system, thereby shifting the emphasis on registration from the child to the employer. In the present survey one interviewee proposed this but indicated that this would raise a different set of practical issues. It could also be argued that the issue of checks on employers, for example Criminal Records Board checks, and the additional costs involved may result in a reduction of employers willing to employ children.

For the majority of interviewees the central concern was the lack of awareness of legislation in this area. They proposed that the emphasis should be on raising the profile through advertising and some suggested that this should be a national initiative involving the Executive. It was also recognised that any system is only as good as the level of monitoring that accompanies legislation. For a number of interviewees it was important that some effort is directed towards developing an effective monitoring system. However, it was recognised that there was a danger inherent in this and that a balance needed to be struck to avoid driving such employment underground.

A small number of interviewees suggested that in raising the profile of child employment legislation it should be recognised that an important audience were children themselves. In effect they proposed that there would be a need to 'sell' such legislation and procedures to children in order that they would perceive the benefits and engage with it. One way of achieving this would be to have effective consultations with young people in the construction and content of legislation that affects their lives.

Raising the question of some formal recognition of school pupils' part-time employment produced a mixed set of responses. While some of those in favour of recognition based their position on the value of the experience of employment a number of those with positive views

adopted a more pragmatic position. In their view recognition was a good thing since it would mean that the present systems would have to be overhauled and replaced by a far more structured child employment system.

The more negative responses to the idea of recognition expressed the view that in their opinion children's jobs were menial and low level. In their view there was little merit in recognising such activities. One respondent's negative position on recognition was based on their belief that children would not want to engage with such a system, for them the motivation to work was for money, not qualifications.

Respondents in both of these camps drew attention to a raft of practical issues. Consensus emerged on the impact of such a change in policy. For the majority of respondents recognition would increase the levels of children registering for permits. Present levels of resource, particularly staffing levels, would be unable to cope with such an increase.

However, it could be argued that the issue of resources are not simply linked to a hypothetical recognition system. The argument that increased resources are required could be applied to the present situation. If staff are suggesting that an increase in numbers registering for permits would create problems there is an implicit acceptance that present resource levels could not cope with all of the children who are presently working, if they decided to seek work permits. The question of resources is central to any discussion of this topic irrespective of whether there is a move to recognise children's part-time work or maintain the *status quo*.

Methodological Issues

A major strength of this research is that all local authorities are represented in the data set. While it was not possible to carry out interviews for all authorities the database underpinning this research has been able to compensate by drawing on a range of information sources for all authorities.

The interviews were carried out with individuals within the authority who were responsible for child employment. However, the views they expressed are the views of the individual not the authority. More detailed discussions with each authority would be required to gain the 'collective' view on the issues covered here.

It is possible that some relevant material may not have been accessed. Each authority was asked to forward any relevant literature that they had on this topic. In addition the researchers independently gathered relevant material. However, it is worth noting that any material that has been missed does not have a high profile in the authority, nor is it necessarily easy to access.

Conclusion

For a number of years researchers interested in child employment issues have raised concerns regarding the legislation in this area. This review indicates that there is evidence to support the view that the current legislation needs to be reviewed. Decisions need to be taken regarding the rationale for managing this legislation at a local level and the philosophy underpinning the legislation. The present review highlights the fact that this issue is of low priority for the majority of local authorities. One interviewee suggested that it was the 'Cinderella area' of local government in terms of attention and resources. In commissioning

the present research on school pupils' part-time work, the Scottish Executive could be providing Cinderella's long awaited 'invitation to the ball', allowing for a comprehensive review of legislation, policy and practice in this area.

Notes about legislation

1. The legislation on the employment of children is complicated by the fact that regulations apply to children involved in a wide range of activities. The most problematic issue relates to young children involved in entertainment and public performance. The national legislation applies to all forms of work and includes references to child performers.

In this report we have excluded discussions of legislation as it applies to the area of performance/entertainment. There are two reasons for this. First the main research focuses upon the employment of secondary school aged children from S3 to S6. The majority of this employment is not in the area of performance/entertainment. Second, a number of local authorities in practice separate the monitoring of these different activities.

2. The legislation states that the minimum age for employment is 14 years of age. Local authorities can, if they wish, allow 13 year olds to work, however, this must be stated in the byelaws. Hamilton (2002) argues that the majority of authorities have opted to allow 13 year olds to work and have by default created the 'norm' of 13 years of age being the minimum age for part-time work.
3. Two other amendments were included in this Regulation: (i) that byelaws are required to specify the hours, days and places where children may take part in street trading. This information is additional to the existing regulations that children must be 14 years of age to undertake his work and employed and supervised by their parents (ii) children must be at least 16 years of age and over compulsory school age before they can take part in dangerous performances. The latter change impacts on the 1937 Act and does not affect byelaws.
4. The issue of recognition of children's part-time employment is also covered in the interviews with members of SCEIN (see Appendix 11).

Addendum

Since the collation of the information for this report the Scottish Executive has introduced a new statutory instrument. As of April 2006 the national legislation on the maximum number of term time hours a pupil can work has been reduced from 17 to 12 hours per week. This regulation applies to those pupils who are still within the period of compulsory education.

The introduction of this statutory instrument brings the national legislation into line with the EU Directive of 2000. Local authorities will now have to ensure that this new maximum figure is reflected in their documentation relating to child employment.

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APPENDIX 1

The BRTF made 5 recommendations:

1. The Department for Education and Skills should commence work on consolidating child employment legislation by September 2004.
2. By February 2005, the Department for Education and Skills should consult on moving to a system of regulation in which employers register with their local authority as an employer of school-age children, rather than applying for a permit for each child employee.
3. By February 2005, the Department for Education and Skills should consult on allowing children to work for more than two hours on a Sunday.
4. Following consolidation of the law, the Department for Education and Skills, working closely with local authorities, should produce simple, best practice guidance on the law which can be used by local authorities, employers, children and parents.
5. Guidance to local authorities on the role of Director of Children's Services should provide for Directors to have local authority functions relating child employment as part of their remit.

APPENDIX TEN

THE NATURE AND IMPLICATIONS OF THE PART-TIME EMPLOYMENT OF SCHOOL PUPILS

THE EMPLOYERS PERSPECTIVE ON SCHOOL PUPILS' PART-TIME EMPLOYMENT

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EXECUTIVE SUMMARY

Following a survey of school pupils concerning their part-time jobs, 110 businesses named by school pupils as their employers were contacted and asked to participate in a survey of employers' views and practices. Forty two interviews eventually took place. Large companies and hairdressers are not represented because of their unwillingness to cooperate. Businesses taking part have been categorised according to the work undertaken by the school pupils, namely Delivery (4), Retail (13) Hotel and Catering (12) and Miscellaneous (13).

Recruitment: Few employers advertise for school pupils. Informal 'word-of-mouth' channels are used and some pupils pro-actively contact employers to seek employment.

Why employ school pupils? Some employers stress the flexibility and availability of young people, especially their willingness to work at times which are unpopular with adults. Employers in Hotel and Catering often have difficulty finding adult employees. In Delivery and Retail, the relative cheapness of employing young people is a factor.

Links with school: Many employers in the Miscellaneous category had been involved in Work Experience programmes, but this was much less common in the other sectors.

Value of part-time employment: Most employers saw part-time jobs as being beneficial to the school pupils. Employers tended not to value Work Experience programmes as highly as paid employment.

Formal recognition of part-time employment: Most employers were favourably disposed towards the possibility of school pupils' jobs being formally recognised. They also anticipated that they would take account of part-time employment if it were formally recorded as part of an applicant's educational attainments.

Contracts: Just over half of the employers had contracts with school pupil employees but this was more common with 16-18 year old pupils.

Training: Most employers claimed to give young workers initial training and a large minority gave further on-going training. However the extent of training varied considerably, from merely showing a delivery route to a new delivery person to attendance at certificate courses in health hygiene.

Regulation of the employment of under-16s: Most employers showed little awareness of national laws and local byelaws concerning work permits. Most favoured the idea that employers rather than children should be registered. However, some were concerned that the system might be bureaucratic and expensive.

CHAPTER ONE BACKGROUND

In Britain, the 1990s witnessed a growth in academic interest in the part-time employment of young people who are still attending school (see for example Lavalette, 1994; Hobbs & McKechnie, 1997; Pettitt, 1998; Lavalette, 1999; Mizen, Pole & Bolton, 2001). The emergence of this research interest is in part attributable to international debates about 'child labour'. However, the research focus in Britain has centred around specific themes including: establishing the nature and extent of part-time employment, the relationship between part-time work and academic attainment, the effectiveness of legislation and policy, young people's perspectives on their work and health and safety issues.

It could be argued that what characterises all of this research is that it approaches the topic from the supply side perspective. By that we mean focusing on the experiences of the employees, the type of work they are involved in and their reasons for working. In other words researchers have been preoccupied with understanding the issue from the young worker's side. However, the fact that children and school pupils are willing to work or that their parents want them to get a job does not guarantee that they will become employed. There has to be a demand for their labour as well and that demand must come from employers.

Within this research area the employers' perspective or the demand side of the equation has been ignored. This lack of attention is not unique to the research base in Britain, it is common amongst all research in this area, and even at the international level the reasons why employers employ 'child labour' is largely unexplored.

In Britain a review of gaps in the research base on child employment drew attention to the need to understand why employers employ young school-based part-time workers (McKechnie & Hobbs, 2000). At the international level Anker (2001) has suggested that employers have been neglected because of the emphasis on poverty as the main factor driving the supply of young child workers. In Britain we would suggest that employers have been missing from the research agenda for different reasons.

First, research into children and school pupils' employment is in its infancy and has focused on the employee side of the employer-employee equation. Second, much of the early research was about the effectiveness of legislation protecting those under 16 years of age. It was apparent that this legislation was ineffective and as a result employers were in a legally grey area. It is possible that researchers assumed that in these circumstances employers would not engage with research. Third, 'common sense' assumptions existed about the employer's perspective. The main assumption is that employers employ school pupils to keep costs down and increase profits.

However, if we are to fully understand school pupils' employment we need to begin to explore the demand side. For example it could be argued that the demand for young employees will impact on the sectors that they are likely to work in, on their working conditions and on the rates of reward they receive for their labour.

At a practical level we need to develop some understanding of why employers recruit this particular group of employees. Do they set out to target this group and what employment practices do they adopt? What are their views on part-time employment and work

experience? Do they have specific links with the school system? What do they think about the idea of recognising or accrediting school pupils' employment?

Accordingly, the present study focussed on four key areas:

1. The reasons for employing school pupils
2. Links with schools
3. The value of part-time work
4. Employment practices

CHAPTER TWO METHODOLOGY

The design of the Part-Time Employment and Secondary Education research included the identification of four local authorities to participate in the Focused Studies element. This element of the research allowed for a more in-depth investigation of schools pupils, parents and schoolteachers views on a range of issues related to pupils' part-time employment. The sample of employers was also drawn from these four local authority areas.

In the main survey pupils had been requested to provide information on their work status and to provide the name of the business that they worked for. Within the four local authorities, which formed the sample for the Focused Studies, a number of employers were identified as representative of the range and type of employment undertaken by school pupils. (See below for full sampling details.)

Pupils had been requested to provide the names of their employers but no contact details were asked for. Using the names provided, web-based business and telephone directories were used to identify the location and contact details for employers. In a number of cases pupils provided insufficient or limited information as a result of which some employers could not be identified.

Once identified, initial contact was made with employers to request their participation in the study. If they agreed to participate a telephone interview was carried out based upon a standardised interview schedule. The schedule consisted of open and closed questions covering the extent of their employment of school pupils; recruitment methods; induction and training; use of contracts; their involvement with local schools in work experience and other enterprise activities; their views on the value of part-time work; and their opinion on the idea of formally recognising part-time employment.

Responses to open-ended questions were written down at the time of the interview. In the section reporting the interview findings the quotations used should not be treated as verbatim transcriptions, rather they should be viewed as presenting the flavour of the employer comments.

A draft interview schedule was piloted through a face-to-face interview with an employer. The key problems identified were the length and level of detailed information requested. A major review of the interview schedule was undertaken resulting in a shortened and more focused schedule. It was evident that a trade-off would need to be made between securing employer participation and the length and depth of material covered in the interview.

The activities detailed above were carried out from January to May 2005. The majority of the interviews took place in March and April.

The Sample

The target sample was to interview 40 employers reflecting the range and type of employment undertaken by school pupils. In total 42 interviews were completed, the additional two interviews were employers who had recently employed school pupils (one in Retail and one in Miscellaneous). We have included their interview responses in this report. Table 2.1 provides a summary of the number of employers interviewed within four main

employment categories. Employment such as babysitting was excluded from this element of the research given the rather unique nature of the employer-employee relationship.

Table 2.1 Employer Participation and Job Sector

Job Sector	Number of Employer Interviews
Delivery	4
Retail	13
Hotel/Catering	12
Miscellaneous	13

Throughout the study of employers we have grouped responses by job sector to investigate the extent to which there are similarities or variations based on sector. The job sectors are detailed in the above table. The sectors are self explanatory with the exception of Miscellaneous. Research has shown that young people work in a wide range of jobs and some of these share common features allowing them to be grouped together, eg Retail. However, some pupils are employed in relatively unique jobs and we have grouped these under the Miscellaneous heading. In the present study this category includes nursing homes, leisure facilities such as swimming pools, a cycle maintenance business and a golf range.

To achieve the required sample a total of 110 employers were contacted with an average of three telephone contacts per employer. From this group 21 employers refused to participate in the study (see Table 2.2). A number of reasons were given for non-participation including not having the time and that they did not employ school pupils. In some cases the latter statement was clarified by indicating that they had employed school pupils in the past but were not currently doing so and were unwilling to participate in the research. In the case of the larger chain stores some managers indicated that they could not consider participation without clearance from their Head Office. The researchers contacted the relevant Head Offices but found it difficult to gain approval while others simply refused permission. As a result these larger stores are not represented in the sample.

One other group of employers is not represented in the sample. While a number of hairdressers were identified by pupils as employers all attempts to recruit them failed. This may be in part due to the nature of the business. The employers were typically busy with customers when contacted and could not stop to take part in the research.

Table 2.2 Non-Participants by Job Sector

Job Sector	Refused to Participate	Stated reason: No school pupils Employed
Delivery	0	0
Retail	5	1
Hotel/Catering	7	3
Miscellaneous	9	8

From the remaining employers a total of 42 completed the interview. Tables 2.3 to 2.6 provide a summary of the size of the business, indicated by the total number of employees, and the number of school pupils employed. In the latter case we discriminated between school pupils under 16 year of age and those in the 16-18 year old age group.

Table 2.3 Profile of Delivery Businesses

Employment Sector	Code	Size of Business: Total number of employees			Number of school employees	
		up to 10	11 to 50	51 to 100	<16	16-18
Delivery	1	x			5	3
	2	x			9	
	3	x			6	4
	4		x		14	

Table 2.4 Profile of Retail Businesses

Employment Sector	Code	Size of Business: Total number of employees			Number of school employees	
		up to 10	11 to 50	51 to 100	<16	16-18
Retail	1	x			1	
	2	x				1
	3		x		4	8
	4	x				1
	5	x				1
	6	x			1	1
	7	x			1	2
	8	x			1	
	9		x			1
	10		x			1
	11		x			2
	12	x			1	
	13	x			0	0

Table 2.5 Profile of Hotel/Catering Businesses

Employment Sector	Code	Size of Business: Total number of employees			Number of school employees	
		up to 10	11 to 50	51 to 100	<16	16-18
Hotel/catering	1	x			1	
	2	x				1
	3		x			5
	4	x				1
	5		x		10	
	6		x		14	10
	7		x			5
	8		x			2
	9		x			12
	10		x			1
	11	x				1
	12	x				1

Table 2.6 Profile of Miscellaneous Businesses

Employment Sector	Code	Size of Business: Total number of employees			Number of school employees	
		up to 10	11 to 50	51 to 100	<16	16-18
Miscellaneous	1		x		2	
	2		x			7
	3	x			1	
	4	x				2
	5	x				1
	6	x				1
	7		x			1
	8	x			2	1
	9	x			1	1
	10		x			6
	11	x				3
	12			x		1
	13	x			0	0

Of the 42 employers interviewed, 25 had businesses where ten or fewer employees worked. Of the remainder only one had more than 50 employees, the remaining 16 had between 11 and 50 employees. In the present sample the majority of pupils are employed in small enterprises, but as explained earlier this picture may be biased by the difficulty in obtaining the cooperation of large stores.

Of the 40 businesses who were currently employing school pupils, the majority (23) have only 16-18 year olds. In contrast 9 of the businesses have only school pupils under 16 years of age in their employment. The remaining 8 employed a combination of under 16s alongside 16-18 year olds. There is no obvious pattern linking the age of school pupils employed to the particular sector.

CHAPTER THREE THE MAIN FINDINGS

This chapter is structured around the four key areas of enquiry:

1. The reasons for employing school pupils
2. Links with schools
3. The value of part-time work
4. Employment practices

We shall consider each area in turn, outlining the main issues covered and considering the responses from the employers within each employment sector.

The reasons for employing school pupils

All employers were asked to explain the main reasons for their employment of school pupils. In addition we were interested to know if they specifically set out to recruit school pupils and asked about recruitment practices. Responses are considered by job sector.

Delivery

Recruitment

Of the 4 employers in this sector, only one specifically advertised for young paper deliverers. The others recruited through word of mouth or were directly approached by young people looking for paper rounds. One employer also indicated that he would approach young people that he knew in the area and ask them if they were looking for a part-time job.

Reasons

For 2 of the employers in this sector, the reason for employing school pupils was that the type of job was essentially ‘children’s work’ and as such it suited this age group. The other 2 employers made reference to cost in their reasons for employing school pupils. In one case the employer indicated that these workers were cheaper than adults and as such it allowed him to ‘carry on his business’. The other stated that no other workers would accept the pay levels offered for this type of job.

Retail

Recruitment

Of the 13 employers in this sector, 6 used advertisements as part of their recruitment strategy. In a number of cases the adverts were targeted at potential part-time workers rather than school pupils. It just so happens that it is school pupils who apply for the jobs. However it is noticeable that informal recruitment practices are important with 6 employers indicating that they are approached by pupils seeking jobs or that they use word of mouth as a means of recruiting workers.

Reasons

In the Retail sector employers provided a wider range of reasons for employing young people, and in a number of cases gave multiple reasons. In total 6 employers made some reference to the flexibility of young workers and their willingness to work at the times that the employers needed them, for example week-end or evening work. By implication it would appear that adult workers would not be interested in these types of vacancies.

It was also apparent that employers used younger workers as cover or relief for adult employees. Four employers made specific reference to this in explaining their reasons for employment.

Of the 13 employers interviewed in this sector, 4 referred to cost when explaining their employment decisions. For two of the employers it was the low cost that attracted them to this workforce. However, the remaining two employers indicated that cost was not a factor in their employment practices. They were at pains to point out that there was no pay discrimination based on age.

Only 3 of the employers in this sector stated that their reason for employing this group of workers was related to skills that they have. In one case the employer simply indicated that the young person was the best person who had applied for the job and had the necessary skills. One of the other employers generalised beyond the individual indicating that in their view this group of workers were typically '*good workers, pick things up quickly and are keen to learn*'.

One final explanation given for employing young workers was that the employers felt that the employment benefited the young person. Three of the employers indicated that their reasons for employing the young person was that it was good for them in terms of experience.

Hotel/Catering

Recruitment

In this sector only one out of the 12 employers had used an advertisement to recruit their young employee. Eight of the employers had recruited because the young person had approached them, while 5 employers referred to word of mouth within their recruitment practices. In one case an employer indicated that they had recruited their young employee through the school.

Reasons

The dominant reason given by 5 employers in this sector related to the flexibility of this workforce and the fact that they were available at the times that they needed them, weekends and evenings. This was also linked to the relatively short working hours, which adults would not be interested in.

For 2 of the employers their main reason for employing young workers was the lack of adult alternatives. One employer indicated that they did not set out to employ young people but

'finding good full-time waiting staff is difficult, they are few and far between, we take on young workers because we need to fill positions'.

The majority of employers did not give cost as a major reason for employing young workers. One employer indicated that they were cheaper to employ than older workers, while one other indicated that they paid all employees the same rate. Of course, some respondents might have been embarrassed to acknowledge cheapness as a reason to employ school pupils.

In explaining why they employed young people some positive and negative comments were made about this group. For one employer young workers' attitudes could cause some problems, while another indicated that there were constraints on what young workers could do, for example, the amount of time they could work and constraints on serving alcohol.

In contrast some employers mentioned the benefits of employing young workers. In one case the employer indicated that they enjoyed their attitude and that they brought a *'breath of fresh air'* into the workplace.

Miscellaneous

Recruitment

Given the wide variety of jobs in the Miscellaneous category we may be less likely to find similarities of approach within this group of employers. However, when it comes to recruitment the majority of employers (7) indicated that they recruited school pupil employees through word of mouth and 4 employers indicated that potential employees approached them asking about work opportunities.

In the case of 2 employers school links were important. In one case the employee was recruited through a work experience placement and in the other case the business, a swimming pool, shared the resource with the school so that the school pupils were already on site as potential employees.

Reasons

As anticipated given the nature of this sector a more varied set of reasons were provided by employers for employing school pupils. In two cases the employers cited family links as the reason. For one they were employing the young person because they were related and in the other the father worked in the business and got his child recruited.

Some employers, 6 in total, indicated that the flexibility and availability of this group of employees were important reasons for their employment. They were also used to cover for adult staff to allow them time off and to cover certain work times.

However, we also see other reasons being given, in one case an employer said that it was not their usual practice to employ young employees but that the individual had *'hounded'* them for the experience since it was related to their future ambitions. Another employer who ran a cycle maintenance business argued that he employed the individual because of their *'passion for bikes'*.

We can also identify some evidence of different employers' attitudes to young workers. For example in one case the employer indicated that they did not differentiate on the basis of age, young workers deserved the same chance as others. In contrast another employer justified their employment practice by saying it gave the young person something to do and kept them off the streets. It is unlikely that such a reason would be given for employing adults.

Finally, a minority of employers emphasised the skills that young people brought to the workplace (*bright, clever, show potential, energetic and punctual*) or the skill match between the individual and the job. In one case the employer emphasised the benefits of this group of employees in that they are good workers, have a rapport with customers and are fun to be with. In this latter case the employer appears to be emphasising what the young workers brought into the work environment.

Links with School

A number of questions were asked to establish the extent to which employers had established connections with schools in their area. We focused on three aspects of this:

1. had they been involved in work experience and in providing feedback on the pupils placed with them? And as a supplementary question whether they had ever employed school pupils as part-time workers after they had been on such a placement;
2. did they have any other links with schools? For example, being involved in school visits to their business premises or visited schools to talk about business;
3. had they ever been approached to develop links with local schools or to take work experience pupils?

Table 3.1 provides a summary of the responses to these questions. Less than half of all the employers had any involvement in work experience. It is evident that there are between sector variations, particularly with respect to the work experience questions. In the case of Delivery work 2 employers had been involved with work experience pupils. It should be noted that in these cases the work experience was based in the shop premises rather than the delivery aspect of their business.

Table 3.1 Employer links with schools (number of employers responding)

Job Sector	Work Experience involvement	Involved in Work Experience feedback	Employed Work Experience pupils	Other links with schools	Involvement requested	N
Delivery	2	2	1	1	2	4
Retail	2	1	0	3	3	13
Hotel/Catering	2	1	2	3	0	12
Miscellaneous	11	10	6	6	1	13

Only 2 employers in the Retail and 2 in the Hotel/Catering categories had taken work experience pupils at some time, and few had been approached with requests to participate. The category that has the highest number of employers involved in work experience was the Miscellaneous category. It is possible that schools perceived the type of work that fell into

this category as more suitable for work experience placements. For example this category included work in nursing homes, leisure facilities and mechanical work.

The Miscellaneous category also has the highest number of employers who indicated that they had taken work experience pupils on as part-time workers after they completed their placement. However, such behaviour is present in other job sectors such as Hotel/Catering.

A total of 13 employers had other links with schools. In the Delivery and Miscellaneous categories employers involved in work experience also had other links with the schools in their area. In contrast, in the Retail and Hotel/Catering sectors it was employers who were not involved in work experience that had links with schools. This involvement typically took the form of school visits to their premises and in many cases involved primary school pupils.

Only a minority of employers who were not involved with work experience had, in fact, been approached to participate in the system (6 out of 25). Those who had been contacted, nevertheless, had refused these requests indicating that they were either too busy, did not have enough staff to supervise or that they felt it was inappropriate because of the nature of the work.

Value of part-time work

In this section we focus upon employer responses to a series of questions about their views on the value of part-time work. This included questions on:

1. the value of part-time work and work experience in the context of future career development;
2. the idea of recognising part-time work;
3. their perception of the usefulness of some form of certification in the context of their employment practices.

Part-time work and work experience compared

Table 3.2 provides a summary of employers' responses to a question which asked them to indicate whether part-time work or work experience was better for the young person's development or future job prospects. It shows that the majority of employers indicated that they felt that part-time employment was of more value in the context of future employment.

When asked to justify their choice similar explanations were provided across all job sectors. It was apparent from the explanations provided that for many, part-time work was of greater value since the young person had found the job for themselves and it involved longer periods of employment experience. These views were reinforced by comments such as '*part-time work gives you the full picture*' and '*part-time work is more real*'. Amongst those favouring part-time employment, work experience was felt to involve too limited a limited range of experiences. This appeared to be related to the limited time involved in work experience.

Table 3.2 Value of part-time work and work experience (frequency of positive responses)

Job Sector	Part-Time employment	Work experience	Both	Don't know	N
Delivery	4	0	0	0	4
Retail	9	1	1	2	13
Hotel/Catering	8	1	1	2	12
Miscellaneous	6	5	2	0	13

Table 3.2 also shows that in some cases employers indicated that work experience was of more value than part-time work to future employment prospects. This was most evident in the Miscellaneous category. Employers justified this choice by suggesting that work experience allowed access to a wider range of industries and to job sectors which did not employ young people. For others the value of work experience lay in the fact that it was a concentrated period of full-time employment which allowed a more detailed insight into the workplace.

For a minority of employers, 4 in total, both part-time work and work experience were of importance to future job prospects. For this group there was some indication that they perceived the two experiences as serving different functions, and that ideally having both would be of value to the young person.

The idea of recognising part-time work

Employers were asked to indicate their views on the idea and desirability of recognising young peoples' part-time employment. Table 3.3 summarises the responses to this question and shows that in all job sectors the majority of employers responded positively to this suggestion.

Table 3.3 Desirability of recognising part-time employment (number of responses)

Job Sector	Yes	No	Not Sure	N
Delivery	3	0	1	4
Retail	11	0	2	13
Hotel/Catering	10	0	2	12
Miscellaneous	11	1	1	13

When asked to explain why they were in favour of this idea a number of different reasons were proposed, including:

- bonus for working
- praise for effort
- good for CV
- motivates young people
- helps get jobs in the future
- shows skills acquired

In addition some employers were of the opinion that some recognition was justified because not all young people work and some recognition of this fact was merited. Implicit in this

argument was the view that those who did gain work were reflecting a higher level of motivation. For one employer the justification for recognising part-time work was that *'it's enhancing and doesn't have to be academic'*.

One interviewee indicated that they were not in favour of recognising part-time employment and a further 6 felt that they could not decide. The one employer who specifically stated that they were not in favour suggested that in their view having had the experience was enough and that certification did not add anything to the experience. Amongst those who could not decide it was apparent that some of them felt that recognition would be dependent on the type of job that was being done. In one case an interviewee indicated that in their view references were more important than certification.

Would employers take notice of part-time work certificates in their employment practices?

To ascertain their views on this we asked about whether they would take account of such certificates in their recruitment processes. To help clarify this section we asked employers to distinguish between potential employees who were still attending school and those who had completed their secondary education.

The responses suggest that the majority of employers across all sectors would take notice of individuals' part-time employment certification when recruiting (see Table 3.4). This applied to the recruitment of potential employees while they might still be at school and also later after they had left school.

Table 3.4 Employer willingness to take account of part-time work recognition (numbers)

	Would take notice of certificate				
	Still at School		Post-School		
Job Sector	Yes	No	Yes	No	N
Delivery	4	0	4	0	4
Retail	10	1	10	1	13
Hotel/Catering	11	0	11	0	12
Miscellaneous	11	2	10	2	13

When asked to explain why they would take notice of such recognition/accreditation employers indicated that it would be of value since it demonstrates that the *'work ethic was already there'* while others felt that it would show the extent of previous experience and allow them to establish existing levels of training and identify skills.

A number of employers, while positive in their response, added some caveats in their replies. These typically revolved around the issue of what it was that would be recognised or certificated. To what extent would it identify skills? Any potential employee would have to be able to demonstrate these skills as well as having a certificate. Some employers suggested that the usefulness of such a system would lie in identifying potential interviewees for any post. In this case recognition/accreditation would be useful at the initial stage of sifting through applicants.

Three employers indicated that they would not take account of any recognition/accreditation system in their recruitment. In these cases the employers argued that the reference that a

person brought from their previous job was more important than any certificate. In addition how the candidate reacted in interview was crucial to their chances of employment.

Not all employers place a similar value in the importance of references. One employer in favour of recognition suggested that references are not always reliable. In this context they felt that recognition/accreditation could act as a reliability check, indicating what a person had done.

When employers were asked if they would participate in any recognition scheme then the responses were positive. Of the 42 employers interviewed 37 responded that they would be willing to participate. Interestingly employers who had said that they would not take account of recognition/accreditation in their recruitment practices did indicate that they would participate in such a system if it were introduced.

However, some caution is needed in interpreting this positive response since many of the responses were qualified. The main concern of employers was the amount of time which would be spent if they were to get involved in such a system. For the small number of employers (5) who were not in favour of participation in any recognition/accreditation system, time issues were also a concern.

Others expressed different concerns including the issue of training for staff who might be involved and the relevance of such a system to their business. One employer was of the view that any recognition/accreditation should be carried out by an independent body without involving employers.

Employment practices

The final theme within the employer's interview focused on their employment practices with respect to employees still attending school in relation to: contracts of employment; the impact of the National Minimum Wage (NMW); the extent and nature of training given; and employers' knowledge of legislation governing the employment of under 16s.

Contracts and the NMW

Interviewees were asked about whether they issued contracts to their employees and also whether the introduction of the NMW for 16-17 year olds had made any difference to them.

In the latter case 2004 saw the introduction of a £3.00 per hour NMW for 16-17 year olds and it is possible that this impacted on employment practices. For example, it has been suggested that employers would reduce the number of 16-17 year olds in favour of younger employees.

Table 3.5 summarises the responses to these two areas for each of the employment sectors. In total 24 out of the 42 employers interviewed indicated that they used contracts with the school pupils they employed. This is most common in the Retail sector and least common in Delivery. However, a complication arises when we look at the nature of these contracts. We asked employers to indicate whether the contracts were written or verbal.

In the Delivery sector the only employer to indicate that a contract existed stated that this was a verbal contract, in the Retail sector 5 of the contracts were verbal. The number of verbal contracts in the Hotel/Catering and the Miscellaneous sectors were 2 and 3, respectively.

Table 3.5: Contracts and the national minimum wage (numbers)

Job Sector	Contracts	NMW impact	N
Delivery	1	1	4
Retail	11	2	13
Hotel/Catering	5	0	12
Miscellaneous	7	0	13

One possible explanation for the variation in the use of contracts varies according to the age of the employees. As we noted earlier across all sectors there were examples of businesses employing under 16s, those between 16-18 years and those businesses that employed young people from both age groups (see Table 3.6).

Table 3.6 Age of employees and use of contracts (numbers)

Employee	Contracts	
Age	Yes	No
<16 only	4	5
16-18 only	15	7
Both	4	4

Sample size issues meant that it was not possible to test the strength of the relationship between age group and the use of contracts. The data suggests employers are slightly more likely to make use of contracts if they employ 16-18 year olds school pupils.

The introduction of the NMW appears to have had little impact for the majority of employers. The main reason given by employers was that they were already paying their employees above this rate. In the three cases where the introduction of the NMW had impacted on employment practices the employers had had to raise their pay rates to ensure that they were conforming to the NMW. One of these employers did indicate that they would consider employing younger employees in order that they could reduce costs.

Training

With respect to training we were interested in establishing the extent of training or induction that employers carried out at the start of employment and whether there was any ongoing training element.

Table 3.7 Training provided by employers (numbers)

Job Sector	initial	ongoing	accredited training	N
Delivery	4	0	0	4
Retail	10	4	1	13
Hotel/Catering	10	7	1	12
Miscellaneous	11	6	1	13

The majority of the interviewees (35) stated that there was initial training or induction for their employees, while 17 highlighted that there was some form of ongoing training. What these figures fail to reveal is the extent of the variation in the training experienced by young employees. To provide some insight into this variation we will consider each sector in turn.

Delivery sector

All of the employers stated that there was some initial training or induction. Typically this involved showing the new employee around their route, a task done by the employer driving them around the route or accompanying them on the first day or two. In one case this role was delegated to another 'paperboy'. One employer stated this training also involved them in providing *'tips on how to be a good paperboy'*. None of the employers mentioned the issue of health and safety training.

One employer in this sector said that ongoing training was provided, but, it emerged that this only applied to those 'paperboys' who progressed to working in the shop behind the counter.

Retail sector

We found a range of responses in this sector to the questions on training. At one end of the spectrum we found employers whose responses seemed to suggest that the training was minimal eg *'just tell them what needs doing'* and *'just till training, showing them the shop floor'*. In these cases there was no ongoing training.

At the other end of the spectrum we found examples of employers who had more intensive training programmes. For example one response to the training question was:

'Yes, they get a full induction, involves an introduction to the company and its history, health and safety, employment law etc.'

This lasted approximately 4-6 hours and there is the opportunity for further training through SVQ's in retailing, the latter being dependent on the candidate.

This was not an isolated case. In another example the response to the training question was:

'The young people get full training just like the adults apart from some management training about banking etc. which they don't need. The training goes on for 12 weeks and runs alongside their work, if it takes them longer than 12 weeks that's fine. Once training is finished they have a workbook which is signed off and sent to head office.'

This employer also indicated that there was ongoing training to cover new products or as the interviewee expressed it, *'there's always training'*.

In another case the response to the training query produced the following response:

'Yes, quite a bit of in-store training, have to go over guidelines and manuals with them about health and safety, train them on the till. Have to inform them about the medicines we sell, they have to be able to explain it all to customers.'

A number of the employers in this sector stated that they covered a range of topics in training including practical issues concerning the workplace, health and safety as well as job specific skills.

Hotel/Catering sector

This sector also provided a variety of responses to the questions on training with some employers emphasising that their training involved showing employees how the till worked, customer service, how to work tea/coffee equipment and hygiene issues. However, the level of formality of the training did vary.

Some examples of their responses to the questions on this topic may provide a flavour of the training process. Responses to the question about initial training/induction included the following:

'Yes, they get full induction, fire, health and safety, basic equipment training. They get a certificate of attendance and training is recorded in the staff file'

Asked about ongoing training the same interviewee responded:

'If appropriate, they can go on for elementary food hygiene training. There is a lot of repeat training for young workers, they often have a poorer appreciation of work.'

In another case the response to the question on initial training was:

'Yes, they are given a buddy. The induction covers health and safety, quality standards, the company, fire, wages It takes about half a day.'

The interviewee continued in respect of ongoing training:

'There's a lot of on-floor training for waiting staff, lasts 10-14 days but they always have a buddy if they need one.'

In the hotel/catering sector it is common to find that the initial training induction covers hygiene issues and in some case this is linked to some form of certification.

Miscellaneous

The diversity of jobs within this sector means that it is difficult to draw out similarities in training. For example, in the retail sector till training is common while in the hotel/catering sector hygiene training is a common theme. The one similarity with the other sectors is the diversity of response to the questions on initial and ongoing training.

At the lower end of the spectrum we find responses to the training question such as:

'It depends, we tell them all the jobs to be done and get other staff to speak to them. There is a general showing of what there is to do. We tell them to keep an eye out for certain things like shoplifting and stealing. It just takes half an hour to an hour and I'll keep telling them after that.'

In this case on-going training

'depends if something comes up, we might show them how to use the engraving machine or how to change batteries, then they can show each other how to do it.'

In two businesses where there was no ongoing training the response to the initial training/induction queries were:

'Yes, handling cash, handling money, there is ongoing training everyday, we show by example here.'

'Yes, health and safety takes about 20 minutes, recorded on staff record.'

At the other end of the range of responses we find examples of what one might term more intensive training. For example in one interview the response to the initial training and ongoing training questions was:

'Yes, health and safety, they can't work until they have their National Pool Lifesaving Certificate. We show them the general facilities, the procedures for emergency action. It takes one full day. The Pool Lifesaving Certificate takes one full weeks training.'

And for on-going training:

'In their first year they can have NSPCC child protection training (about working with young children). They can do courses in exercise to music and health and safety courses etc.'

Another example at this end of the spectrum:

'Yes, they have to work through an induction pack which has information on health and safety, workers rights, what the care job involves, they have to read through policies and procedures. There are videos to watch and questionnaires, which they get certificates for. This takes about two days but then they are supervised and have a mentor for 12 weeks, then they are checked and updated yearly.'

In this case the response to the question about ongoing training produced the following response:

'Can get training and certificates in client care, communication skills, behaviour management, infection control, pressure care, nutrition and many more.'

In this employment sector we found a number of other training practices including shadowing systems, the integration of training and personal development practice. It is apparent that in this sector the form of training is linked to the type of job activity that the employee is involved in. Unfortunately the scope of this present study did not allow for a fuller more detailed exploration of these links.

Employers and the under 16 employee

As we have noted not all employers have employees that are under 16. Therefore the findings from this set of questions are derived from a sub-sample of the employers who were currently employing younger employees at the time of the interview.

Employees who have not yet reached the minimum school leaving age are covered by national legislation and local bylaws (See Appendix 9). In the interviews we covered such issues as whether their younger employees had work permits, if someone had ever visited their business from the local authority, whether they had seen copies of the local bylaws relating to child employment and if they thought that the bylaws were effective. Finally, we explained a recent proposal from the Better Regulation Task Force (2004) which proposed an employer registration system to replace the existing work permit system and asked for their views on this idea.

Interviewees responses to the questions on permits, local authority visits, awareness and effectiveness of bylaws are summarised in Table 3.8. Few of the 16 employers who had under 16s working for them were able to tell us if their employees had work permits. None of the employers in the Retail sector were able to provide this information and one employer had no knowledge of the permit system. The Delivery sector has generally been associated with higher permit levels and three quarters of the employers said that their employees had permits. Two of the three employers stated that all of their employees had permits, while the other employer was sure that some of his employees had permits, but others did not. The fourth Delivery sector employer said that his employees did not have permits but explained that he had parental permission for his employees and that was good enough for him.

In the past researchers had speculated that one of the reasons for the low uptake of permits is the lack of awareness and knowledge amongst employers. We consider two possible routes by which employer information could be generated, visits by local authority personnel to the employer's premises and the bylaws. Only one employer has ever received a visit at his premises to check on his young employees. A higher number of employers had viewed the bylaws (6), however, this did not ensure that their employees had the necessary permits.

Table 3.8 Legislation issues (numbers)

Job Sector	Permits	Local Authority Visit	Viewed Byelaws	Effectiveness	N
Delivery	3	1	2	0	4
Retail	0	0	1	1	6
Hotel/Catering	1	0	2	0	3
Miscellaneous	1	0	1	0	3

One employer was of the view that the present bylaws were effective. It is difficult to interpret this assertion since the employer involved had employees without work permits, a basic cornerstone of the bylaw system.

Employer response to the BRTF proposal was largely positive across all sectors. Of the 16 employers with employees under 16 years of age, 14 were in broad favour of the idea of employer registration. Some thought it might be a better system, others that it would be an

easier system. The remaining 2 employers views are interesting. One expressed the view that they could not see the point of any such scheme; the other was concerned about the cost.

On the surface employers are positive about the BRTF proposal. However it is important to note that a number added caveats to their supportive statements. These caveats expressed concern about the administration of any system, the imposition it would make on them and the potential cost implications.

CHAPTER FOUR OVERVIEW AND DISCUSSION

As the first systematic study of employers the findings make interesting reading, providing some insight into the employers' perspective. There were four primary aims identified at the start of this research. First, what were the main reasons employers gave for employing school pupils; second, did these employers have any links with the school system; third, what were their views on the value of part-time employment, fourth, what employment practices were used with this group of employees.

How and why do employers recruit school pupils?

In reviewing the recruitment practices adopted by the employers in this study it is evident that many young people are pro-active in seeking out employment. A number of employers said that this was how they recruited workers. A few used advertisements, though it was rare for these adverts to specifically state that they were looking for young school aged applicants.

There is some evidence that informal networks and 'word of mouth' plays a role in recruitment. In effect, existing employees probably inform friends of available jobs and by employing school pupils the employer is sending a message to the local community that this is part of their employment practices.

A common assumption is that employers turn to young workers in order to save on costs. Such a view has its roots in the international literature of child labour and the historical practices in developed economies such as Britain. When we asked employers to explain their reasons for employing school aged workers a wider set of explanations were provided. In some cases it was clear that cost was an important reason. For example in the Delivery and Retail sectors we found examples of cost based reasons for employment of young people.

We found some evidence to suggest that cost is not the main reason for the majority of employers. This position is supported when we consider their response to the impact of the NMW on their business. The majority of employers said this had little or no impact because they were already paying employees above this rate. A number of employers explicitly stated that they did not discriminate between their school aged and adult employees.

It was more common for employers to emphasise other reasons for employing school pupils. In the case of the Retail, Hotel/Catering and Miscellaneous sectors the importance of flexibility and availability was often cited. The terms flexibility and availability appear to be associated with a number of issues. School pupils are willing to work at less popular times (eg cover the 4.00 p.m. to 7.00 p.m. shift, or work on Saturdays) and to work fewer hours per week than adults. In some cases the employers suggest that adults would not view the jobs as viable or in some cases appropriate for them.

In Hotel/Catering it was clear that employers had difficulty employing adult staff. This could have been due to a shortage of adults seeking jobs in the locality or that adults did not find the jobs attractive. As such school aged employees were recruited because they were the only employees available. In at least one case an employer indicated that they preferred adult employees but they were not available to them. In contrast to this rather negative reason some employers were clearly employing school pupils because of what they brought to their

business, sometimes in respect of specific skills or interests, or linked to their motivation and attitude.

School links and views on part-time work and work experience

Given the extent to which school pupils are employed we investigated the degree to which employers were engaged with schools in their locality. Our specific interest was the link between employers and the school through the work experience programme. Less than half of all the employers interviewed were, or had been, involved in the work experience system. It was also evident that there was a major variation in involvement across the employment sectors.

Nearly all of the employers on the Miscellaneous sector (11 out of 13) indicated that they had participated in work experience programmes, and more than half of these employers (6) had gone on to employ the young person in a part-time capacity. In contrast only 2 employers in each of the remaining categories, Delivery, Retail and Hotel/Catering, had been involved in this programme. Two thirds of this group had then employed the work experience pupils as part-time employees. In the majority of cases employers who participated in work experience had also been involved in providing feedback on the pupils placed with them.

One explanation for this variation between sectors is to be found in the types of jobs that pupils worked in within the Miscellaneous category. As we noted earlier this category includes pupils working in care homes, leisure facilities and jobs involving mechanical skills such as bike maintenance. Schools may perceive these types of jobs as more suitable for work experience than, for example, the Delivery sector. An alternative explanation is that employers in some of the other sectors are less willing to get involved in such programmes. Support for this argument comes from the Delivery and Retail sector employers who had been approached to participate in work experience placements but had refused.

Just under a third of employers had other links with schools. In the Delivery and Miscellaneous sectors the employers who had other school links were also engaged with the work experience programme. In the case of the Retail and Hotel/Catering sector the employers who had other types of links with were not the same employers who were linked to the school through work experience.

Due to the time constraints on the interviews we were not able to explore the range and types of links with schools. From the information provided it was apparent that such links were not solely focused on the secondary school sector. In some cases employers had links with primary schools. In the latter case this involved school visits to their premises, in the former case it might involve the employer visiting the school to talk about their business.

When we considered the level of involvement in the work experience programme we suggested some possible explanations for the low level of involvement in the Delivery, Retail and Hotel/Catering sectors. It is also possible that the level of involvement is related to the attitudes of employers towards work experience and part-time employment. That is some employers may place a limited value on work experience.

There is some evidence to support this position. We asked employers to indicate their evaluation of part-time work and work experience, and their estimation of the relative

importance of each in the context of school pupils' development for entry into the job market. The majority of employers (23) highlighted the importance of part-time employment. The justifications offered in support of this view emphasised that these employers thought that it was important that young people showed some initiative in gaining employment. In addition it was argued that part-time employment in contrast to work experience involved longer time periods and allowed school pupils to engage with the workplace as a 'real' employee.

However, some employers were of the view that work experience or the combination of both part-time work and work experience was of more importance in the context of future employment. For this group, work experience was valued because it allowed pupils access to job sectors and forms of employment that they would not normally be able to experience. The fact that work experience involved a full-time commitment over a concentrated period was perceived as an advantage which is not provided by part-time employment.

It is worth noting that this latter group was dominated by employers who were in the Miscellaneous sector. As we noted earlier most of the employers in this sector were or had been involved in work experience programmes and in that sense had experience of both processes, part-time employment and work experience.

A majority of employers in all sectors favoured the idea of recognising part-time employment. While employers offered a range of justifications for this position one specific idea is of interest. For some employers recognition was important in that it would differentiate between pupils who had or had not gained employment. Implicit in this view is the idea that those who gained employment are demonstrating a level of motivation which non-workers do not have. We would suggest that some caution is needed here. Many pupils do not work and they have a number of varied reasons for not having, or, in some cases, not seeking part-time employment. To assume that all non-workers can be grouped together in this way is not justified by the existing evidence.

A small minority of employers did not respond positively to the idea of recognising part-time employment. Only one directly stated their opposition to it but a further six could not decide. Amongst this group it was clear that some questioned the usefulness of certification while others felt that recognition would have to be dependent on the type of job that the young person was doing.

Given that the majority of employers were in favour of the idea of recognising part-time employment it came as no surprise to find that they would take account of such information when recruiting staff. This applied to potential employees who were still within the school system and to those who had left school. There were some concerns about what form the recognition/accreditation would take and what information would be provided. These caveats suggest if such a system were to be introduced consultation exercises would be needed to ensure that employers were being provided with relevant information.

A small minority of employers (3) indicated that for them references and interviews were of more importance than any recognition/accreditation. Clearly if any system of recognition/accreditation was put in place it would not replace job interviews and references. Rather it would provide additional information to the employer. As one of the employers in favour of recognition indicated it might help in the stage when selecting applicants for interview, or might provide an 'objective' assessment to place beside the more 'subjective' reference process.

Employment practices

The final area we focused on was the employment practices adopted by employers when dealing with school aged employees. We have already noted that a common assumption is that employers turn to this age group as a means of limiting costs. The responses to the questions on the impact of the NMW for 16-17 year olds suggest that this may not be the dominant concern of employers. For most of the employers the introduction of the NMW had little or no impact because they already paid their employees above this rate.

However, we should be cautious about assuming that employment costs are not important to some employers involved in this specific labour market. Three employers did indicate that the NMW had impacted on their costs and they had had to increase the wages they paid. In addition, while the majority had indicated that the NMW had no impact on them it does not mean that they did not discriminate between adult part-time employees and young employees in terms of hourly pay rates. If this was the case then employing school pupils rather than adults would result in a cost saving. The time constraints on the interview meant that such issues could not be explored in detail. It also means that we cannot dismiss the cost explanation when we look at reasons for employing school pupils.

There was some evidence of variations in employment practices across the job sectors when we consider the use of employment contracts. Just over half of the employers (24) indicated that they used contracts. It is clear that some school pupils have their jobs contractually recognised adding a sense of formality to their employment. In some cases these are verbal contracts and, as such, might be difficult to enforce, but the majority relied upon written contracts. The use of contracts was most likely to emerge in the Retail sector. This might simply reflect different practices between sectors when dealing with part-time staff. There was a slight trend for contracts to be more common where 16-18 year old pupils were employed. We have no information on whether part-time adult employees would have been given contracts in all of these sectors.

The majority (35) indicated that their employees receive initial training and a large minority (17) were able to point to ongoing training. Not surprisingly there was some variation in the training experienced by employees. This was in part sector related. For example, in the Delivery sector training appeared to focus on familiarising the employee with the delivery route. It is worth noting that none of the employers in this sector made any reference to health and safety training given the potential for accidental injury in this job.

In each of the remaining sectors we found a wide variety of training and ongoing training. This variation did not appear to be sector dependent suggesting that in all of the sectors there are examples of what we might refer to as low and high intensity training. There are also opportunities for employees to gain some certification related to their training experiences. The examples included here ranged from certification of attendance at training days through to specific certificates relating to food hygiene and lifesaving.

The existence and extent of such training could be important in the context of debates about the idea of recognising/accrediting school pupils' part-time employment. The fact that employees are trained may provide an initial basis for evaluating the skills or experiences that any recognition system might wish to focus upon.

Finally, the issue of dealing with employees less than 16 years of age was explored. Previous British research has considered the effectiveness of existing child employment legislation from two perspectives. First, requesting information from young workers about their work and, second, the practices of local authorities. The latter are responsible for implementing the legislation in this area. The existing research findings show that the majority of child employees work illegally (Hobbs & McKechnie, 1997; McKechnie et al, 2005) and it is clear that local authority practice in this area is problematic (Hamilton, 2002; Murray 2004). Some byelaws may be out of date or difficult to understand.

This is the first time that the issue of child employment legislation has been approached from the perspective of the employers. However, the findings are consistent with existing research findings. The majority of employers who have employees under 16 years of age are not aware if their employees have work permits. Only one has received a visit from the local authority regarding the employment of young people and less than half have had sight of the relevant bylaws. It is not surprising that against this background only one employer felt that the bylaws are effective. However even this positive view could be questioned since his employees were in breach of the legislation in that they did not have the necessary work permit.

At present the issue of child employment legislation is on the policy agenda based on a set of recommendations from the Better Regulation Task Force (2004). This body reviews legislation in a range of areas and suggests ways in which it could be made more effective. In the child employment context the BRTF has proposed a new system of employer registration to replace the work permit system. This would mean that employers would be registered allowing them to employ young workers.

We asked employers their views on this proposed change and found that the majority indicated that they had no objections or thought that this might be a better system. However, most employers added caveats to their supportive statement. These related to queries about how such a system would work, would it be bureaucratic, would it cost them money to register? Their support for any proposed change would be dependent on the answer to such questions. At the time of writing there is no information on the details of the BRTF proposal so it is impossible to address the concerns raised by employers.

Conclusion

This is the first study of its kind in Scotland and as such provides some insight into the employment of school aged pupils from the employer's perspective. Previous research has been dominated by an emphasis on the supply side of this particular employee-employer relationship.

From a methodological perspective, we should keep in mind the exploratory nature of this study and that it has involved a relatively small number of employers interviewed for a short period of time. Similarly, since interviews were not taped, some detail may have been lost in the real time recording of responses. However, these issues need to be kept in perspective and the main body of findings has added significantly to our understanding of employer's views.

Future studies are needed to verify the findings from this research and to extend our knowledge in this area. Consideration should be given on how to recruit employers from

large chain stores and how to include small one-person businesses such as hairdressers. The study has also demonstrated the importance of the insight that can be gained about this employment sector by attending to the demand side of the employer-employee relationship.

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APPENDIX ELEVEN

THE NATURE AND IMPLICATIONS OF THE PART-TIME EMPLOYMENT OF SCHOOL PUPILS

THE PERSPECTIVE OF SCOTTISH COUNCILS EDUCATION INDUSTRY NETWORK (SCEIN) MEMBERS ON SCHOOL PUPILS' PART-TIME EMPLOYMENT

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EXECUTIVE SUMMARY

Background and methodology

The members of SCEIN were consulted about their views on, and experiences of, school pupils' part-time employment. Representatives of all 32 local authorities took part in these telephone interviews in summer 2004.

In the interviews respondents were asked to consider the current use and impact of part-time employment and whether pupils' paid work might be recognised in their schooling. Five possible models of recognition were presented for comment.

Findings: attitudes and impacts

Just over half of respondents felt their authority's view of pupils working part-time was positive; others were pragmatic or neutral; a minority were thought to be negative.

Rurality and social class were local issues that respondents expected would impact on the availability of work for school pupils.

Pupils were thought to gain positively from having a part-time job particularly with respect to: core/soft skills such as working with others; increased understanding of the workplace; and acquisition of work discipline and financial management skills. Confidence, self-esteem, independence and maturity were also thought to be developed in part-time work.

The negative impact of the amount of time that part-time work took up was the most commonly noted criticism of pupils having a part-time job. This included lack of time for study at home, less time for sport, and lack of access to supported study and study schools. Pupils could be too tired for school lessons, or encouraged to truant by having a part-time job. The quality of the experience was criticised in many cases, and health and safety issues were a strong concern for some.

Direct evidence of impact on study was less likely to be found at authority level as schools were thought to be dealing directly with this at the level of an individual pupil or employer.

Findings: current and possible use of part-time work in schooling

Just under two thirds of respondents said that they were not aware of part-time work being used in any way in schooling at that time. Others expected that there might be informal links at a school level. A small number of respondents had more clearly formed plans to make links between school provision and part-time work. Formal links to vocational pathways were not in evidence.

When asked how part-time work might be linked more closely with schooling respondents made a number of suggestions. These included: links to Scottish Progression Awards (SPAs) through vocational pathways; links to existing school-based certification such as Social and Vocational Studies (SVS) or a Work Experience unit; links to ASDAN or Duke of Edinburgh awards; use local certificates or recording systems to include part-time work.

Health and safety issues

Respondents were prompted to consider the health and safety issues involved in the use of part-time work in schooling. Slightly more than half had some or major concerns. The general picture was one of confusion about what the legal position actually was: the other noticeable feature was the wide disparity of views. A substantial number had few or no concerns, while a significant number of others identified major difficulties.

Work experience

The relationship between part-time employment and school work experience was being considered by a number of respondents. Although work experience was still being thought of as a universal ideal for school pupils in compulsory schooling in most areas, changes had taken place in identifying priority groups for this experience and in the extent of certification.

Other forms of work-related learning and experiences

Respondents were asked about: the use and recognition of voluntary work; the extent to which schools employed their own pupils in different roles; the extent of self-employment amongst pupils; and developments in offering vocational pathways. Respondents had varying levels of knowledge about these developments, which were covered in order to seek models of using and recognising other work-related experiences both within and outwith the control of schools.

Overall opinion on possible models of recognition of school pupils' part-time employment

Respondents were asked to rate the five models in order of preference. Model 4 (recording skills from part-time work in Progress Files and Personal Learning Plans) was the only one which stood out as being clearly preferred by a large number of respondents. It was seen to be easiest to implement, and less likely to raise challenges in trying to change the taught curriculum and to moderate assessment. Model 2 (using and recording the generic transferable skills from part-time work) was the second most popular. This was also seen as less invasive and demanding, and helpful to schools struggling to evidence core skills. The least well-regarded approach was Model 1 (full embedding in the curriculum) because of the difficulty in finding space in a full curriculum, the demands of organising and monitoring this across the curriculum and the lack of contribution to raising attainment. Beyond that there was not clear pattern. Fuller details of views on each of the models can be seen in the main body of this report.

Relevant issues

The most common issues raised during discussion were related to inclusion: if an authority took a strong stance on inclusion, how could an experience that not all young people encountered be used in their education? Secondly, the impact on work experience was important: work experience needed to be consolidated and secured before part-time work was recognised. Many thought that firmer direction was required from the Executive (particularly with respect to health and safety issues). And lastly there was some concern that assessment would not be good for, or wanted by, young people.

CHAPTER ONE BACKGROUND

Each of the 32 local authorities in Scotland can potentially nominate an individual to be a member of SCEIN. Historically, some council representatives have been more involved than others, but as the review of Education for Work and Enterprise progressed, more councils began to play a greater part in these meetings. This was largely due to a recognition that both funding and political will were likely to come together to drive what became known as the enterprise in education agenda forward. Many of those local authority advisers who had been involved in education/industry work over the years of the Technical and Vocational Education Initiative (TVEI) and Education Business Partnerships (EBPs) had been members of SCEIN since its inception and brought to the network their substantial experience and insight into the interface between education and work.

At the point in time when SCEIN members were surveyed for this research, those surveyed were a mixture of:

- long-standing members with wide experience of specialist roles in education/industry links;
- local authority advisers with a range of responsibilities for the curriculum or for educational support activities (a small number of those were also responsible for the implementation of permit legislation for the work of school pupils aged under 16, and therefore had also participated in this research as part of the earlier local authority study); and
- new appointments to lead the authority's response to Determined to Succeed, and funded from this tranche of money. These tended to be from smaller authorities and were very much in the minority of respondents. Several of these individuals had not previously had a role at authority level and were therefore more likely to respond from their knowledge of the situation at a school (usually secondary) level.

The potential of the SCEIN network to advise and inform developments in enterprise in education was also increasing at this point. While no single individual could know exactly what was happening in his/her area, no other group of people was better placed to feedback the impact of policy on practice (and vice-versa) in enterprise in education, and this could be seen in the extent to which those making and delivering policy consulted the network and attended its meetings, and have continued to do so since.

For similar reasons this was a group of individuals worth consulting about the extent to which school pupils' part-time employment related (or could relate) to their educational experiences. Their knowledge and understanding of the interface between education and work would be the most likely way of getting the best authority-level view of the inter-relationship of school pupils' part-time work and their education.

CHAPTER TWO METHODOLOGY

The sample

The stages of the work with SCEIN members were as follows:

- The researcher attended a meeting of SCEIN to explain the research, and this was followed by an email from the secretary of the network to ensure that those not attending were aware of the planned contact. (Directors of Education had already given their overall support for the research, including for example the pupil survey)
- Each individual was contacted by phone to arrange a time, and the interview schedule (Appendix 1) and description of the five models of 'recognition' of part-time employment were emailed in advance together with a confirmation of the time for interview, with notes taken at the time of the interview
- Each interview was then analysed under appropriate headings and these findings are recorded in the next chapter.

Methodological issues

As already noted, respondents spoke from a range of background experiences and all were careful to note that they could only advise from their current knowledge of the situation in schools and the authority. They were not able to do further research to check their perceptions of, for example, whether or not part-time work was in any way used in schooling. (Many, however, did say that they would raise the issue at the next meeting of schools in the authority and report on any developments. Nothing more has been forthcoming from this). They also emphasised that they were giving their own impressions of the authority view and that only the Director of Education could give an authoritative view on policy. The findings, therefore, need to be read with this in mind.

Secondly, there are obvious limitations in taking notes at the same time as interviewing. Comments may be missed or mis-interpreted by the researcher. An ideal solution would have been to record and transcribe the interviews but the resources of the research did not allow for this to happen.

And lastly, it should be remembered that these interviews took place between May and July 2004 and reflected the situation then. However, this data is still relevant as it is largely contemporaneous with the research with pupils and schools.

CHAPTER THREE THE MAIN FINDINGS

The respondents

A few of the respondents felt unable to answer some questions and referred the researcher to other colleagues. While time constraints meant there had to be limitations on the extent of further contacts, where there were serious gaps in the responses the researcher contacted another individual. Therefore the total number of respondents was 34 from 32 authorities, with 100% of authorities being covered.

Respondents varied in the range of their responsibilities. In addition to being the SCEIN link, many had a Quality Improvement Officer role which meant they had regular dealings at a school level. No respondent had *only* enterprise in education as a remit. Some had a related portfolio (such as citizenship, pastoral care, FE/HE links, employer and Careers Scotland links, employability etc) while others also had responsibility for sections of the curriculum or (in smaller authorities) for a whole sector. The level of knowledge of what was happening at school level was therefore variable.

The level of responsibility of respondents also varied. Five felt they were mainly or entirely strategic in their enterprise in education role; 4 were mainly or entirely operational; 20 considered themselves to have both a strategic and operational role; and 4 were unable to comment.

The authority's attitude to school pupils having a part-time job

Respondents were asked how they would categorise their authority's attitude to pupils having a part-time job. 17 felt their authority's view was generally positive; 4 considered their authority would expect to be proactive about ensuring the balance between positives and negatives was kept; 3 thought it was a pragmatic view ('you can't really stop them, so let them get on with it'); 7 considered their authority was neutral or had no identifiable view (however, one of those expressed so many negatives on behalf of the authority that an objective assessment might more appropriately put it into the negative category); and 2 felt the authority had a generally negative view of their pupils having part-time work.

Local issues, and their perceived impact on part-time working

The impact of rurality was mentioned by a number of respondents. This had several dimensions. Firstly, the labour market for part-time work was seen to be different: more limited than in an urban area ('there are major issues of equity since children from rural areas don't have the same opportunities'); featuring family-based farm work (and how impartial might any employer assessment for certification be in this situation?); lack of access to big employers with more structured programmes; and travel issues. Travel problems included the lack of public transport outwith peak travel times, and the impact of bussing pupils into school on their access to part-time work. This last point also was thought to have an impact in less rural areas, for example where there were a number of 'magnet' schools, where there was no local denominational school and where an authority had taken a decision to deliver secondary education to smaller communities through large centralised schools. In these cases bussing also took place. Travel issues also affected the setting up of vocational programmes, especially where the FE college was not particularly local; they also affected access to a range of work experience places.

The social class mix of communities was also noted as a local feature. On the one hand, young people from very poor areas were thought to be more driven to take on part-time work for reasons of family finance; others thought that poverty was linked to a family's lack of access to labour market opportunities and that young people in poor areas were actually less likely to have a part-time job. At the other end of the scale, some suggested, middle class parents were likely to discourage jobs in the service sector as being low status, and where there were a significant number of independent schools the emphasis for young people was seen as being more towards allocating time out of school to sporting success rather than towards part-time work.

Positives about school pupils having a part-time job

The most common positives noted were the opportunities to gain some of the core/soft skills, particularly working with others, interpersonal skills and communication. Increased understanding of the business environment/workplace was the next most commonly reported: this often was followed by a comment about the 'reality' of the experience – 'they have to handle real consequences of what they do'; 'they can have real responsibility'. Several respondents contrasted this with work experience which they felt was less valuable in showing pupils what work was really like. Another set of responses related to the development of work discipline, followed closely by financial issues – 'learning the value of money'; 'puts them into a situation where they can hope to earn money while in higher education'.

The development of confidence, self-esteem, independence and maturity was also a common theme, as was the chance for pupils to learn to balance their life-style and manage time. Positives in relation to school work were mentioned by a minority, and these included:

- Provides a context for the skills and knowledge learned in school
- Increased maturity from part-time work benefits their approach to learning
- Can bring the work ethic into their school work and the classroom
- Enhances attainment through increasing the motivation to 'stick in' to get a better job than the one they were working at part-time

Negatives about school pupils having a part-time job

The potentially negative impact of the amount of time that part-time work took up was the most commonly noted criticism. This had several dimensions:

- Lack of time for study, particularly when pupils nowadays needed to do more homework rather than less, especially those applying to increasingly competitive courses of higher education. Some qualified this by saying that it was easy for teachers to blame pupil underperformance on part-time work.
- They were thought to have less time for sport (undermining, as a result, authority strategies to increase the health and fitness of pupils) and other extra-curricular activities, or for support for school events (particularly senior pupils who tended to be called on to help at parents evenings, for example). Again there were some qualifications of this. Some said that it was up to schools to be more flexible and creative about how sport and other activities were timetabled out of school hours; others, from rural areas, commented that pupils who had to be bussed home were cut out of these anyway; and a small number commented that young people with 'oomph' were able to manage their time to include all the elements they wanted in their lives.

Another comment was that it was naïve to assume that if pupils were stopped from engaging in part-time work that they would automatically get involved in sport (or homework, for that matter).

- They might be unable to access supported study programmes in the Easter holidays, or summer schools to encourage and support access to higher education. The issue here was that a job that paid throughout the year could be lost because of a short break in employment.
- There could be an incentive to truant or opt out of school work, particularly when employers asked for extra hours before Christmas or during study leave
- Pupils could be tired because of lack of sleep

This last point leads on to a second negative from SCEIN members' point of view. The related issue was not the number of hours, but the time of the day when pupils were working – early in the morning (especially for the youngest pupils) or later at night (for those in hospitality-related jobs, usually older pupils).

A third group of negatives related to the quality of the experience that young people had, and the way they were treated. Some young people, they thought, were exploited in terms of what they were asked to do, what they were paid and the pressure put on some pupils to increase their hours. Others commented that some part-time work put the very young into the poorest environments, for example work in a chip shop.

Finally, for a small minority health and safety issues were a negative. Protecting young people from negative environments such as 'hanging off the back of a lorry' was important. It may be surprising that only a few raised this issue: it seemed that those who had some responsibility in their authority for health and safety were most likely to be exercised by this, and for them it was a very serious issue. But as we will note later, it became much more of an issue for respondents when questions were asked about recognising part-time work in schooling.

Impact on study

Respondents were asked to give more details of any perceived impact on study. Ten had no further specific comment on this, and another twelve noted that nothing had come up to authorities from schools. This seemed to be because the impact on study was dealt with at school level, and only when the school felt there were broader issues to be considered were they raised at authority level. Indeed, some said that even school managers would not be fully aware of any impact on study as much of this was dealt with by pastoral care staff.

Two examples were given to illustrate the points at which issues about the impact of part-time employment on study might come to an authority: one major employer was seen to be putting unacceptable pressure on senior pupils to increase their working hours prior to SQA exams; another school had noted many pupils failing to meet attainment targets, and, following guidance interviews with these pupils, their involvement in part-time work was noted. This authority was considering writing to these employers.

What made some authorities and schools more anxious than others? There was no clear explanation for this. Some suggested that schools in more middle-class areas were more likely to be concerned, while those in less affluent areas acknowledged they had to recognise that family poverty might be a driver for pupils and schools and authorities could not put a

stop to an activity that helped to take children out of poverty. Others suggested that this varied at the level of subject disciplines, with maths and modern language staff, for example, being particularly keen to stop pupils 'taking their eye off the academic ball'. For others the variation was at the level of an individual teacher, with some considering that 'anything that intrudes into a pupil's school life is negative'.

Lastly, one comment showed the potential variation in response from within an authority - 'As earning money and assignments clash, those responsible in the authority for attainment become more negative about it.'

Current and planned use of part-time work in schooling

Twenty respondents said that part-time work was not used in any way in schooling, nor was this planned: some qualified this by adding 'as far as I know'. The main reason given was that most had just not thought about it: it was not part of the Determined to Succeed plan; it had not formed part of employer discussions on business partnerships; and there had been no consideration of links between part-time work and vocational pathways. One of the main reasons for the lack of a link with vocational pathways was that some of the sectors typically covered by these pathways, for example, construction and engineering, were thought unlikely to be areas in which young people had part-time jobs: areas such as retail, where part-time work was common, were not yet part of the vocational pathway provision, usually because retail training was not located in the college sector but with employers and private trainers. However this did not explain why there had been no consideration of links with vocational pathways such as hairdressing and hospitality where part-time work was already common and where training could be done at an FE college. Other reasons were:

- Schools wouldn't know which pupils were working so could not make these links, and pupils might be reluctant to admit to having a part-time job
- Schools would not wish to know or make use of it as it might encourage more part-time work

Some other respondents thought that there might be some informal links at a school level. Discussion of part-time work might be happening in some classrooms, with some teachers. This was more likely to occur in English, Business Studies and PSE. There might be links between part-time work and work experience: one might lead to the other, with the same employer. And one respondent thought there was some use of part-time work for the Duke of Edinburgh Award Scheme.

A small number had considered developing closer links in the past. Two authorities had seriously considered replacing work experience with part-time work but because part-time work was not standardised, monitored and had no partnership agreements, this had been abandoned, at least temporarily.

Others had been wondering about a possible use of part-time work. This might replace work experience for those who had part-time jobs, and release placements for young people with additional support needs. Another idea was that part-time work might be used to help in the certification of work experience since the number of hours required for Intermediate 2 could not normally be found from work experience alone. One respondent thought that New Community Schools might be a good way to harness part-time work, and gave the example of a key worker who set up a baby sitting group for young people who were paid for babysitting in order to help support and train them in this role.

A very few authorities had more clearly formed plans to make links with part-time jobs. These ideas included:

- Schools would have a 'part-time work' noticeboard where employers who were in partnership with the school would advertise vacancies. This would control hours and share the opportunities around more fairly
- Using part-time work on its own to deliver Intermediate 2 Work Experience, as this seemed to fit the experience required more closely than school work experience
- Building part-time work for S6 into business partnerships under Determined to Succeed, whereby there would be a contract (to ensure each pupil kept a balance between work, study and other parts of their lives) and an agreed wage.
- Developing an agreement between a call centre and 8 local schools, which included part-time work opportunities

At the other end of the scale some showed considerable reluctance to make any links: 'the answer is to bring vocational experiences into the school, not use outside experiences that are not controlled by the school.'

How might part-time work be linked more closely with schooling?

Before asking respondents to consider the 5 models of recognition of part-time work, they were asked to suggest some possible uses of part-time work in schooling. A full list of suggestions is included in Appendix 2, but some examples now follow to illustrate the range of ideas.

- Part-time work might be used within vocational pathways, perhaps to cover the work for a half or a full module from the group of modules. This could also be done by using an SQA-accredited employer of part-time school pupils to provide evidence for a Scottish Progression Award (SPA). Or a hairdressing employer, for example, could be paid to close the salon for half a day to do accredited training as part of a hairdressing vocational pathway. Another idea was that part-time work might be used as part of an SPA in Employability Skills.
- Part-time work might link with existing school-based certification. There could be a strong possible link with Standard grade Social and Vocational Studies (SVS), for example. It could be accredited in its own right at Intermediate 2 Work Experience. Or, since the SQA was saying that one week of work experience was not enough, the second 'week' could be provided through part-time work, thus covering the required 60 hours for Intermediate 2.
- Other certificated or structured provision, usually for young people with particular needs, was suggested as possible areas for linking part-time work into schooling. These included: Access 3 Work Experience which did not need moderation; Preparation for Independent Living Unit 1 or 2; ASDAN awards which could include part-time work as part of Learning for Work initiatives; an ENABLE initiative which employed young people without special needs to do a part-time job alongside a young person with additional support needs; Princes Trust Excel award; Bridges to Work programmes in special schools. Using part-time work in schooling would link well to authorities' work to engage disaffected young people. The Bridges to Employment package being introduced for all young people in one area was another possibility.
- A third possibility was to extend local certificates or recording systems to include part-time work. One authority, for example, was planning a Determined to Succeed Award Scheme for young people doing voluntary work or citizenship activities, and

this could also include part-time work. Another had a Local Leavers' Statement of Achievement in which young people might be encouraged to include part-time work. A third had a local certificate for Enterprise and Citizenship in which part-time work could have a logical place.

Respondents also made general comments about making more structured use of pupils' part-time jobs. From a positive point of view, if it was more official, employers would need to be more open about selection, and young people could be supported and helped to keep a proper balance in their lives. Some made the point very strongly that it was time that such a formative and significant experience in pupils' lives was 'brought out of the closet' and 'the authorities' (in the broadest sense) forced to put systems in place to deal with the reality of school pupils' contact with the workplace.

Others were more cautious or strongly against the use of part-time work in schooling: 'if we accredit part-time jobs, we will be, for those under 16, accrediting an illegal activity.' There were practical issues: the reality, it was thought, was that employers had the power to make young people do what they wanted, and schools could not control the experience sufficiently to incorporate it into education; and if part-time work was linked to schooling, especially to vocational pathways, what would happen if a school pupil moved from, for example, a job in retail to one in the care sector?

Health and safety issues

Respondents were prompted to consider health and safety issues involved in the use of part-time work in schooling. Twelve respondents could not see any particular problems, two felt it would be relatively easy to extend the risk assessment currently done for work experience (including that for post-16s under the school's 'duty of care') and a third thought that those companies on the existing work experience risk assessment database might well overlap considerably with those companies who were providing part-time work for school pupils.

Some suggested that at the moment parents would be responsible rather than the school if children under 16 were doing part-time work, but if it became part of the curriculum then the school could no longer deny knowledge.

The remainder, just over a majority, had some or major concerns. Some concerns related to specific types of part-time working for example in farming and fishing environments. Others raised not just health and safety but child protection issues, for example pupils in S3/4 delivering goods in the dark, or going round doors to sell goods. One authority was considering requiring work experience employers to hold Disclosure Scotland certificates because they should not otherwise be in 1:1 contact with those under 16 years old. Many of the issues that might affect recognition of part-time work in schooling were also present in the attempts to regulate work experience, some feeling that work experience was now getting so over-controlled that it was becoming unmanageable.

There was considerable confusion about what the legal position actually was. A small number were unsure whether there *was* some kind of system in existence, for example in a byelaw. *Was* a permit needed for under 16s? The following quotes will give a flavour of the concerns, and the lack of clarity of the current situation:

- ‘We couldn’t stop it anyway. The overarching legislation doesn’t provide enforcement powers to stop it, only Environmental Health can, and only regarding food retailing.’
- ‘If we’re going to accredit part-time work, it would need legislation that makes the links clear between the byelaws (secondary legislation) and employment legislation (primary legislation). Companies can hire legally under employment legislation, but illegally under the byelaws’
- ‘Our legal services say that if they have a National Insurance number and are under 16 they can be paid to work but they can’t be paid otherwise.’
- ‘There are greater insurance difficulties if young people are paid than not paid’
- ‘Under ‘duty of care’ in the common law the local authority does have responsibility for pupils’ welfare when they are out on an experience that the authority approves of, so if we ‘recognise’ part-time work, for example for core skills, this could be termed an exercise we approve of.’

Some of the underpinning concerns related to the possibility of the authority being sued: ‘There needs to be a change in the law or statement from the Executive to say they will cover our liability if part-time work is to be assessed, recognised or incorporated in schooling in any way.’ One respondent raised the personal issues involved: ‘if there are problems then it’s me as an individual that’s personally responsible and could be sued, not the authority.’

The general picture was one of confusion. The other noticeable feature was the wide disparity of views. A substantial number had few or no concerns, while a significant number of others identified major difficulties.

We now consider a range of experiential activities, undertaken by school pupils, which have some similarities to part-time employment and might provide models of ‘recognition’ or raise relevant issues. We look first at work experience, then at voluntary work, employment in the school, vocational pathways and self-employment.

The current position of work experience – extent of coverage

It is relevant to consider the position of work experience as this demonstrates how schools handle and use an employer-based educational experience. As will become clear, it appears that there is a developing relationship between part-time employment and school work experience, with the latter very much in a state of flux.

Firstly, how many school pupils in Scotland have a work experience placement?

Thirteen authorities were aiming for 100% of pupils having a work experience placement (two qualified this by saying that 100% of pupils would have this over a period of S3 to S5 with all others expecting this to be done at the end of S3 or during S4, ie during compulsory education). Another seventeen recognised they were not reaching 100% but that the vast majority (around 80%) took part in work experience. Where an authority was not achieving its target of 100% this was because: parents would not agree to the placement; the placements available did not match the vocational aspirations of pupils; or pupils were excluded from school. A very small minority had moved from aiming for 100% coverage to targeting pupils who might find it useful. In these cases it was available to those who were thought to be most disadvantaged, were aiming for direct entry to the labour market, or needed the experience for entry to HE courses or to professions.

These figures imply that work experience is still thought of as a universal ideal for school pupils in compulsory schooling. But further questioning showed that a radical examination of the value of work experience was taking place. A number of factors and perceptions were driving this re-examination of work experience:

- The place of work experience in schooling had been strengthened in many areas by its ability to contribute, through the certification of the experience, to attainment targets. However, difficulties with certification had been increasing, thus undermining the place of work experience in the curriculum. (This is considered in more detail in the next section).
- There had been an increase in ‘self-found’ placements, and this was taking the allocation of placements out of school control. (One authority noted that in a particular school ‘self-found’ placements were now in excess of 70% of placements). There was an equity issue here as pro-active parents and families used their contacts or encouragement to secure ‘good’ placements for their children. Some authorities, observing this happening, were keen to target work experience placements on those children whose parents were not in a position to be influential on their behalf.
- There was increasing tension between what were seen as varying purposes of work experience. Was it still about ‘gaining an understanding of the working world regardless of whether it was in an occupational area that interested pupils’? And if so, was it of any value when pupils already had had part-time jobs, in some ways seen as giving a more accurate reflection of the demands of the working world? If it was to give pupils a ‘taster’ in an area of vocational interest, then placements were not seen to be sufficiently varied to match the aspirations of pupils.
- Following on from this point, many authorities were keen to move to ‘bespoke’ placements targeted on individuals needing the experience to move into particular HE courses or professional training, or those with specific needs, for example excluded or disruptive pupils, those with additional support needs or those expecting to enter the labour market straight from school (especially from S4 or from the leaving date in the middle of S5).

These issues are particularly relevant to this research as the targeting of work experience was seen by many authority representatives to be practicable since many pupils had already had paid part-time employment.

The current position of work experience – certification

Across Scotland the general picture was of a reduction in the certification of work experience, although a number of authorities were still aiming for close to 100% certification. Most of those (10) were certificating work experience at Intermediate 1. Some were aiming for Intermediate 2 (5) but this was for at most 50% of the year group. Beyond this certification was limited or non-existent (11). This included: certification only for those doing Social and Vocational Studies; the use of the ASDAN award; the use of work experience to provide evidence of core skills, particularly ‘working with others’; and certification at Access 3. It also included two authorities where a positive decision had been taken not to seek accreditation because the quality of the experience was seen as being the most important gain. Six authority representatives were not sure about the extent of certification in their area.

The most commonly raised issue was a lack of clarity about SQA requirements for certification, with some authorities apparently being given different advice from SQA

compared with others. On the one hand, accreditation at Access level created no organisational difficulties but this level of qualification was thought not to be valued by able pupils (particularly those aiming for higher education), parents or school senior managers. There was thought to be a lack of clarity, for example, about the number of hours required for Intermediate 1 and 2, what level of qualification could be gained by pupils who had used an authority or Careers Scotland database rather than finding their own placement, and the extent to which pupils had to negotiate their own tasks with the work experience employer in order to get higher levels of certification.

Accreditation of work experience was thought to be more important for some pupils than others. Those with otherwise low attainment were thought to be a priority for certification; but on the other hand pupils who would benefit most from having an Intermediate 2 award were not thought to have the resources to get their own placement. One authority noted that some pupils were asked to do extra placements in their school holidays to raise the number of working hours in order to get an Intermediate 2 award: it was important that they found their own placements, but since pupils had been told these had to be related to vocational goals it was not possible to use any part-time employment unless it related to their vocational aspirations.

Voluntary work

Formal recognition of pupils' voluntary work came from the SQA in only a small minority of situations. Three authority representatives noted the use in some of their schools of SAD, VAD or PAD units to recognise voluntary work. Five noted some use of undefined certification which was seen as the equivalent of the old 'Community Involvement' module whereby 'the SQA gave a set of criteria and a named assessor in the workplace ticked boxes to confirm the criteria had been met'. In addition to this there would be, presumably, some kind of internal or external moderation/verification. However, there was much greater use of other types of recognition:

- 16 authorities noted some use of the ASDAN award to recognise voluntary work, and two said this was being introduced. This required young people to provide evidence of having met their negotiated 'challenges', and the number of hours completed would be signed off.
- 18 authorities noted that community work was recognised as part of the Duke of Edinburgh Award Scheme. This was not difficult to do, it was suggested, as the standards were clear and agreed by everyone. A log book signed by the person with whom the young person was working was considered sufficient evidence.
- The Princes Trust, or Princes Trust Excel, was noted by 9 respondents as happening in their area, and using unpaid community work as part of the experience.

School level certification of voluntary or community work, through achiever awards or citizenship certificates, were noted by almost all respondents. Some noted that this was only certificated if the voluntary work was part of the school curriculum and raised the issue of who accredited voluntary work undertaken outwith the school curriculum? This had been addressed in one area where development funding had been made available to ensure that all young people leaving school should have a certificate from volunteering accredited by the local Volunteer Development Centre.

Although a small number questioned the desirability of this happening, when asked if these models could be used to recognise part-time work most thought it would be possible.

The school as an employer of pupils

Some schools in some authorities (11) were employing their own pupils for specific tasks (and in one case, pupils worked centrally with the authority, providing administrative cover over the holiday periods). These roles included: school cleaner (4); website design (4); admin duties in the school office (5); and support for summer camps, including Enterprise Camps (3). There were also instances of other tasks being paid: work in the school library; dining hall supervision; coaching; mentoring; playground supervision; setting up science experiments for the next day.

Generally, however, there was some resistance to mentoring roles being paid. This was partly due to a feeling that pupils should contribute to the school community through voluntary support for others, and also to a reported block from the EIS to pupils being paid for any duties that might have been done by a teacher. The situation was confusing, for example, with some areas expecting pupils to do admin work in the school office as volunteers, and others paying for this work. Nine respondents felt that most of this work should be on a voluntary basis. The remaining respondents were not clear whether schools employed pupils in their area (11) or were clear that this did not happen (10).

While the number of young people involved in this was small, it is relevant to this research for two reasons. Firstly, where the school is also the employer, the potential exists to develop approaches to assessing and accrediting the experience. Secondly, as some respondents suggested, this could help with any equity issue by ensuring that disadvantaged young people who did not have a part-time job with another employer were given priority access to these opportunities.

Self-employed pupils

The majority (25) of SCEIN respondents felt unable to comment on the extent of self-employment amongst pupils. Others had anecdotal evidence, but this was based on the exceptional rather than the common experience of pupils. Most of the evidence came from activities arising out of Young Enterprise programmes, with one locality noting that it was a role for school enterprise programmes to help the young person who was a sole trader. The only pattern noticeable was that in some farming communities it was common for a pupil to have their own cow or sheep from which they built up a small business.

The types of businesses pupils ran ranged from the more informal (babysitting circles, selling home bakery and tablet round doors, employing others to do a paper round, negotiating from a supermarket the right to allocate 'trolley-gathering' work to others) to more structured opportunities such as:

- Being a weekend musician
- Producing craft work for sale at shows
- Bike hire
- Importing a game from the internet and negotiating ownership of the UK franchise
- Selling goods on a personal website
- Growing mushrooms for farmers' markets
- IT consultancy

Those respondents who gave examples of self-employment amongst pupils were positive about the skills and experiences gained, responding in some cases with a mixture of admiration and astonishment at some of the entrepreneurial approaches used. However another respondent commented that schools generally might not be so positive: ‘some schools are so concerned with attainment they are very unlikely to celebrate wee Jimmy having his own business’.

Vocational pathways

Vocational pathways have been developing in order to provide young people with a vocational experience, with a workplace (or simulated workplace) element. Respondents were asked about the stage of development of vocational pathways, the sectors involved and the potential for links with school pupils’ part-time employment.

At the time of this research, vocational pathways were at very differing stages of development in authorities. Around a third could be classified as well developed with a range of industry sector provision, with the remainder at differing stages from pilot to limited range. Target groups were varied: some had replaced one or more ‘S’ grades with opportunities which included vocational pathways; the majority of authorities were targeting a varying minority pupil groups (for example those for whom a particular ‘S’ grade seemed unsuitable; those who were challenging or disaffected; S5 Xmas leavers; or those studying ‘S’ grade at general level who might be encouraged to remain in full time FE).

Not all respondents were familiar with the development of vocational pathways in their authorities, but from those that were, industry sectors covered by these pathways (which typically included work towards SPA awards) were:

- Construction (28)
- Hairdressing (15)
- Hospitality (10)
- Care (9)
- Sport and leisure (8)
- Land-based (8)
- Admin (7)
- Motor vehicle (5)
- Engineering (4)
- Retail (2)
- Tourism (2)
- Call centre (2)

Industry sectors are listed above to allow comparisons with the types of part-time work that the pupil survey has identified. Few respondents had considered that part-time work might provide a work context for vocational pathways, and when asked, only a minority saw it as a possible development, with hairdressing being the sector most likely to be noted as a possibility. One reason for this was that they tended to expect pupils to be working in retail and hairdressing rather than in opportunities that might match to the vocational pathways.

Respondents were asked how the sectors were chosen for development. The most common approach was to start by making use of spare capacity in the local FE college. This approach

impacts on the range of pathways as some sectors, most significantly retail, deliver off the job training through companies or commercial training providers, and some respondents questioned whether parents would accept the value of training provided in such settings compared with that available in FE. (It is likely that this comment also reflects the view of many school and authority staff, given historical scepticism about work-based training routes compared with academic ones). A small number of authorities noted that their initial sector targets had been based on labour market information and skill shortages, though that had also been constrained by the availability of FE provision. Localities where there was no FE provision had had to be much more flexible, making use of what available provision there was, and locating much of the vocational learning on adapted school premises.

It was not the purpose of this survey to gather detail on vocational pathways, as the focus was on possible links to part-time employment, but it was clear that there were a large number of developments taking place, not just in the S3/S4 curriculum, but also at S5 and S6 (for example, the introduction of HNCs in some specialist areas for senior pupils). All these developments have the potential to link to pupils' part-time employment; indeed without this it could give rise to the bizarre situation where schools and authorities are struggling to locate work-based learning opportunities for young people who are already employed in the part-time pupils' labour market.

Two other relevant points can be noted. A few respondents suggested that part-time work might contribute to the employability element of SPAs. Secondly, it seemed clear that choice and allocation of several pathways was highly gender stereotyped.

Possible models of recognition of school pupils' part-time employment experiences

In discussing possible approaches to recognition of pupils' part-time employment it was important to categorise the different models. The following description, based on a working paper produced by the research team, was sent to SCEIN respondents ahead of the interviews.

In principle, there appear to be five models of recognition. These are differentiated by a number of factors including the following: the extent to which the school is involved, the extent to which the employer is involved; the nature of the link (if any) to the school curriculum; the nature of the link (if any) to employability or other progression; and whether or not they will lead to certification.

Model 1: recognition of part-time work through full embedding in the curriculum

In this model part-time work would be recognised as a context for school learning and assessment. This could be achieved through syllabus inserts and/or by ensuring that there were opportunities for learners to draw on their experience of part-time work in assessments. There would be no discrete certification.

Model 2: recognition that part-time work can develop generic transferable skills

In this model part-time work would be recognised as a context for the development and assessment of skills which complement the subject-based curriculum. These could either be skills which can already be assessed and certificated through national units (eg core skills) or skills which would require the development of new national units (eg other employability skills).

Model 3: formal recognition of the distinctive outcomes of part-time work

In this model part-time work would become a focus for discrete certification in which either the school or the employer or both could be involved. This would result in the generation of formal record of the outcomes of part-time employment within the Scottish Qualifications Certificate.

Model 4: recognition of the role of part-time work in personal planning

In this model, part-time work would be formally recognised as having a part to play in the learner's personal development planning. This would be captured in paper or IT-based support materials related to Progress File and/or Personal Learning Plans.

Model 5: recognition of the potential of part-time work to contribute to progression

This model focuses on the contribution which the experience of part-time work may make to the learner in future – ie to the next stages of education or to employment - rather than on possible links to concurrent school activities. Examples of the outputs envisaged here would include web-based self-assessment programmes for the learners, structured references for use by employers, or a combination of these.

Overall opinion on possible models of recognition

Respondents were asked to rate the models in order of preference, taking into account all the comments they had made about each approach. Some respondents chose to rate one or more models at the same level of preference, and these are included in the table below with an 'equals' sign. Where respondents felt that a model should not be considered at all, 'No' is noted as the response.

Choice	Models				
	1	2	3	4	5
1 or 1 =	6	7	7	15	5
2 or 2 =	2	11	4	3	8
3 or 3 =	4	8	6	6	5
4 or 4 =	9	5	7	6	7
5 or 5 =	7	1	7	2	6
No	4	-	1	-	1
N=32					

Model 4 (recording skills from part-time work in Progress Files and Personal Learning Plans) was the only one which stood out as being clearly preferred by a large number of respondents. Firstly it was seen to be easiest to implement and secondly respondents thought this was already being done to some extent in most schools. Respondents who put this as their preference were also particularly conscious of the challenges involved in changing the taught curriculum and moderating assessment.

Taking first and second preferences together, Model 2 (using and recording the generic transferable skills from part-time work) was the second most popular. This was also seen as less invasive and demanding, and was likely to be viewed as helpful to schools which were struggling to create a context in which core skills could be evidenced, particularly the core skill 'working with others' which, it was thought, could be easily evidenced from part-time work.

The least well regarded approach was Model 1 (full embedding in the curriculum). The difficulties involved in finding space for syllabus inserts in a crowded curriculum, the possible ‘over-kill’ if several subjects were referring to part-time work and the fact that not all pupils in the classroom would be able to contribute to discussions or demonstrate their experience were key concerns. Another negative was the fact that no discrete certification meant that it did not contribute to schools’ key objective of raising attainment. Having said that, those who put this model as their first preference were strong advocates for it, viewing it as the only approach that had any serious chance of using part-time work to its maximum capacity in pupils’ schooling.

Beyond that there was no clear pattern. Each model had its supporters and detractors. The next section looks at the comments on each model in turn, but one clear recommendation from the data from SCEIN respondents is that a range of models is required to make use of part-time work in schooling.

Views on Model 1: Recognition of part-time work through full embedding in the curriculum

Those who were positive about this model felt it ‘gave a tremendous opportunity to integrate elements of the curriculum and to help pupils see schooling’s usefulness in everyday life’. Many of those who felt that formal embedding through syllabus inserts would be impossible nonetheless thought that discussion of part-time work was already happening informally, and was part of good teaching – ‘excellent, encourages participation in class, gives real-life contexts and let others not in part-time work see and share the benefits’. Subjects in which part-time work could play a role included English, IT, computing, business education, maths, social subjects, science, vocational courses, SVS. This could be assisted by linking the learning into LTS guidelines for specialist subjects. The learning from part-time work had an obvious role as part of the guidance curriculum, although this was already thought to be overcrowded.

On the negative side, there was no discrete certification, therefore this model could not contribute to raising attainment. There were a number of other concerns: teachers were generally considered to be reluctant to think of the work-related purposes of education; keeping a whole class engaged with an experience that only some had had was problematic; and acknowledging an experience that was possibly ‘illegal’ was worrying (this latter point was raised with respect to all the models).

Views on Model 2: Recognition that part-time work can develop generic transferable skills

There were seen to be many positives about this model. Firstly, schools had struggled to evidence ‘working with others’ as a core skill, and part-time work, they believed, could clearly deliver on this. Secondly, a broad generic approach, which could harness transferable learning from part-time work *and* from a range of other experiences (such as work experience, voluntary work, drama, sport and enterprise activities) would be able to cover the full pupil group, and deal with concerns about equality of opportunity. Thirdly, if an employability unit were to be developed, it would force the development of better links with employers locally (and might encourage employers to provide a better quality experience for school pupils working with them part-time). Lastly, it was seen to be very important for their future that young people became aware of, and could describe, transferable skills.

Negative aspects of this model related to the practicalities of implementing it, and to respondents' concerns about the quality of experiences that pupils might have in their part-time work. SQA was thought to be still struggling with the certification of core skills; an employability unit might not cover the learning in drama, sport etc; there were no materials or precedent for helping pupils to reflect on their learning from part-time work in the way that there were for work experience; and perhaps some part-time jobs might not have transferable skills ('Are checkout skills transferable?!'). Practical difficulties would also apply to any employer role. There were questions such as: surely accreditation of employability skills would need to be actually in the workplace, not at school?; would employers (other than large ones) be willing to actually spend the time writing down their evaluation of young people's core/employability skills?; how could you compare jobs – two young people, each employed 'in a newsagents' could have very different experiences and gain very different skills.

Views on Model 3: Formal recognition of the distinctive outcomes of part-time work

The most positive aspect of this model was the necessity of employer involvement in a joint partnership. It was also thought that having such evidence on an SQA certificate would be well-regarded and therefore useful to young people, employers, parents and the school alike.

Although the description of the model noted that 'either the school or the employer or both' could be involved, respondents felt this was not something that schools would be able to do on their own. There were two reasons for this. Firstly, written evidence could be artificially manufactured for assessment and young people might be able to describe a level of skill they could not actually demonstrate: it would be important that there was overt evidence of the skills gained. Secondly, the workload involved in training school staff (and, prior to that, in selling the idea to schools) was considerable, as would be the school staff time involved. The last negative about this model was respondents' uncertainty that employers would or could make the level of commitment required: it was already proving difficult to engage and sustain the engagement of employers in working with schools.

Views on Model 4: Recognition of the role of part-time work in personal planning

This was seen as the easiest model to implement, and one which, it was thought, was already in place to some extent in most areas. This approach would: 'encourage the recording of experiences in and out of school and how these contribute to the kind of person you are'; be useful for applications for jobs/FE/HE and for PSE discussions; lets young people assess themselves and help them to explain and be aware of how their skills are developing; brings part-time work into the open, acknowledging it as a powerful learning experience; and gives young people time to reflect on their experiences. It could also make obvious links to non-SQA awards such as ASDAN.

To make this model work would require, it was suggested, that young people be given support and help to tease out their skills, especially employability skills. It could not be assumed they would be able to do this automatically. Was the changed pastoral care/guidance system able to provide this support? Secondly, respondents noted that the extent of usage and development of Progress Files and Personal Learning Plans was variable across and within authorities. For some respondents, taking this approach was too easy, and missed the chance to provide more formal recognition through a certificate. Nonetheless, this was the model that commanded most support from SCEIN respondents.

Views on Model 5: Recognition of the potential of part-time work to contribute to progression

This model required most explanation and discussion as it appeared almost the same as Model 4 to many SCEIN respondents. One option, that web-based self-assessment programmes might be available on Careers Scotland's websites and/or through local library and community learning sites, made this approach attractive to several respondents by taking it out of the formal education context. Other possible locations, such as on employers' premises, with training providers and FE colleges, were also considered. A positive was that young people at the point of transition, or in preparation for a Careers Scotland input, would be able to access review materials that could be immediately used. If a pupil's self-assessment was then counter-signed by his/her part-time employer, then this would strengthen the credibility of the assessment and assist employers (particularly smaller ones) by providing a structure for a reference. This was seen as most useful for young people with few or no qualifications. If Careers Scotland staff were able to provide personal support as part of their assisted services, this would further improve this model. It could also be an approach that applied to any 'out of school' experience. And lastly, web-based approaches might well catch the interest of young people.

However, this approach kept part-time work still separate from schooling, and allowed schools and their staff to avoid recognising this powerful learning experience. There was no formal certification, and unless this approach became well used across Scotland, it would have no more credibility than any local initiative. Schools could, in theory, make more use of part-time work using this approach, but only if the guidance/ pastoral care system was able to support it, and this was very questionable. Lastly, while young people did like web-based learning, there are real challenges in designing packages that are truly appropriate: a lot of IT resources were thought to be at a reading age well above the average.

Comments to summarise

Finally, respondents were asked to note any key points they wished to emphasise.

The most common issues raised related to inclusion: if an authority took a strong stance on inclusion, how could an experience that was not available to all young people be used in their education; middle class young people were thought to get the better jobs, which makes this unfair; and special needs pupils need a shorter school day, so they must be unable to manage to add part-time work on at the end.

Secondly the impact on work experience was considered; it was important to get work experience consolidated before developing recognition of part-time work. Work experience was seen to be a more powerful experience if it preceded part-time employment for pupils.

Firmer direction was required from the Executive (particularly with respect to health and safety issues) and there was the need, it was suggested, to develop a framework for vocational education.

Lastly, there was some concern that assessment would not be good for, or wanted by, young people. Maybe it was enough that the greater maturity caused by having a part-time job showed up in current assessed work rather than create new units? And perhaps young people were 'sick to death' of unit tests, and this would be just another one.

CHAPTER FOUR OVERVIEW AND DISCUSSION

Several issues are raised in this section, many of which will be tied into other sources of data in the final research report.

Links with employers, FE colleges and schools

Formal partnerships between schools and employers (eg as part of the Determined to Succeed targets, or through linking into specific vocational pathways) may ensure that young people get good experience and let the local authority meet Determined to Succeed objectives. However linking school pupils' own paid employment with local companies into their schooling is likely to require a more pragmatic, general (rather than vocational) or looser approach than this to accommodate the reality of young people's moves into, out of and within part-time work: otherwise young people could become contractually tied, or feel under pressure to remain in a job in order to fulfil requirements for recognition.

Some of the SCEIN interviewees suggested that the Scottish Executive should make using part-time work a required part of business engagement by schools and LAs – such a negotiation was thought to be too difficult to be handled at a local level.

There was a view that it might be necessary to look at the range of part-time employment in an area before deciding which of the five models of recognition (discussed in the previous chapter) might be appropriate to use to recognise part-time work. This could certainly be the case if the link between schooling and part-time employment was via vocational pathways and the Scottish Progression Awards. The development of local arrangements would mean that there would be no common national approach to the recognition of part-time work. How much does this matter?

Some respondents suggested that, if formal partnerships were to be developed, those companies who recruited school pupils into their part-time workforce for an intended period of 3-6 years (while the young person continued in FE/HE) might be more willing to put time and energy into developing their young workers, and therefore be willing to commit to the requirements of formal recognition. However, this would be an approach available only to those young people seeking to remain in education at college or university after leaving school, an equity issue.

Part-time employment and vocational pathways

Another equity issue arises when recruitment to, and selection for, vocational pathways is considered. Who are vocational pathways aimed at? Both employers and lecturers were said by several SCEIN respondents to be 'pleased with the quality of young people' being put forward for the vocational pathways. (This comment was less likely to be made where access to vocational pathways had been targeted at disaffected or disengaged young people, an approach which had been adopted in some areas). Added to this comment was the suggestion that lecturers felt they were more able to 'slot young people in' to full-time courses on leaving school because they were getting a 'consistently better calibre' of young people than many applying to FE previously. From a labour market perspective, there was an incentive for young people who were making good progress to continue along a particular vocational pathway and into full time work in the same vocational area since the level 2 qualification could not be awarded to them until they were actually in employment. There was also an

incentive for the employer to take these young people on as full time workers since financial payments became available very quickly to the company once an employee achieved the level 2 award. Such clear articulation between school pupils' achievements in vocational pathways and post-school opportunities in FE and the labour market is obviously extremely important for those young people who have clearly chosen their career direction and who have been carefully advised and supported. But it is potentially very narrowing for others (probably the majority) who are less clear or committed to a single route, chosen at the end of S2. Only one SCEIN respondent noted that the careers adviser was involved throughout with those young people on vocational pathways (but this issue did not emerge until more than halfway through the research interviews, so not all respondents were asked about it.). If part-time work could be tied in to vocational pathways, would this also have a narrowing effect? Is it the case that most young people see part-time work as instrumental (in a very broad sense) rather than as linking them on to a specific vocational route? Data from the pupil survey will shed light on this. Of the five models described in the previous chapter, Model 3 could link most easily into vocational pathways.

Although not all respondents had direct dealings with vocational pathways, those who did noted little evidence of pupils on these programmes being asked if they had any part-time work. The potential to make use of the experience (whether through a direct link eg a hairdressing pathway linked with a hairdressing Saturday job; or through a more generic link into the employability element of SPAs) had not been considered at that point.

At the time of the research, the retail sector seemed not to be involved to any great extent in vocational pathways, but it is a sector which provides a significant amount of pupils' part-time jobs. If recognition of part-time work is to be tied into vocational pathways, then retail pathways would need to be developed. There are recognised difficulties involved in getting retail sector standard training – much current training is employer-specific rather than industry specific. Given that retail work-based training is now rarely (if at all?) done in FE, perhaps private training providers (sometimes regarded with suspicion by educationalists) might provide a more generic training environment for vocational pathways in retail.

Part-time employment, schools and recognition

In considering whether there was merit in recognising the learning gained in part-time work, respondents made a range of assumptions about the quality of the experience. A common one was, for example, that those in a small shop would get a poorer experience and training than those in large stores/chains. This may or may not be the case, but such assumptions, and expectations about the nature, extent and pattern of part-time work underpins responses. Clearer evidence about the actual quality of part-time work will be available from the analysis of pupil survey data and will need to be reviewed when possible approaches to recognition of part-time employment are considered.

A second point is that, in order to make use of pupils' experiences of part-time work in their schooling (for example, in Model 1 as a context for school learning and assessment), teachers needed to *know* that their pupils are working. Some respondents wondered whether there was now *more*, or perhaps *less*, knowledge amongst staff of what pupils were doing outwith school, given changes in guidance/pastoral care which have changed responsibilities for pupil support. In addition, respondents raised issues such as:

- Can school staff actually discuss something that, for some young people, was seen to be 'illegal', by which they generally meant 'done without a permit'?

- Would school staff rate the experience of having a part-time job highly enough to want to make use of it?
- Would school staff know how to link workplace skills into their classroom and into their subject?

A number of points were made about assessment. There was a view that if a school were to be putting forward a candidate to the SQA, its staff would need to visit the part-time work employer. There was some uncertainty about SQA requirements for recognising an 'out of school' experience. An SQA perspective might well include questions about: who assesses the evidence; how strong is the evidence; how is the evidence gathered and presented; and how is that evidence quality assured?

Some respondents were concerned that schools might only support accreditation of that part of the experience that they saw, and that units on part-time work would become '90% writing about it – the kiss of death for everyone. This is how work experience handles it – 9 periods preparation, one week out, then one or two periods debriefing.... and the focus is on the preparation and the reflection'.

Others suggested that standardisation was not an issue if the assessment was iterative rather than normed. 'If you're getting a certificate because you've shown evidence of personal development that you describe as related to part-time work, that's OK. But if your certificate says – 'you've actually got these skills at this level' then that requires standardisation and might be for employers to do'. There are clear differences in approach between those models which are more concerned with individual challenge (distance travelled) compared with those seeking reliable assessment of standardised levels of achievement.

It was not clear whether respondents felt it would be useful to take a different approach to linking part-time employment into schooling depending on whether pupils were in S3/S4 or in S5/S6. (The limitations on the employment of under-16 year olds was one main reason for this being raised.) But the relationship of age and stage is not simple: some S4 pupils can be aged 16, and some S5 pupils can be aged 15. In addition, flexibility in the curriculum means that any approach aimed at relating part-time employment to the Standard Grade curriculum and its assessments, for example, would need to take account of those pupils studying Intermediate units at S3/4 in some subjects and in some localities, and vice versa.

Are school staff likely to differ in their reactions to any proposal to link part-time employment to schooling? There were suggestions that this might vary by the subject discipline of the teacher. Maths and modern languages, some thought, were most likely to say pupils needed to do regular homework and to discourage anything which appeared to distract pupils from their schooling. While some thought that the key factor differentiating staff responses was the socio-economic profile of the area ('schools cannot discourage young people from poor families from working'), others suggested that attitudes were more likely to vary by subject discipline rather than by the SES of an area. Any strategy to encourage the use of part-time work in the classroom may need to differ by subject, and to start with those subjects which were more likely to welcome such a proposal.

Part-time work and work experience

The relationship between part-time employment and work experience raised some questions. Some respondents suggested that it would be easier to certificate *unpaid* as opposed to *paid*

experiences. Their view was that the Intermediate 2 Work Experience unit required pupils to negotiate the work they did in the work place, and while that could happen in work experience it was unlikely to happen in part-time work where, they thought, young people just 'have to do what they are told or they don't get paid'. (There is, however, a question about the extent to which, in reality, pupils on work experience might have sufficient confidence to negotiate tasks, or the extent to which work experience employers would expect this to happen). On this basis, if being able to negotiate tasks is important, then work experience might be considered more amenable to recognition than part-time work. But if the focus were to be on skill and attitude development (eg responsibility, work discipline) then it was suggested that part-time work could be thought to provide more material for recognition. The same issue was noted with regard to voluntary work: it was thought to be more flexible and capable of being driven by the pupil, with the potential for demonstrating development of target-setting and negotiation skills.

Lastly, many respondents wondered whether young people might be increasingly more likely to want a vocationally relevant placement from their work experience if they were already getting basic knowledge of the world of work from part-time work. The overall balance and relationship seems to be of key importance. Might increasing acknowledgement or recognition of pupils' part-time work undermine the principle of 'work experience for all', or can the experience be made complementary?

APPENDIX 1

Briefing note for SCEIN representatives taking part in telephone interviews as part of the research into young people's part-time employment, commissioned by the Scottish Executive

Purpose of interviews

The prime purpose of these interviews is to identify if, and how, learning from part-time employment is being used currently and to explore the potential for its use to be increased. This was Recommendation 12 of Determined to Succeed:

'The Scottish Executive must commission research into part-time work undertaken by young people while still at school.'

These interviews will ask some key questions. Are there relevant initiatives in Scotland, for example in vocational education, or as a result of Agreements for Excellence and increased curriculum flexibility, that might link to the part-time employment experiences of school pupils? Are there existing models that might be applied to the recognition of the part-time employment experiences of schools pupils? These might be seen in ways in which other 'out of school' experiences are drawn into the pupil's formal learning in school, for example through formal work experience, extra-curricular activities such as Young Enterprise or voluntary work linked to citizenship.

A second purpose of these interviews is to provide evidence about the nature and extent of relevant vocational initiatives across local authorities in order that this might be considered as one of the factors when choosing the localities for planned focused studies.

A definition

Part-time employment, for the purposes of this research, is 'any paid employment including family-based work'.

Other elements of the research

The following is not comprehensive, but will show where these SCEIN interviews fit into the overall research

- 10% questionnaire sample of S3-S6 young people across all authorities in Scotland to determine the extent and nature of school pupils' part-time employment
- Questionnaire and telephone interview with local authority representatives responsible for the operation of the permit system
- Telephone interview of SCEIN members to ascertain good practice and issues in the use of young people's employment experiences
- Focussed study of young people, parents, teachers, employers in 4 areas of Scotland
- Survey of employers

Key elements of interview with SCEIN members

- Current remit of SCEIN respondent

- General attitudes and issues about school pupils' part-time employment from
 - an authority perspective
 - a school perspective
- Discussion of 5 possible models of recognition (see last page of this briefing note) – considered with respect to
 - Part-time employment
 - Work experience
 - Other 'out of school' experiences, for example voluntary work
- Other ways (in the authority) of linking workplace experiences with recognition/accreditation for school pupils, for example vocational education
- Any other comments

APPENDIX 2

List of possible certification/models (as suggested by SCEIN respondents) for further investigation in a feasibility study

- Achievers International
- ASDAN awards
- BASIX
- Bridges to Employment
- Business Dynamics (core skills relating to business)
- Caledonian awards
- Citizenship awards
- City Vision core and employability skills units
- Duke of Edinburgh
- Get Into Business
- Get Into Enterprise Intermediate 1
- Guides (eg certificate in babysitting)
- John Muir Awards
- Leadership certificate
- LINKS scheme and volunteer development programme
- Local Leavers Statement of Achievement
- Millenium Volunteers
- Napier University model
- Outward Bound
- Passport Model
- Princes Trust Excel
- Progress File
- Scottish Youth Achievement Award
- Skillforce
- SPA units (including enterprise)
- SQA units – VAD/SAD/PAD (and units replacing the old community involvement unit); Preparation for Independent Living 1/2
- SVS ‘S’ grade
- Tulloch Trust
- Work Experience Intermediate 1 or 2
- Young Enterprise

APPENDIX 3 BACKGROUND TO TELEPHONE INTERVIEWS WITH THE SCOTTISH COUNCILS' EDUCATION INDUSTRY NETWORK MEMBERS

Purpose of interviews

The prime purpose of these interviews is to identify if, and how, learning from part-time work is being used currently and to explore the potential for its use to be increased. Are there relevant initiatives in Scotland, for example in vocational education, or as a result of Agreements for Excellence and increased curriculum flexibility, that might link to the part-time work experiences of school pupils? Are there existing models that might be applied to the recognition of the part-time employment experiences of schools pupils? These might be seen in ways in which other 'out of school' experiences are drawn into the pupil's formal learning in school, for example through formal work experience, extra-curricular activities such as Young Enterprise or voluntary work linked to citizenship.

A second purpose is to provide evidence on the nature and extent of relevant initiatives across local authorities in order that this might be considered as one of the factors when choosing the localities for the planned focused studies.

Details of what SCEIN members may be able to provide

Members of SCEIN are commonly part of their authority's educational development and advisory support services, and will have a responsibility for enterprise in education in some way. Remits vary. Some have a very wide, but related remit, for example, enterprise in education + EPSD + Citizenship + Guidance; others will have enterprise in education alone; some will have enterprise in education + science and technology, for example, in their remit. It depends very much on the size of the authority how remits are divided up. Their individual responses will, therefore, need to be considered in the light of the range and nature of their responsibilities. There is also a difference between those who have a clearly strategic function where much of the developments are at a school level – and those who are also operational. The second group are more likely to have a clearer idea of what is actually happening at school level.

All SCEIN members have systems for consulting and informing schools in their areas, and these interviews are intended to prompt interviewees to use these networks to seek further information on the nature and extent of relevant current developments in ways that will be useful to the research. There will be a second stage contact to pick up on information gleaned by SCEIN members' subsequent contacts.

Other links

The HMIe inspection task on Cross-sectoral Provision for Young People is likely to provide related information (blank copies of the questionnaires used are attached). It is hoped that the research team may be able to access relevant data (although it is important to note that the situation in authorities is very fluid and the data for this survey was collected in the summer of 2003).

Analysis

The analysis will provide a thematic interpretation of interviews and will give a snapshot of current related developments across authorities.

Draft telephone interview schedule: SCEIN members

Note: These interviews will be semi-structured and exploratory in nature. Listed below are examples of areas that are likely to be touched on as part of these interviews.

1. Introduction

- Explanation to interviewee of purpose of research, links to the survey of school pupils; to Chief Executive contacts re permits; to recognition of part-time employment experiences. Clarification as required
- Explain the need to map the situation in authorities to assist with the choice of localities for focused studies.

1. Status of information provided

- Research team will have full access to data to allow use for choice of localities for focused studies.
- Aggregated data to show picture of provision and developments across Scotland without identifying authorities to be produced.
- Any particularly sensitive areas (or ones that would identify an authority or respondent inappropriately) to be noted as they occurred.

2. Remit of SCEIN respondent

- Aspects of work eg enterprise, world of work, guidance, EPSD, employer links etc
- Nature of role eg balance between strategic and operational
- Who else in the authority might be involved in related developments

3. Part-time employment definition

Confirmed as ‘any paid employment including family-based work’. Clarification of definition if required. (Definition provided in advance in briefing papers for interview).

4. Part-time employment

- General attitudes and issues at authority level? At school level? (eg extent to which seen as positive or negative, types of impact noted on individuals and schools etc)
- Links with permit system at authority level? At school level?
- Links between part-time employment and monitoring of attendance?

5. ‘Recognition’ of part-time employment

Using the 5 possible models of recognition (sent under confidential heading to the SCEIN respondents as part of prior briefing):

- Extent to which currently happening re part-time employment. Any examples of good practice/contacts.
- Extent to which likely to be seen as desirable (and by whom)
- What would be needed to make each model work; factors helping and hindering.
- Issues re young people with special needs
- Any useful contacts or key informants
- Put models in order of priority re feasibility

6. Part-time employment – other issues

Any other issues re part-time employment if not already covered (eg differing attitudes in rural/urban areas; links with guidance/individual monitoring; differing attitudes re young people under and over 16; perceived impact on attainment; perceived impact on school-related activities such as sports, supported study, Young Enterprise; parental attitudes and expectations)

7. Work experience

- General attitudes and issues at authority level? At school level?
- Health and safety approval issues
- Use five models of ‘recognition’ applied to work experience, as above
 - i. Extent to which currently happening re work experience. Any examples of good practice/contacts.
 - ii. Extent to which likely to be seen as desirable (and by whom)
 - iii. What would be needed to make each model work; factors helping and hindering.
 - iv. Issues re young people with special needs
 - v. Any useful contacts or key informants

9. Vocational links/college linked qualification/college links

- Extent and nature of these links to schooling; age and stage; flexibility in curriculum; ‘recognition’ element of these experiences; qualifications
- If no current ‘recognition’, the extent to which it is seen as desirable or feasible (by whom?)
- Extent to which school/authority leads in developing these links
- Issues for young people with special needs

10. Voluntary/unpaid work/other ‘out of school’ experiences

- Extent and nature of these links to schooling; ‘recognition’ element of these experiences.
- Check any use of young people’s self-employment experiences
- Issues for young people with special needs

- If no ‘recognition’, extent to which this is likely to be seen as desirable or feasible (by whom?)

11. Comparison with other authorities

(If time allows – to be handled sensitively)

- Perceived differences in approach comparing own authority with others
- Focus of authority in Enterprise in Education Plan

12. Any other relevant issues or additional comments from interviewee

APPENDIX TWELVE

**THE NATURE AND IMPLICATIONS OF THE PART-
TIME EMPLOYMENT OF SCHOOL PUPILS**

**CASE STUDIES OF
SCHOOL PUPILS' PART-TIME EMPLOYMENT**

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CHAPTER ONE INTRODUCTION

Reviewing the literature on children in the workplace shows that researchers have used a range of approaches when collecting data. Different contexts have tended to be associated with different techniques. For example, in the so-called under-developed countries research into child labour has drawn upon anthropological and qualitative approaches. In contrast researchers in the developed economies have tended not to use such approaches. Instead they have relied upon self report survey techniques.

British research follows this trend with survey approaches dominating the literature. This is not to imply that other techniques have not been used. For example some studies have relied upon more qualitative approaches. However, such studies are at present in the minority. The dominance of survey studies is in part a reflection of the populations being investigated and the context in which the research is carried out. Research has typically looked at school-aged pupils and ‘captured’ their views by accessing them through the school system.

Survey approaches have been crucial in opening up this area of research and they will continue to be important. However, as researchers expand the range of questions that they wish to investigate the pressure to expand methodologies also increases. When attempting to answer such questions as whether or not an individual has or had a job, what the job is or was and what hours they work, then questionnaires are an appropriate means to capture information from large samples.

When researchers start to ask questions about what goes on in the workplace or what activities are young workers involved in, we start to see the need for other methodologies. To address these issues we need to ask young workers what they actually do in the workplace. Such questions may not lend themselves to survey approaches, or the information gained from this type of source may not be very detailed.

One alternative would be to use interviews as a means of gaining such information. A recent study by McKechnie, Anderson and Hobbs (2005) has shown the potential value of interviews. In this study interviews were carried out with a sub-sample of pupils from a larger survey. In one section of the survey pupils had been asked about accidents at work. The interviews pursued this theme in more depth. The results showed that some pupils who had indicated that they had not been involved in an accident at work told the interviewers that they had in fact had an accident. It appears that the pupils interpretation of the concept of ‘accident’ had influenced the way they responded to the survey question. The interview setting allowed for more detailed, and ultimately more accurate, information to be gathered.

This suggests that interviews may be a useful tool for researchers. However, there are methodological issues associated with interviews. For example, the skill of the interviewer in probing specific issues can impact on the information that is gathered. Similarly, the ability of the interviewee to respond to the questions being asked can create problems in accessing specific information. For example, Hobbs, Stack, McKechnie and Smillie (forthcoming) have argued that one problem with interviewing young workers is that they may not be well practiced in talking about their jobs. Posing certain questions in an interview may be the first time that the young worker has given any thought to the issue. In such circumstances it is possible that the answer provided may not be comprehensive. Such concerns should lead us to consider the use of other approaches when investigating what young people do in the workplace.

Two alternative approaches are worth noting. First Bolton, Pole and Mizen (2001) provided the participants in their study with cameras so that they could take pictures of their work

environment using disposable cameras. The young workers were instructed to take pictures that represented their place of work and what they did. The employees then chose a sample of pictures to illustrate their work.

This approach is clearly innovative and informative. However, it might be of limited use if such an approach were applied to trying to understand what young people actually do in their workplace. Pictures by their very nature are static and as such lose the dynamic element involved in work activity. As Bolton et al note many of the images did not contain the young worker since they were taking the pictures.

An alternative approach was used by Steinberg, Grennberger and Ruggerio (1982). They decided to investigate the characteristics of young employee's jobs by observing them in the workplace. The use of observation has rarely been used in the context of young employees. Steinberg et al's study appears to be unique in this particular research area, yet their findings are of interest. The results from their study found a lack of agreement between what employees said they did and what their job involved and what independent observer's noted about the jobs and the worker's activities. As such Steinberg et al's study appears to offer some support for the concerns expressed by Hobbs et al.

The advantage of Steinberg et al's approach is that it provides us with the capacity to access the dynamic element that we need to capture the activities carried out by employees. This paper, while not replicating the specific methodology of Steinberg et al, does follow the same principle by applying observation techniques to the study of school pupils' part-time work.

In this section of the research the primary aim is to gain a greater insight into the experiences of young workers. A case study approach was adopted to allow for an in-depth consideration of this issue. In addition to gaining insight into what young people did in the workplace we investigated who they worked with and the potential skills that they may gain from their employment. To address these questions a number of data gathering approaches, including observation, were used. These are explained more fully in the next section.

CHAPTER TWO METHODS

The sample

The first step in recruiting participants for the case study project was to establish the work status of pupils. We approached one school that had participated in the main survey to request access. Once this was agreed we carried out a small survey involving S4, S5 and S6 pupils. The aim of the survey was to establish the current work status of the pupils, to explain the research and invite them to provide contact details to allow us to discuss the study with them. A total of 222 returned completed survey forms and 97 indicated they were currently working.

Based on the survey information pupils were approached and invited to participate in the case study. There were a number of specific criteria that participants had to meet. In addition to consenting to participate in case study pupils had to be presently employed and working in specific sectors.

The sectors that the study focused on were the dominant employment sectors which emerged from the main survey, namely, delivery, retail, catering (including waiting) and miscellaneous. In all studies of pupil employment small numbers of pupils are found working in jobs that few other pupils do. These workers were grouped under the miscellaneous heading.

The recruitment phase had a dynamic element to it in that some pupils who agreed to participate subsequently left their jobs while others changed their mind and decided not to participate. Other potential participants were dropped from the study because their employers refused consent for the observation element to be carried out or were unwilling to be interviewed.

In total 12 pupils, five males and seven females completed all of the elements in the case study research. Table 1 provides a summary of the case study participants and the sectors they worked in.

Table 1: Case study participants

Job Type	Case Number*	Gender	Year group
Delivery	12	F	S4
Retail	4	M	S4
	9	F	S5
	5	F	S4
	6	M	S6
Catering	8	M	S5
	3	M	S6
	11	F	S5
	2	F	S5
Miscellaneous	1	M	S5
	10	F	S5
	13	F	S6

*Case 7 dropped out of the research towards the latter stages and is not included in this report.

The procedure

Each case study consists of a number of discreet stages. Once the pupil and the employer had given their consent, a standard sequence of events took place. The sequence was as follows:

Interview 1: This involved a semi-structured interview with a number of themes explored. After confirmation of work status, pupils were asked to provide information about the tasks they did at work, their views about the job and their workplace contacts and relationships.

Event Recording: Pupils were supplied with a mobile phone with the alarm function programmed to ring five times within a one hour period. At each of these time periods they completed a short form indicating what they were doing, who they were with and to indicate their level of satisfaction on a scale ranging from 1 (extremely unsatisfied) through to 10 (extremely satisfied).

Interview 2: This semi-structured interview was carried out to clarify the content of the event recording stage and to ask participants to indicate whether it had been a typical or atypical day at work. During this interview pupils were also asked about the skills they thought they may have gained from their work.

Observation: In this stage of the study an observer accompanied the pupil to their workplace. This had been pre-arranged with the pupil and the employer. The observation lasted one hour. During this time the observer, using a digital recorder, described in detail the tasks that the pupil employee carried out. The observer contextualised the activities by recording the extent to which other people were working with the individual and the type of interactions involved eg serving a customer. The observer's narrative was then transcribed.

Employer interview: A structured employer's interview was carried out. This followed the template that had been used in the Employer's Survey regarding part-time employment. Topics covered included the size of the business, number of school aged employees, key tasks they carried out, views on part-time employment, training and the issue of recognising school pupils' part-time employment. The aim was to interview employers in person, however, in some circumstances the interview was carried out on the phone.

While this sequence of events was standardised the timeframe for carrying out each step had to be flexible. This was due to the practicalities inherent in organising such a complex sequence with a number of participants. Some delays were the result of the pupil's holidays and other unforeseen problems.

In recognition of the time that pupils committed to this study each participant was sent a £20 voucher for use in a store of their choice.

Coding

The initial focus is on the information that this approach provides regarding the activities that the school pupils carried out in their work. This information is drawn from three sources: Interview 1, Event Recording and the Observation. Two independent raters considered the three sources for each of the case studies. Their initial instruction was to list the activities that had been identified within each of these sources. The second task was to consider the extent to which tasks and activities identified in Interview 1 were present in the Event Recording and Observation stage.

The raters then met to compare the lists of identified tasks and activities. A high degree of consistency was found across all 12 cases. Where inconsistencies emerged it tended to be around the terminology, or specific word, that raters used to categorise an activity. Clarification of these inconsistencies resulted in the production of an agreed set of activities for each of the twelve case studies.

CHAPTER THREE THE MAIN FINDINGS

In reviewing the material from the case studies a number of discrete objectives were identified. These were:

- (i) to consider the activities young people undertake in their workplace
- (ii) to gain some understanding of the context they work in with respect to the people they work with
- (iii) to consider what skills young people think they gain from work
- (iv) to consider the value of this methodology

(i) The activities

Each case study provided three sources of information about the activities that the person performed in their workplace. In the interview employees were asked to provide details of a typical day, what they would do from entering to leaving their job at the end of their shift. The event recording exercise provides information about the activities being carried out while working and the observation stage involved an observer recording what the employee was doing. In the case of the event recording and the observation the data was collected for a set time period (one hour) during the employees working period.

Table 2 provides a summary of the total number of activities recorded at each stage. The table shows the degree of variation between the case studies in terms of the number of activities carried out by each employee.

Table 2: Total activities for each data source

Activity List				
Total number of activities at each stage				
Job Type	Case	Interview	Event Recording	Observation
Delivery	12	7	3	5
Retail	4	12	2	8
	9	18	3	15
	5	11	3	6
	6	15	2	6
Catering	8	21	4	5
	3	20	4	9
	11	13	4	18
	2	21	5	18
Miscellaneous	1	6	4	8
	10	12	7	12
	13	11	4	15

The above table provides an indication of the number of activities identified within each data source. The table also shows some variation across the three stages for each case study. In all case studies the number of activities noted in the event recording stage is lower than that identified by the interview stage. One possible explanation for this pattern is that the interview stage asked employees about their typical working day while the event recording focused on a limited time period within that working day. For example in Case 12, delivery, the employee's papers were delivered to their doorstep and they had to count out the papers

for the different parts of their paper round. This process was carried out in a time period not covered by the event recording.

The table also shows that for all case studies the observation stage recorded a higher number of activities than the event recording. This variation cannot be explained by differences in the time frames. Instead it reflects the different procedure within each stage. In the event recording a timed signal triggered the recording of the activity being carried out. This happened five times limiting the total number of activities that could be recorded, even if employees noted multiple activities at the time. The observation consisted of a one hour narrative recorded by the observer noting what the employee was doing. Clearly this had a greater potential to identify more activities than the event recording.

In the majority of cases (8 out of 12) the interview resulted in the identification of the greatest number of activities. This may reflect the fact that many pupils have jobs where they may carry out a number of different roles. In describing their job they describe the possible range of activities. What is recorded or observed in a limited time period will only capture the activities they are doing on that day and this may be dependent on which part of the shop or store they have been assigned to. This could lead us to conclude that the interview process provides us with the most detailed account of the range of activities undertaken by employees. However, this is not always the case. In a number of the case studies the observation identified a greater number of activities, Cases 1, 11 and 13. In addition, both the event recording and the observation identified new activities which had not been mentioned in the interview stage.

Table 3 provides a summary of the unique activities identified from the interview, the event recording and the observation. By ‘unique’ we mean that the activity was only identified within the stated data source and not repeated in any of the other sources. Based on this information it is possible to identify the total number of unique activities identified for each participant across all three sources.

Table 3: The number of unique activities identified at each stage

Activity List					
Unique activities at each stage					
Job Type	Case	Interview	Event Recording	Observation	Total
Delivery	12	7	1	0	8
Retail	4	12	0	2	14
	9	18	1	3	22
	5	11	1	2	14
	6	15	0	3	18
	8	21	0	4	25
Catering	3	20	0	5	25
	11	13	0	13	26
	2	21	0	5	26
Miscellaneous	1	6	1	3	10
	10	12	3	3	18
	13	11	1	15	20

It is evident that in some cases (Case 11 and 13) the observations identified a number of new activities which the employee had not highlighted in their interview. However, in a number of cases it was apparent that the interviewee’s and the observer’s level of specification of tasks varied. For example, in the case of some of the participants they would state that they ‘served

customers'. During the observation stage it was apparent that 'serving customers' involved a range of other activities such as food preparation and working machinery such as tills or coffee machines.

Table 3 also highlights the variation between case studies in the total number of activities identified for each of the case studies. While some caution is needed in interpreting this, it could be argued that this may reflect some aspect of the 'complexity' of the specific job, or the demands placed upon the employee. If we pursue such an argument it is apparent that the variation in 'complexity', or demands, exists at two levels, between the individual case studies and between job types.

The greatest number of activities are recorded for catering (Cases 2, 3, 8 and 11) followed by retail (Cases 4, 5, 6 and 9) and the miscellaneous category (Cases 1, 10, and 13). The lowest number of activities is recorded for delivery (Case 12).

What are these activities?

In order that we may gain some insight into the activities carried out by this group of employees we will consider one case study within each of the job type categories. Drawing on the interviews, the event recording and the observation what follows is a brief sketch of the main activities that were identified.

Case 12: Job type- delivery: age – 15 years: length of employment: over one year

In this case the participant delivers a free weekly newspaper. The young person normally delivers these on a Friday after school and devotes approximately two and a half hours to this task. However, she has some flexibility in delivery times as long as the papers are delivered by Saturday lunchtime.

The bundle of papers is delivered to her door along with any additional leaflets that have to be delivered with the papers. The individual delivery person is responsible for organising the order of the route, preparing the papers for delivery (counting papers out and pre-folding them) and inserting leaflets in advance of delivery.

When starting her job she was supplied with a delivery bag and they clearly carry loads, but they can decide for themselves how large the load is. She has sub-divided the route into four segments of approximately 70 houses per section and returns to her house to re-load her bag at the end of each section. During the year she may vary the number of houses in any one segment. For example, when there are a lot of additional leaflets to deliver this increase in weight can be compensated by breaking the round into smaller sections.

She has limited contact with customers since the paper is free and no money has to be collected. However, she does meet a number of customers while delivering the papers. The route was supplied by the employer who checks that the papers are delivered by calling houses on the route and checking whether they have received their free paper.

Other activities that were carried out by this individual involved the posting of papers, developing strategies to deliver to houses with dogs and responding to householder's requests not to have papers delivered. There was no contact with the employer or any colleagues who do the same job.

Case 2: Job type – catering: age – 16 years: length of employment: between 6 months and one year

This individual works in a fast food outlet and typically works on a Saturday for approximately seven to eight hours. A significant part of her job revolves around serving customers. This includes taking orders, preparing the order, placing requests through to the kitchen for items, preparing drinks (hot and cold), taking payment, working the till, giving change and in some cases delivering the food to customers waiting at tables or in the car park at the take away section. In some cases they are dealing with multiple customers at any one time.

In addition to this she carried out a number of other duties. She stocked shelves with consumables (cups, napkins etc.), prepared trays for customers and stocked a number of food displays (eg drinks in the cool cabinet and sweet dispensers). To carry out these activities the individual had to visit the stock cupboards and lift boxes. These activities were carried out either at the request of the employee's supervisors or on their own initiative.

While her employment contract did not include food preparation in the kitchen area she did prepare some food such as hash browns and fries.

Cleaning responsibilities ranged from sweeping and mopping the front seating area through to cleaning tables and tidying up after customers, for example, spillages. She also cleaned the machines such as the drink dispensers.

During her shift she has to use a number of machines. These include cold and hot drink dispensers, ice cream machines and the till. In the latter case the employee was responsible for collecting the float for the till and ensuring that there was sufficient change available throughout the day.

In this environment working with colleagues was common and she would help make up orders for other workers and share responsibility for specific sections (eg drive through) depending on the level of customers at any given time. This element of co-working also extended to showing new employees around and guiding them through the range of tasks.

Case 9: Job type – retail: age – 16 years: length of employment: between 6 months and one year

This participant works in a shoe shop for approximately nine hours per week. The main activity revolves around serving customers but once again increasing the level of specificity highlights the component elements within this task. In this case the individual shows customers a range of stock helps with the choice and if the customer buys the goods this is processed through the till. Payment methods include dealing with cash, cheques, credit and debit cards and vouchers.

In the store this individual was responsible for shoe sizing using both manual and electronic systems. Her main area was in the children's department and therefore assessing the fit of shoes was an important element of their job.

It was evident that the employee was clearly working in a sales environment where she was expected to approach customers who are browsing in the shop and sell goods such as shoe care products when completing shoe sales.

While shoe sales accounted for a number of the activities recorded other duties were also noted. For example, she was responsible for maintaining the appearance of the shop. This involved tidying away stock that had been shown to customers, checking the displays and the stock on the shelves, collecting and replacing items from the stock room and some general cleaning. During the observation it was noted that she also had to deal with customer queries regarding stock and availability of specific items.

An additional activity identified in the event recording stage was the role that the employee played in monitoring other staff. Since they had been trained to assess children's shoe sizes they were called upon to check the measurements of fellow employees who were not fully trained.

Case 13: Job type – other: age – 17 years: length of employment: between 6 months and one year

The individual was employed as a cleaner. The company that she works for is sub-contracted by a large supermarket chain to carry out cleaning within their store. This cleaning takes place normal opening hours. In this case the individual works for approximately fifteen hours per week.

The individual is involved in cleaning a range of different areas within the store including the café, food aisles, staff areas, toilets, and shelves. She also respond to call outs to clean up spillages in the aisles or checkouts. These requests are made through the store tannoy system.

The cleaning involves sweeping and washing floors. The latter requires preparing the cleaning solution. She is also responsible for ensuring that washed areas are clearly marked with safety notices warning customers of wet floors.

While some cleaning duties are in response to call outs for spillages other activities are carried out according to a rota or specific instructions. She is allocated sections to clean and has to check toilet areas according to a time schedule, recording their visit on a time sheet. She is responsible for ensuring the toilets are clean and stocked with soap and toilet paper.

In this case the employee works largely by herself meeting colleagues in passing or when they come together to clean larger areas of the store.

While mopping and sweeping are central activities she also empties bins, removes rubbish to the compactor and has to lift tables and chairs when cleaning certain areas. One of her duties involves sweeping the food aisles and as a result is in contact with the stores' customers. In many cases customers ask her questions about produce and where goods are located. While she is not directly employed by the supermarket she has been instructed to respond to such requests for information or to identify a store employee who can help the customer. While cleaning may be the central task carried out by this employee they also have to deal with a range of requests from the store's customers.

(ii) The people

During the first interview the case study participants were asked to provide some information about the people that they worked with. Specifically they were asked whether they had contact with adult and peer co-workers or supervisors and customers within their typical work environment.

The table below shows that across all of the case studies the majority of young employees have contact with adults, peers and customers.

Table 4: Employee's contacts

Contacts				
Job Type	Case	Adults	Peers	Customers
Delivery	12			x
Retail	4	x	x	x
	9	x	x	x
	5	x	x	x
	6	x	x	x
Catering	8	x	x	x
	3	x	x	x
	11	x	x	x
	2	x	x	x
Miscellaneous	1	x	x	
	10	x	x	
	13	x	x	x

However, there are a number of comments to be made regarding this table. In the case of adult contact the individual working in delivery (Case 12) is the exception to the general pattern of having contact with adults during a typical working period. In this case the individual typically had had no contact with adult co-workers or supervisors while working. The papers that they deliver are dropped off at their house and are typically left at the front door. Occasionally they see the adult who drops the papers off. It is worth noting that while this form of delivery job, ie delivering a free newspaper, is common it is only one variant within the delivery sector.

Those individuals employed by a local newsagent will be more likely to come into contact with adults since they would collect papers from the shop in the morning or evening before delivering them. Similarly other forms of delivery work (eg milk delivery) would also involve more direct contact with adults due to the nature of the activity.

As for the other eleven case studies the fact that they all have some contact with adults during their daily job activities masks the variation in this contact. In some cases the adult contact is in effect continuous throughout the employment period. For others the adults may be in the vicinity but not continually working alongside the employee. For example in Case 1 and 10 the participants indicated that adults were in the vicinity and could be called on if they were needed. Typically they would see them at some time during their work period. This contrasts with some of those participants who worked in retail or catering where adults were continuously present throughout the work period.

The role of the adults also varied across the case studies. In some cases the adults were co-workers carrying out similar tasks to the participants in this research. However it was also clear that in a number of cases the adults were in supervisory or management roles and issued instructions to the employees and monitored performance. Unfortunately the methodology adopted here does not allow us to identify the specific role of the adults.

Contact with peers was common in all cases with the exception of the delivery sector (Case 12). Once again this may be a reflection of this specific form of delivery work and not typical of the sector as a whole. While the majority of employees worked alongside peers these were

not always other part-time school pupils. In some cases the peers were co-workers or supervisors who had left school or were full-time employees.

Customer contact played an important part in a number of the participant's jobs, which given the sectors of employment is not surprising. Once again there are variations in the form of contact. In the case of the delivery worker contact was intermittent and limited in its range. It might be a simple 'hello' or 'thank you' being exchanged through to a conversation about not delivering the paper to their house.

In contrast for Case 2, the individual working in a fast food outlet, customer contact was central to the employment experience. Dealing with varying customer orders, specific requests and complaints meant that there was a greater degree of variation in the form of customer contact. Similarly, in Case 9 the type of customer contact has a specific quality to it. This individual works in a shoe shop and as such serves customers and deals with a range of product questions. In addition the 'sales element' within the job has a specific impact on the employee-customer interaction.

It is noticeable that neither Case 1 nor 10 have customer contact. This is in part a reflection of the jobs that they do. In both cases the participants were involved in sports coaching. As such they do not have 'customers' in the sense of the word that was applied to this research. Rather we may think of them coming into contact with a range of 'clients' who benefit from their services as coaches. Clearly the initial conception of customer needs to be re-considered to allow for the variety of jobs that school pupils are involved in.

Since the majority of the pupil employees are working in a range of 'service sectors' it is not surprising that they all have contact either with customers or clients. However, we should not lose sight of the variability in the form and type of contact that is involved.

(iii) Skills and work

When participants had completed the event recording stage they met with the researchers to return the equipment. At that point a short interview was carried out to clarify any issues arising from the event recording. The interviewer took this opportunity to ask the participants about the skills that they thought they had gained from their job.

A number of common themes emerged across all of the case studies when we consider the responses. Six of the participants identified communication skills as a key factor. Amongst those who did not directly refer to communication skills a number inferred this skill by referring to behaviours such as 'better at talking to customers' or 'talk to strangers a lot better', while one referred to an improvement in their 'people skills' as a result of their employment.

A second theme that emerged was the relationship with co-workers. A number of the participants referred to 'working with others' or 'being able to work with different people'. In some cases the participants referred to having gained some skill in team working or 'working together with people'.

The third theme related to the area of confidence. Many of the employees indicated that their employment had contributed to a greater sense of confidence. For example some commented that their employment had resulted in the ability to 'overcome shyness' or 'more confident dealing with customers'.

Finally, a number of individuals referred to skills such as ‘maths skills’ or numeracy which tended to be associated with working with tills and handling cash.

While it is possible to identify some general themes across the case studies some of the skills associated with their employment were specific to the individuals. For example in Case 1, the sports coach, they identified that coaching had improved their own specific sports skill but that through coaching different people they had an ‘understanding that they learn differently’. This idea was also mentioned by Case 10 the other sports coach. Case 10 also suggested that they had gained the ability to adapt to different situations. This referred to the fact that while they may plan their coaching session in advance what actually happens is dependent on who turns up and their particular ability levels. Not all jobs have this degree of variability.

In Case 5, the individual indicated that they had learned a lot about, and had become more aware of, retail sales. Reference to this type of skill is clearly dependent on the extent to which the job exposes the person to this type of environment.

This job specific aspect of skills emerged in other cases as well. Case 9 referred to specific job related skills gained as a result of training. In this case they had been instructed in shoe fitting, how to use specific machinery for this and shoe care products. Case 2, who worked in catering, had gained health and safety knowledge as a result of training, while Case 8 referred to specific skills associated with clearing tables and setting up function suites.

It is apparent that across the case studies the employees make reference to the attainment of general or possibly transferable skills which are gained from employment. In addition the employees may also gain some job specific skills.

NOTE: the skills identified by the participants have been checked against the interview, event recording and observation. This allowed us to consider whether there was a basis for the skill. If an employee indicated that they had learned how to deal with problem customers the data sources were reviewed to confirm that customer contact was a part of their employment experience.

(iv) The methodology

Some researchers have been arguing that there is a need to expand the methods adopted when investigating school pupil employment. One of the aims of this research was to consider the potential of alternative methods for gathering information about the activities carried out in the workplace.

In this area it is common to ask pupils what they do at work. In that sense the interview is a standard approach, however, there have been few, if any, checks on the reliability of the material provided during such interviews. In this study two reliability checks were used, the event recording and the observation.

Table 2 (repeated below) shows the total number of activities recorded at each phase. It is apparent that the interviews produced the highest number of identified activities, when compared to the event recording and the observation. There are some important exceptions to this pattern.

Table 2: Total activities for each data source

Activity List				
Total number of activities at each stage				
Job Type	Case	Interview	Event Recording	Observation
Delivery	12	7	3	5
	4	12	2	8
Retail	9	18	3	15
	5	11	3	6
	6	15	2	6
	8	21	4	5
Catering	3	20	4	9
	11	13	4	18
	2	21	5	18
	1	6	4	8
Miscellaneous	10	12	7	12
	13	11	4	15

In Cases 1, 11 and 13 the observation highlighted a greater number of activities than the interview, and in Case 10 the same number of activities were identified. The event recording produces a consistently lower number of activities than the interview or observation.

There are a number of issues linked to these patterns. First, both the event recording and the observation were limited to a one hour period. In contrast the interview stage asked employees to give an outline of their typical day. Clearly the latter has greater scope to produce a larger number of activities. Second, in at least three cases the number of activities identified at the observation was greater than the interviews. This suggests that not all employees are as adept at detailing their typical day or the activities that they perform.

This latter point is reinforced when we consider that the event recording and the observation identified new activities that were not provided at the interview stage. Table 5 provides details of the number of unique activities identified at each stage. If the interview had provided a detailed insight into the activities involved in the job then a zero should be recorded in the event recording and observation columns.

Table 5: The number of unique activities identified at each stage

Activity List				
Unique activities at each stage				
Job Type	Case	Interview	ER	Obs
Delivery	12	7	1	0
	4	12	0	2
Retail	9	18	1	3
	5	11	1	2
	6	15	0	3
	8	21	0	4
Catering	3	20	0	5
	11	13	0	13
	2	21	0	5
	1	6	1	3
Miscellaneous	10	12	3	3
	13	11	1	15

Typically the event recording identified a lower number of new activities. In other words the activities identified by the participant in the interview were typically captured in the event recording. Observation tended to add new activities to those identified at the interview stage. In two cases, Case 11 and 13, there was a substantial addition to the range of activities that were identified.

One reason for the identification of new activities is the level of specificity used by the interviewee to explain activities. For example in some cases participants would describe an activity at a global level, not identifying the range of activities that are involved in the activity. This approach may reflect the participant's belief that we all know what is involved in a given task, but it may also be related to the interviewee failing to identify or think about the range of activities they carry out.

There is some support for the latter idea. In the observation stage many of the activities added to the pupil's activity profile were new behaviours and not simply the differentiation of sub-tasks within a global task. This may reflect the difficulty of asking people to tell you about their typical day. How easy is it to recall accurately all the activities that you perform? Even though the participants knew they would be asked about their jobs in advance of the interview it is still challenging to accurately recall the range of activities carried out.

A final concern relates to the issue of being observed. It is possible that the very process of observing someone results in a change of their behaviour. In the present study it is difficult to evaluate the impact of observation. However, the fact that the event recording and the observation stages identified activities which the interviewee had stated suggests that there was some consistency and that behaviour was not changed dramatically by introducing an observer.

CHAPTER FOUR CONCLUSION

This part of the research set out to consider four aims, we will review each in turn. The first aim was to consider the activities carried out by young employees. The data indicates that in many cases this group of workers are involved in jobs where they are required to master a number of activities. However, it is apparent that the ‘demandingness’ of the employment varies by job category.

Second, the case studies set out to develop an understanding of the context that school pupils work in. Our primary focus was on who they worked with and it is apparent that the majority work alongside adults and peers. Further research is needed to clarify the role of these adults and peers, although it is evident from the present study that a number of these co-workers have some supervisory role. The majority of our case study participants deal with the public in one form or another. For some this means serving customers for others it means working with clients. Future research needs to be aware of the potential variation in this type of contact.

Third, we set out to consider the extent to which pupils’ jobs may result in the attainment of skills. We relied upon the young employee’s perceptions of skill development, but in the context of this research we were able to consider whether the job provided the opportunity to attain any identified skill. It was apparent that the young workers did believe that they had gained a number of skills from working. These range from what we might consider to be soft skills such as communication skills through to job related skills which were gained from training.

Finally, we adopted a case study methodology which encompassed some alternative data gathering approaches. Based on the experience of running the research and the data gathered it is apparent that the use of observation and event recording can offer valuable insights into the experience of school pupil employees. Interviews provide an insight into the young person’s perception of their work. However, the additional data sources in this study provide valuable information and result in a more realistic view of school pupils ‘employment.

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APPENDIX THIRTEEN

**THE NATURE AND IMPLICATIONS OF THE PART-
TIME EMPLOYMENT OF SCHOOL PUPILS**

**DISCUSSION PAPER ON CURRICULUM,
PROGRESSION AND RECOGNITION**

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ABSTRACT

This draft discussion paper aims to take forward our thinking about the element of the research concerned with the possible formal recognition of school pupils' paid part-time employment. It has been written by John Hart, one of the members of the research team. At this stage it is being circulated to **advisory group members** only for their comment. We view this paper as a starting point and expect that the various models presented in it will be revised in the light of comments and as we obtain data from the other elements of the research.

CHAPTER ONE CURRICULUM AND PROGRESSION AND RECOGNITION – THE CONTEXT

This element of the research is concerned with (i) whether the learning associated with part-time work undertaken by school pupils could be linked to their formal schooling in some way to make use of their workplace learning and (ii) whether the outcomes of this learning could be recognised in some way.¹

Essentially this will be a feasibility study which will address key questions such as:

- is any recognition being given to part-time work at present?
- what is the potential for the development of forms of recognition?
- how could part-time work link with progression pathways?
- what is the rationale for seeking recognition for the learning associated with part-time work - who would benefit and how would they benefit?
- how desirable would such a development be from the perspective of the young people and other key stakeholders?
- what approaches might be taken and what are the implications of each?
- how might formal recognition be related to National Qualifications and to the SCQF?
- and how practicable would the arrangements for recognition be?
- who would resource and/or implement the recognition mechanisms?

The starting point for this work is the recommendation in *Determined to Succeed* that ‘opportunities for certification of appropriate part-time work as part of the National Qualifications Framework must be investigated so that it is clearly recognised by employers’.²

Some definitions

For the purposes of examining the extent of participation, the research will define ‘part-time work’ as ‘any paid employment including family- based work’. This will include such things as newspaper delivery jobs, shop-work, selling goods door-to-door, babysitting and office or factory work. As far as possible, account will also be taken of unpaid and voluntary work in this context. However, this does not address the issues of quality which will have to be examined in defining ‘appropriate’ part-time work.

The term *recognition* is used here to include both formal recognition of achievement through certification and other kinds of recognition. For example:

- the contribution which the learning associated with part-time work could make to learning in a subject might be recognised by being mentioned in an SQA Course

¹ The other element of the research is designed to obtain an in-depth picture of school pupils’ experience of part-time work and examine how this relates to their enterprising attitudes, skills and behaviours, to their academic attainment and to their career aspirations.

² *Determined to Succeed* - Section12, p40. A substantial number of young people undertake some kind of part-time paid or voluntary work whilst at school, but there are no participation figures available on a Scotland-wide basis. The figure of 40% for paid employment is given in *Determined to Succeed* but the Research Team view this as a conservative figure, particularly for senior school pupils. Some of the young people who are not in paid employment (and some who are) will also be involved in voluntary activities. The survey being conducted by the research will establish baseline figures for participation.

Arrangements document or a unit specification or a NAB (an assessment pack from the National Assessment Bank)

- the ways in which part-time work could be used to generate evidence for skills which are already part of units or courses could be recognised in guidelines on assessment
- other skills developed in part-time work could be developed into new National Units
- the potential role of part-time work in personal development could be recognised in paper or IT support for Progress File or Personal Learning Plans
- the contribution which part-time work could make to an individual's personal development could be brought out in a range of new ways which a young person could draw on in seeking to progress in education or into work

Each of these is further explored later in this paper where five draft models of recognition are set out.

In developing these models it has been assumed that it is important to ensure that the recognition will have national currency where this can be achieved. In line with the *Determined to Succeed* recommendation the research will investigate links to the National Qualifications Framework, but as indicated above will also go beyond this. However, where formal certification is envisaged, the default approach will be to seek to secure inclusion on the Scottish Qualifications Certificate.

In this paper, the term *Certification* is used to mean inclusion in the catalogue of awards made by an awarding body (normally, in this context, the SQA). On the other hand, the term *accreditation* is avoided as far as possible in this paper because it has so many meanings. One meaning covers the same ground as *certification*; a broader use would also include the formal awarding of credit for some outcome(s) of learning (usually this credit would count towards a credit-based qualification); and a third, more technical, use implies a process of quality assurance within a framework which gives a status or legitimacy to, for example, a qualification (thus, for example, a discrete part of SQA accredits all SVQs, qualifications which are offered by a range of awarding bodies). Where *accreditation* is used in the research it should be understood to accord with the everyday meaning of giving formal recognition through discrete certification.

Part-time work and education for work

Although this research will be breaking new ground by investigating part-time work among school pupils, the *recognition* element will be able to draw on work in the established area of Education for Work, where a lot of work has been done over the past five or so years. In doing so, however, clear distinctions will have to be drawn between these related areas. For example, one of the findings of the study of the gains from Education for Work undertaken by the National Centre: Education for Work and Enterprise in 2002 was as follows:

*It does appear that in some respects part-time work is a more powerful learning experience than work experience and this may be due to the greater responsibility given to part-time workers. In other areas work experience appears to provide more learning and this may be due partly to the types of jobs available to part-time workers and partly to the greater preparation and debriefing associated with structured work experience. Schools made little attempt to value and build on the learning gained from part-time work. Indeed some school staff involved in this research expressed anxiety about the impact on examination performance of too much part-time work.*³

³ *Interchange 74: Learning gains from Education for Work* (SEED 2002) – Page 8.

Possible models of recognition

In principle, there appear to be five models of recognition. These are differentiated by a number of factors including the following: the extent to which the school is involved, the extent to which the employer is involved; the nature of the link (if any) to the school curriculum; the nature of the link (if any) to employability or other progression; and whether or not they will lead to certification.

Model 1: recognition of part-time work through full embedding in the curriculum

In this model part-time work would be recognised as a context for school learning and assessment. This could be achieved through syllabus inserts and/or by ensuring that there were opportunities for learners to draw on their experience of part-time work in assessments. There would be no discrete certification.

Model 2: recognition that part-time work can develop generic transferable skills

In this model part-time work would be recognised as a context for the development and assessment of skills which complement the subject-based curriculum. These could either be skills which can already be assessed and certificated through national units (eg core skills) or skills which would require the development of new national units (eg other employability skills).

Model 3: formal recognition of the distinctive outcomes of part-time work

In this model part-time work would become a focus for discrete certification in which either the school or the employer or both could be involved. This would result in the generation of formal record of the outcomes of part-time employment within the Scottish Qualifications Certificate, possibly involving the SQA's new profiling facility.⁴

Model 4: recognition of the role of part-time work in personal planning

In this model, part-time work would be formally recognised as having a part to play in the learner's personal development planning. This would be captured in paper or IT-based support materials related to Progress File and/or Personal Learning Plans.

Model 5: recognition of the potential of part-time work to contribute to progression

This model focuses on the contribution which the experience of part-time work may make to the learner in future – ie to the next stages of education or to employment - rather than on possible links to concurrent school activities. Examples of the outputs envisaged here would include web-based self-assessment programmes for the learners, structured references for use by employers, or a combination of these.

In further developing the models, close attention will have to be paid to the quality of the experience of young people undertaking part-time work. At present there is a lack of data on matters such as the types of work, types of employer, frequency or duration of employment and so on. However, it would be reasonable to anticipate that not only will the work itself vary considerably in nature – eg the extent of the skills and degree of responsibility involved – but the opportunity for personal and/or vocational development or progression within the employment and the support available for those involved is also likely to be very different in both degree and kind. These factors will influence the learning which takes place and the recognition which can be given to it.

⁴ This is explained in section 8 below. The use of profiling would have to be investigated with SQA and supported by them. It might be possible to establish a pilot of this approach.

Also, in considering the viability of each model, three constraining factors need to be taken into account:

In table 1 below the models are shown as relating along two axes. One of these shows the nature of the links with the formal school curriculum and the other shows the extent to which the model is concerned with the formal assessment of outcomes. Whether they would be intended to lead to some form of certification is shown by an asterisk.

* associated with some form of certification

The current Curriculum Guidelines, *Curriculum Design for the Secondary Stage (Guidelines for Schools)*, were published by the Scottish Consultative Council on the Curriculum (now Learning and Teaching Scotland) in 1999. These set out a flexible model of curriculum design for the senior years and this appears to offer a number of ways in which the learning associated with part-time work could be found a place. This principle of flexibility was reinforced by Circular 6/99 and a number of related developments and papers.

skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition’.

In pursuing some of the models set out above, the research will need to try to establish how far this flexibility is being used or is likely to be used in schools.

Current Curriculum Guidelines – the outcomes of work-related learning

A number of documents have already been identified for further investigation. These include *How good is our school at education-industry links? (SCCC 1997)*, *Education for work in schools – HMI Report (Scottish Executive 2000)*, *Work experience: a guide to promoting quality (SCCC1999)*, *Managing for success in Education for Work – a Guide (SCCC 1999)*, *Education for work: Education-industry links in Scotland - A national framework*, *Education for Work and the secondary curriculum – making connections (LTS 2002)* and *Career Education in Scotland – a national framework (LTS 2001)*. The Centre for Studies in Enterprise, Career Development and Work has also produced materials to back up the findings of the HMI report. Some of these documents are being reviewed and links will be established to Learning and Teaching Scotland to investigate this. As indicated above, these documents will need to be used with care since they are **not** directly concerned with part-time work. However, they may offer a basis for reflecting on the role which schools might reasonably take in the recognition of the learning associated with part-time work. For example, the national frameworks for Education for Work and for Career Education offer a kind of curriculum structure based on detailed outcomes which may be useful in identifying the outcomes of part-time work.⁵

Model 1: recognition of part-time work through full embedding in the curriculum

It is likely that this model already operates in some classrooms on an ad hoc basis and the question to be addressed is how far this could sensibly be formalised and whether formalising it would offer significant advantages.

It is envisaged that this form of recognition could be achieved in some subjects by means of syllabus inserts and/or by ensuring that there were opportunities in formal assessments – NABs and external assessments – for learners to draw on their experience of part-time work. There would be no discrete certification.

Most young people and parents will, with whatever reservations, be likely to support an approach in which progress is mainly measured in subjects. They know that Highers count when seeking employment and high grades count when seeking admission to higher

⁵ The Education for Work Framework states, for example, that by 18 young people should be able to:

- search career information using information and communication technology (ICT)
- provide appropriate CV and job application, drawing on a record of achievement
- give some examples of self-employment and entrepreneurial opportunities
- display good self-awareness and confidence at interview
- show evidence of good levels of punctuality and attendance
- describe employer and employee responsibilities for health and safety
- explain legislation on equal opportunities and offer examples of appropriate behaviour
- describe the main functions of trade unions
- explain different forms of taxation on earned income
- display a responsible attitude to health and safety
- show a broad appreciation of a range of equal opportunities issues, eg rights of disabled people
- show an appreciation of the concerns of trade unions and employer organisations
- explain changes in working patterns such as home working, electronic office, part-time employment’

education. Scottish Group Awards, which offer some possibilities for creating more broadly based packages, have had low uptake, being seen as adding a distracting complexity to the simpler subject-based curriculum.

This approach would be likely to face the following problems, however:

- a) The areas of syllabus concerned would have to be optional since not all pupils would have the relevant experience and not all of those who did would choose to use it.
- b) The work required to create materials would require the commitment of significant resources both for initial development and, in some cases, for periodic updating – given that the materials would be optional this might not be an attractive prospect to SEED or be seen as a high priority by LTS (assuming that LTS would have to develop or in some way approve the materials).
- c) SQA might not be warm to the prospect of revising courses – and the consequent republication of documents – so soon after the big review of National Courses.
- d) Teachers might also be opposed to further change and disinclined to undertake the options if they were seen as a further burden.

Model 2: recognition that part-time work can develop generic transferable skills

The *Curriculum Guidelines* do give formal acknowledgement to cross-cutting aspects of learning - the dispositions, skills, capabilities, knowledge and ideas, and essential experiences which should be ‘incorporated within all areas, courses and activities’ and should be seen as ‘providing a basis for personal and social development’. They also note that ‘individual curricula may be enhanced through additional courses and activities designed by schools, work experience and special programmes arranged with further education colleges and employers’.⁶

The two main definitions of cross-cutting skills relevant to this study are probably the national core skills, as defined in the Core Skills Framework, and the employability skills identified by CBI in their publication *Re-thinking Scotland's Skills Agenda*. The core skills, which were initially developed by Scotvec in 1992 based on a set of skills set out in the CBI's *Towards a skills revolution*, are tied closely to the level descriptors of the Scottish Credit and Qualifications Framework. They are Communication, Numeracy, IT, Problem Solving and Working with Others. The CBI's employability skills are:

- values and attitudes compatible with work opportunities
- basic skills (ie literacy and numeracy)
- ‘the defined core skills’
- customer service skills
- up-to-date job-specific skills and knowledge
- career management skills

In this model, guidance or support materials could be developed to support the use of part-time work as a basis for developing evidence of the acquisition of skills of this kind. If new skills were to be certificated, the support of the SQA would be required.

⁶ 2nd revised edition, Scottish Consultative Council on the Curriculum (1999) – Appendix 6, p55.

In practice, however, since little real attention has been paid to date to this aspect of the curriculum, as represented by core skills, it is uncertain that this approach would generate the support necessary for successful implementation.

Model 3: formal recognition of the distinctive outcomes of part-time work

Since the Curriculum Guidelines were drafted, the provision available to senior school pupils has been revised in a number of ways and consultations have been undertaken or are planned in a number of areas including the Scottish Qualifications Certificate, Scottish Group Awards and Core Skills. Last year SQA agreed that, in addition to the provision listed above, SQA would develop and issue more profiles. A profile has been defined as a record of achievement in the form of a series of outcomes or outcome-like statements which capture the main features of a specified learning activity or programme. Profiles would be intended to record learning achievements which do not easily meet the requirements of units and courses and might have a role in tailoring and/or broadening out the curriculum. They would not be subject to the same quality assurance processes as a qualification and candidates would not necessarily have to go through the same rigorous assessment processes as those associated with a course or a unit.

In this model part-time work would become a focus for discrete certification. This would provide a formal record of the outcomes of part-time employment through the Scottish Qualifications Certificate. Different mode of delivery, administration and assessment could be developed giving for the school or the employer or both. Again, the support of the SQA would be required to explore this option fully.

The viability of this model would be linked to the demands made on the school and/or the employer by the certification process – essentially these would have to be very light-touch. This is the most clearly learner-centred of the models which link to the curriculum, in that the certification process would certainly have to have the full support of the young person and would possibly have to be initiated by the young person.

Model 4: recognition of the role of part-time work in personal planning

A recent development which is of significance to this study is the work undertaken by the Scottish Executive on Personal Learning Plans (PLPs). These are currently being piloted with a view to rolling them out for all secondary pupils over the next few years. PLPs will be of particular importance in ensuring that momentum is sustained throughout middle and senior stages as pupils are being given increasing responsibility for their own study and for the management of their time. In so far as part-time work is found to contribute to the development of the skills associated with self-management, it should have a role to play here and this could be supported by appropriate paper-based or IT-based materials linked to PLPs.

In the meantime Progress File is still available and the materials for S5-S6 concentrates on 'helping pupils to choose future pathways towards employment, further education, higher education, training or a combination of these using action planning. Topics covered include Core Skills, work related activities, self-presentation, personal statements and applications, financial responsibilities and budgeting (mainly post-school).' ⁷

These developments would give a central recognition of learning through part-time employment which would not be linked to certification.

Model 5: recognition of the potential of part-time work to contribute to progression

This is the most innovative model being proposed and this section is therefore the most indicative at this stage.

In this model the recognition of part-time work would be separated from both the school and the curriculum. In some ways this might be seen as missing an opportunity, but it might have advantages in terms of motivation. Depending how it was to be set up, it might also turn out to be most closely related to the skills which part-time work is assumed to develop.

The form it might take includes self-assessment on-line, some kind of structured evaluation or reference, or a combination of such approaches and as indicated above, it might be initiated, supported and/or operated by any or all of:

- the young person
- the employer
- some other agent such as a Careers Scotland adviser

One aim of this approach would be to try to ensure that young people with experience of part-time work could be made more aware of its potential value and better able to articulate what they have gained. There would clearly be value in getting employers more involved in this sort of way, but it is not certain at this stage how realistic this aim would be.

⁷ *Personal Learning Plans: A Framework for Implementation*, Scottish Executive Education Department (September 2000) – Annex on Progress File.

CHAPTER TWO CONCLUSIONS

This preliminary paper raises a number of issues about the intention of the review group behind *Determined to succeed*, the attitudes of young people to the purport of this research, the appropriateness of involving schools – even indirectly – in the part-time work undertaken by pupils, and the capacity and willingness of schools and employers to be involved in recognising the learning associated with part-time work. It also makes the point that many of the ways of developing the recommendation of the review group would make considerable demands on national agencies such as SQA, Learning and Teaching Scotland and Careers Scotland, some of which could be additional to their current remits.

At this stage it is at least clear that there are a number of lines which the research can explore, although it may be unlikely that all of them will prove viable. The data which will be generated by the research will provide an important basis for judging the feasibility of the different models.

APPENDIX FOURTEEN

**THE NATURE AND IMPLICATIONS OF THE PART-
TIME EMPLOYMENT OF SCHOOL PUPILS**

**GIVING RECOGNITION TO THE OUTCOMES OF
PART-TIME EMPLOYMENT UNDERTAKEN BY
SCHOOL PUPILS – A REVIEW OF PRACTICE IN THE
UK AND INTERNATIONALLY**

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ABSTRACT

The previous *Discussion paper on Curriculum, Progression and Recognition* (December 2003), offered five models by which the outcomes of part-time work could be given formal recognition. These are set out in Annex 1. This paper reports on a search and review of literature undertaken to establish whether recognition has been given to the outcomes of part-time work in other countries and, if so, what kind of recognition is given. It has been written by John Hart, one of the members of the research team. The review did not come across any cases of formal recognition, but it did examine some initiatives designed to recognise ‘wider achievements’ and non-formal, learning¹ by school pupils. Although the approaches taken were already covered in the five models, some work undertaken by the Qualifications and Curriculum Authority (QCA) in England did offer some new approaches to structuring the issues. The review also found one case (a state in Australia) where the authorities were tackling part-time employment directly and this initiative is considered as an addition to the five models. This paper explores both the possible advantages and the dangers of giving formal recognition to the outcomes of part-time work.

CHAPTER ONE FINDINGS OF THE SEARCH AND REVIEW - THE OUTCOMES OF PART-TIME EMPLOYMENT

A search for literature dealing with part-time employment was undertaken between January and June 2004. The search was focused on links between part-time work undertaken by full-time school pupils, but also took account of systems which involved the pupils work placements of different kinds. It did not discover any initiatives designed to give formal recognition to the outcomes of part-time work undertaken by school pupils. On the other hand, the search did reveal a number of studies about the level of participation in part-time employment and some studies which looked at the effects of part-time employment on pupils’ academic performance and/or on the pupils themselves. The review found a growing appreciation of the potential value of work-based learning and showed that a number of thinkers in the field see real work experience as the ideal way to incorporate vocational objectives into school learning. These findings were not, however, related specifically to part-time work.

All of these general observations must be offset by a reminder that the relationship between formal classroom learning and non-formal workplace learning within education systems varies considerably from country to country.² It is also worth recording at this point that the Scottish system is unusual in a global context in two important ways: firstly because it

¹ The EU *Memorandum on Lifelong Learning* (2000, EU: Brussels) defines this as learning which takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).

² Examples of systems links in other countries include dual systems (eg in Germany); production schools (eg in Turkey); Charter High Schools (in the USA); and a ‘transition year’ (in the Irish Republic). Many countries offer different learning tracks, including apprenticeships, technical and vocational schools or vocational routes in schools which also offer academic or general educational courses. Although Scotland does not include a systems link between education and employment, many schools offer some opportunity for pupils to undertake work experience or enterprise activities with a link to employment or the business sector.

currently offers a single educational track for those still in compulsory secondary education³; and secondly because it offers very diverse opportunities for gaining formal recognition of achievement within a single unified system – the Scottish Qualifications Certificate (SQC) issued by the SQA. All of these factors affect the findings of this review.

A number of the studies examined in the review associate part-time work with positive and negative outcomes. In considering these studies, it is important to realise that: (i) research evidence substantiating such links is scarce; (ii) researchers in this area hypothesise a complex relationship between part-time work and any outcome, positive or negative; (iii) and the issue of causality has still to be fully addressed.

An OECD issues paper ‘Combining learning at school and at work’ (2000) gives a list of the positive aspects of workplace experience as experienced around the world. These are:

- making learning more applied and interesting for young people;
- contributing to improved educational attainment;
- helping to develop the specific occupational skills that employers actually want;
- developing important general work habits and attitudes such as punctuality and team skills;
- signalling these skills to employers when young people are seeking work;
- helping employers and young people to get to know one another and facilitate the recruitment process.

The studies reviewed suggest that, by and large, young people see part-time work in a positive light, offering them increased independence, new challenges, a more adult role, and a range of opportunities for different kinds of learning which increase effectiveness and improve employability. From the point of view of recognition and accreditation, the outcomes which are identified in the studies in the review may be grouped in three clusters:

- A. Learning outcomes which are part of formal school or college programmes:* part-time work can support the acquisition of basic literacy and numeracy where these are lacking; it can lead to the development of occupationally specific skills; and it can help with the development of more sophisticated generic skills such as communication and IT skills.
- B. Outcomes linked to attitudes which result from socialisation in the work environment:* part-time work can lead to the development of attitudes to work and the workplace, which are associated with generic skills such as time-management, team working, problem solving and leadership. These may also be included in school and college programmes, eg as core skills.
- C. Outcomes contributing to personal growth:* part-time work can create a positive attitude to life and work; it can support the development of attributes which define basic employability – promptness, dependability, etc; it can give young people the opportunity to develop social skills through involvement in out-of-work activities with adult workmates; and it can generate feelings of independence and enhance self-confidence and self-esteem.

³ However, pilots of new vocational curricula are being undertaken in a number of local authorities. See the final paragraph in section 4 below.

In terms of the potential for formal recognition of these clusters of outcomes, the following observations can be made:

- The occupationally-specific skills included in cluster A are likely to be included somewhere in the SQA portfolio of awards, which has units accrediting skills in most sectors of the economy.
- The other outcomes in clusters A and B are basic and generic/transferrable skills and these are already recognised to some extent in the Scottish education system (eg through core skills). On the one hand such outcomes are well represented in SQA's catalogues of units, and on the other topics such as personal organisation and interpersonal skills are already incorporated in the curriculum in a range of schools, with or without certification.
- The outcomes in cluster C might initially appear too personal or individual to lend themselves to straightforward accreditation or inclusion in the curriculum. However, there may be links to some of the generic outcomes in clusters A and B and this could merit further exploration. In terms of accreditation, it will be worth exploring the kinds of unit which have been used with learners who require provision to help them build confidence before going on to tackle more standard skills-related provision. In looking at other forms of recognition, it may also be worth considering guidance programmes designed to tackle related issues, in particular the basics of employability. These may be found in schools, colleges or community education.

CHAPTER TWO THE VALUE OF FORMAL RECOGNITION

The review found a considerable variation in reported rates of part-time work among school pupils around the world. The range was from 75-80% in high-participation countries to 15-17% in low-participation countries. The UK appears to be at or near the top rate, although there are no definitive figures.⁴

This finding puts the recommendation in *Determined to Succeed* – that ‘opportunities for certification of appropriate part-time work as part of the National Qualifications Framework must be investigated so that it is clearly recognised by employers’⁵ - in a new light. The question which arises is, ‘If three quarters or more of the older school pupils in Scotland are involved in part-time work and if such work can be beneficial in the ways identified by the OECD, would some form of formal recognition of this experience capture, reinforce or even increase these suggested benefits?’

Scotland has seen a remarkable growth in the formal recognition of skills and knowledge in all sectors over the past half century. As a result of a series of Government policies based on qualifications, both the rates of participation in certificated learning in all sectors and the range of accredited provision available to these learners have grown significantly. The Action Plan of the mid-1980s and the work of Scotvec in implementing and developing the unitisation of vocational qualifications in the 1990s were particularly important in demonstrating the ways in which accreditation could be valuable. In the current climate, formal recognition of the outcomes of part-time work, particularly through accreditation of some kind, would be likely to give part-time work a status which it may not currently enjoy and could result in one or more of the following advantages.

Formal recognition of the outcomes of part-time work could:

- record the actual skills and/or knowledge gained from/during the part-time work, adding value to the experience
- assist teachers and learners to capitalise on the experience in formal learning
- assist school leavers, recruiters and selectors to capitalise on the outcomes of part-time work in interviews for jobs and places in colleges and universities
- highlight to employers, pupils and parents the potential value of part-time work and the importance of making it a positive experience

However, there are cautions to be entered here. This list of advantages is dependent on the part-time work in which the pupil is engaged leading to positive and appropriate outcomes. In the best of circumstances, for example where the part-time worker is given full access to training and development, the advantages may be significant, but employers of part-time labour have been shown⁶ to vary greatly in their attitudes to training in general and to the training of young part-timers in particular. If the work is boring, restrictive, repetitive and not supported by mentoring or training, then it is likely to create negative, rather than positive outcomes.⁷ These issues are expanded on in the next section.

⁴ This research will be establishing the first ever baseline figures for Scotland.

⁵ *Determined to Succeed* – Section 12, p.40.

⁶ Keep (1999)

⁷ One study (Stern & Briggs 2001) did suggest – partly seriously - that if the work was very unpleasant it might serve as an object lesson in the value of formal schooling.

CHAPTER THREE CAPTURING THE BENEFITS OF PARTICIPATION IN PART-TIME WORK

In the previous *Discussion paper on Curriculum, Progression and Recognition*, the term ‘recognition’ was used to include a range of possibilities including:

- A. inserts or references in appropriate SQA documents which give guidance to teachers on the content and assessment of courses and units (Course Arrangements, unit specifications and National Assessment Bank items)
- B. inclusion in general guidelines on assessment issued by SQA
- C. the development of new National Units
- D. paper or IT support for Progress File or Personal Learning Plans
- E. mechanisms or pro forma which a young person could draw on in preparing CVs or being interviewed for a place in further or higher education for a job

This was linked to five models of recognition (see Annex 1) differentiated by factors such as: the extent to which the school is involved, the extent to which the employer is involved; the nature of the link (if any) to the school curriculum; the nature of the link (if any) to employability or other progression; and whether or not the recognition will lead to certification.

It was also noted in the paper that, in considering the viability of each model, three constraining factors would need to be taken into account:

- not all young people will be involved in part-time work
- not all part-time work will yield the kind of outcomes needed for the accreditation process
- not all young people will wish to use their experience of part-time work in this way

To these we can now add a fourth consideration: not all part-time work will yield appropriate outcomes.

If at least two thirds of senior school pupils in Scotland are engaged in part-time work, this must represent a wide spectrum of ability and this raises an issue about the outcomes of part-time work which might be recognised. For the recognition to be credible and worthwhile, the outcomes which are recognised must be at an appropriate level of intellectual demand for the pupils involved.⁸ This is especially true if the recognition is to take the form of accreditation (as in models 2 and 3 – Annex 1). Fortunately there is no indication in the findings outlined in sections 1.3 and 1.4 that the outcomes of work-based learning need be low level.

However, while we can envisage some part-time work requiring the young employees to use sophisticated skills – for example relatively high-level problem solving or communication skills in the field of customer care - there is no guarantee that all young people capable of developing or deploying such skills will be involved in part-time work which requires them to do so. In other words, even if recognition can be given to certain outcomes of part-time work, there is no guarantee that individual pupils will be required to exercise these at a level which would make recognition attractive or useful. The consequence of inappropriate

⁸ The most likely way to define these levels will be by using the levels of the SCQF and the descriptors which define them.

certification was demonstrated in 2000, when SQA included core skills on the SQC for the first time. Feedback showed that pupils and their parents were strongly opposed to the certification of additional skills at levels below the level of the courses they were taking and saw these as undermining and devaluing the other achievements on their certificates.

In summary, because part-time work is entirely voluntary, the circumstances of the part-time work will be beyond the control of those giving formal recognition. For this reason there will be considerable dangers in giving a blanket endorsement to part-time work and ways of minimising these will have to be built into any approach to recognition.

CHAPTER FOUR PART-TIME WORK AND QUALIFICATIONS

Where countries have distinct vocational tracks in their education system, this is usually reflected in the qualifications available to pupils. However, the question of how to give recognition to wider achievements and non-formal learning, such as might be associated with part-time employment, often remains unaddressed. As indicated above, the review did throw up some attempts to deal with what might be called ‘wider achievements’ and/or non-formal learning. None of these offered techniques not already known and used in Scotland, but work in England did put the issues in a slightly different, and helpful, structure.

Around the world, there are a number of baccalaureate-type qualifications which make some effort to give recognition to wider learning, but none which focus on giving recognition to part-time employment.

Perhaps the best known of these qualifications is the International Baccalaureate (IB), which does include wider learning, but does not include it in the formal assessment and scoring for the award. In England, the interim proposals of the Tomlinson committee for a baccalaureate-type qualification at different levels appears to be taking a similar approach, recognising the value of non-formal learning and including it in the overall award, but (reports suggest) not planning to give credit value to it.

There is also a model where credit value is given for experience without a detailed examination of the outcomes. This appears to work in some parts of the American High School system and is understood to be under consideration in some parts of Australia. (This is a new reference and is still being investigated at the time of writing).

At first sight, neither of these appears attractive in the Scottish context. On the one hand, the tendency within the Scottish system has been to give formal credit – and the status that goes with it - to wider achievements, where this can be done. And on the other hand, the SCQF (and SQA’s own procedures) require that credit should only be given to assessed and quality assured learning. It appears therefore that these models do not offer fresh insight into the question of how to give qualifications-related recognition to this kind of learning, although they may offer a model of recognition which should be considered in relation to the less direct approaches of models 4 and 5 (Annex 1).

In Scotland there is a history of developments centred on short courses which would add options to broaden out the curriculum. In the school sector these started with the Munn report and were fully realised following Action Plan. From the first National Certificate Catalogue there was a suite of PSD (Personal and Social Development) modules which required evidence of planning and evaluating a broad range of experiences at different levels of sophistication. Arguably these assessed the providers more than the learners, but they were very popular and opened up the curriculum for many schools. At one time, the Work Experience modules had the highest annual uptake of any National Certificate modules. The kind of model of reflective practice and the building up of portfolios of evidence which was pioneered with these units, still exists in some areas of the SQA Portfolio, notably in some recent Higher National Units in areas such as personal development planning which may be of use in fleshing out models 2 and 5 (Annex 1).

Partly because of the range of developments cited above, the incorporation of ‘wider activities’ in Group Awards in Scotland has not been a major issue in Scotland and it has

been left to centres to use the extensive flexibility of the Scottish system to take steps to give recognition to these activities through existing units if they wished and were able to resource it. In the late 1990s, however, it was an issue in England and Wales, with Government proposals for a Graduation Award. QCA produced a *Report on the Implementation of a Graduation Certificate* (December 2001) which sets out in some detail the issues which are connected with the giving of recognition to 'wider activities' and this is a useful source. It includes sections on: providing a workable model of quality standards that can be used for the wider activities; developing a model for a transcript recording a young person's achievements; developing a mechanism for collecting, storing and collating information for the certificate; and a framework for the wider activities contributing to a Graduation Certificate. Whilst all of these issues are dealt with somewhere in the Scottish system and in current or archive Scotvec/SQA publications, they do not appear to have been brought together in quite this way.

However, the kind of outcomes outlined above will only be achieved if the objectives of learning at work are clearly defined and the advantages can be understood and recognised by those involved: young people, teachers, trainers and employers. If 'innovative combined school-work initiatives' (Morgan, 2000) could be developed to create options for combining part-time work with school learning the advantages would be enhanced. This would mean looking at 'flexibility in the way courses are structured and studied, and the way examinations are taken and credits can be accumulated'. In Scotland, pilots are underway to offer specially designed qualifications for pupils undertaking new vocational courses which may include learning in the workplace or in workplace conditions. These qualifications might offer a means of linking part-time work and the school curriculum for some pupils, either by using the experience of part-time work to reinforce vocational learning (as in models 1 and 4 – Annex 1) or by creating mechanisms which would allow properly authenticated and quality assured evidence of competence (ie outcomes in the new qualifications) to be generated through the part-time work (as in models 2 and 3 – Annex 1).

CHAPTER FIVE LESS FORMAL RECORDS AND RECOGNITION WITHOUT ACCREDITATION

The National Record of Achievement (NRA), which has evolved into Progress File also gives scope to record non-formal learning and is capable of giving recognition of a kind to part-time employment. However the record here would be a personal account which might be supported by a teacher, but would not involve either assessment or validation.

In Scotland the idea of giving recognition to non-formal learning has been a matter of discussion and research from time to time over the past 30 years or more. The earliest work identified in the survey (although not yet sourced) was a profiling project (*Profiles in Practice*) undertaken by SCRE in the late 1970s/early 1980s, but efforts were also made within some areas of Standard Grade development (notably in English) to capture relevant non-formal learning and bring it within the scope of formal assessment.

More recently, SQA has been considering the development of profiles of the kind cited in Model 3 (Annex 1) and progress in this field will be important in further developing that model.

The review did find one case where the authorities were tackling the issues of part-time employment directly, however, and the approaches adopted there will be further explored in this component of the research. The answer may be at least partly in a very simple approach. In New South Wales the issue of part-time employment has been tackled head on and a web-site has been developed by the Department of Education and Training which encourages young people to undertake part-time employment and gives advice on how to get the maximum benefit from doing so. It encourages planning and negotiating among other things. This will be further investigated as a new model or part of the existing Model 5 (Annex 1).

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ANNEX 1

Possible models of recognition

In principle, there appear to be five models of recognition. These are differentiated by a number of factors including the following: the extent to which the school is involved, the extent to which the employer is involved; the nature of the link (if any) to the school curriculum; the nature of the link (if any) to employability or other progression; and whether or not they will lead to certification.

Model 1: recognition of part-time work through full embedding in the curriculum

In this model part-time work would be recognised as a context for school learning and assessment. This could be achieved through syllabus inserts and/or by ensuring that there were opportunities for learners to draw on their experience of part-time work in assessments. There would be no discrete certification.

Model 2: recognition that part-time work can develop generic transferable skills

In this model part-time work would be recognised as a context for the development and assessment of skills which complement the subject-based curriculum. These could either be skills which can already be assessed and certificated through national units (eg core skills) or skills which would require the development of new national units (eg other employability skills).

Model 3: formal recognition of the distinctive outcomes of part-time work

In this model part-time work would become a focus for discrete certification in which either the school or the employer or both could be involved. This would result in the generation of formal record of the outcomes of part-time employment within the Scottish Qualifications Certificate (SQC), possibly involving the SQA's new profiling facility.

Model 4: recognition of the role of part-time work in personal planning

In this model, part-time work would be formally recognised as having in part to play in the learner's personal development planning. This would be captured in paper or IT-based support materials related to Progress File and/or Personal Learning Plans.

Model 5: recognition of the potential of part-time work to contribute to progression

This model focuses on the contribution which the experience of part-time work may make to the learner in future – ie to the next stages of education or to employment - rather than on possible links to concurrent school activities. Examples of the outputs envisaged here would include web-based self-assessment programmes for the learners, structured references for use by employers, or a combination of these.

In further developing the models, close attention will have to be paid to the quality of the experience of young people undertaking part-time work. At present there is a lack of data on matters such as the types of work, types of employer, frequency or duration of employment and so on. However, it would be reasonable to anticipate that not only will the work itself

vary considerably in nature – eg the extent of the skills and degree of responsibility involved – but the opportunity for personal and/or vocational development or progression within the employment and the support available for those involved is also likely to be very different in both degree and kind. These factors will influence the learning which takes place and the recognition which can be given to it.

In table 1 below the models are shown as relating along two axes. One of these shows the nature of the links with the formal school curriculum and the other shows the extent to which the model is concerned with the formal assessment of outcomes. Whether they would be intended to lead to some form of certification is shown by an asterisk.

* associated with some form of certification

APPENDIX FIFTEEN

**THE NATURE AND IMPLICATIONS OF THE PART-
TIME EMPLOYMENT OF SCHOOL PUPILS**

**MEASURING ENTERPRISING SKILLS AND
ATTITUDES: A REVIEW**

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ABSTRACT

This paper reports on the results of a review of existing measures of enterprising skills and attitudes. The review was undertaken firstly to identify definitions of enterprising skills and attitudes and secondly to inform the design of the questionnaire of school pupils and of the focused studies. It has been written by Linda Brownlow and Sheila Semple, both members of the research team. This paper is being circulated to **advisory group members** only at this stage [2004].

CHAPTER ONE INTRODUCTION

The relationship between part-time work and the development of enterprising skills and attitudes is a key element of the research. We have therefore undertaken a review of existing work on the measurement of enterprising skills and attitudes.

This review has two purposes:

- to identify definitions of enterprising skills and attitudes;
- to review measures of enterprising skills and attitudes and assess them for potential use in our questionnaires and focused studies.

This was a time-constrained review as it was essential to identify measures in time to contribute to the pilot survey of pupils, beginning early November 2003.

To fit the purposes of this research study, throughout this review a tight focus has been kept on enterprising skills and attitudes rather than broader concepts such as personal effectiveness or locus of control.

This review builds on the evidence reported in *Determined to Succeed* (2002). It does not aim to report in any detail the evidence provided for, and identified in, *Determined to Succeed* but we have summarised relevant elements of it later in this report.

For this paper we have reviewed publicly available materials in the UK and abroad and also accessed unpublished work from two ongoing projects in Strathclyde University. Each has had to consider definitions and measures of enterprising attitudes and behaviours. These projects are:

- Research into the Educational and Economic Benefits of Enterprise Education
- Research into the definition of an Enterprising School

It has also accessed ongoing work at Kingston University (see 4.3.1).

CHAPTER TWO DEFINITIONS OF ENTERPRISING SKILLS AND ATTITUDES

In this section we look at how enterprising skills and attitudes might be defined. It is important to note that while there is an apparent consensus at a *general* level, this does not translate into an agreed and shared set of specific definitions.

We consider first the evidence of the benefits of enterprise education, from which we can extract implicit definitions of enterprising skills and attitudes. We then draw on explicit definitions from three areas: policy documents; research and evaluation reports; and materials produced to develop enterprising skills and attitudes. We have produced a matrix (at the end of this document) to show the overall pattern of descriptions of enterprising skills, attitudes and behaviours.

In this matrix we examine various existing measures, and identify whether enterprising skills and attitudes are dealt with specifically, not specifically or are not covered at all.

There is a general consensus across most young people, teachers, parents, employers and local and national policy-makers that enterprise education is a ‘good thing’ for the individual. It is thought to represent a successful approach to developing skills relevant for employment and for life in general. It can give scope to creativity, develop individual talents and create employment and wealth. Amongst other things it is thought to encourage the ability to work with others, improve communication skills, responsibility, decision making, problem solving and informed risk-taking, as well as leading to increased confidence. It is claimed that teaching and learning in enterprise education not only enhances the learning of desired cognitive and social skills, but also has a positive effect on pupil motivation and attainment.

Explicit definitions of enterprising skills and attitudes

There are well-established lists of core skills, employability skills and enterprise skills from a variety of sources, local, national and international. Some of these are contained in local and national policy statements; some are contained in reports on research and evaluation in this area; and others are included in enterprise in education delivery packs and materials.

Policy documents

The National Framework for Education for Work (Scottish CCC 1999) identified the following important skills, including ‘core skills’

- *Communication*: oral communication (speaking and listening), written communication.
- *Numeracy*: using graphical information, using number
- *Problem solving*: critical thinking, planning and organizing, reviewing and evaluating
- Using information and communication technology
- Working with others

In addition, the following positive dispositions are identified: *teamwork, achieving quality, continuing education and training, health and safety at work, equal opportunities, the environment, views, skills and capabilities of others, change, service to others, dealing with customers.*

Personal qualities considered important include self-awareness, self-esteem, self-motivation, self-control, initiative, determination, confidence, and a sense of responsibility.

There is currently [2004] no specialist curriculum guidance on enterprise education.

HMIE, in cooperation with others, is currently developing new Quality Indicators for Enterprise in Education which will provide a framework for schools as they seek to become more enterprising environments and help their pupils to develop enterprising skills and attitudes.

The OECD document *Towards an Enterprising Culture: A Challenge for Education and Training* (1989) identifies enterprise learning as a project or task-centred process which produces outcomes additional to the gaining of academic and/or vocational knowledge and/or experience, for example in the form of greater understanding of the values and benefits of being enterprising, for the individual and/or society more generally.

Research and evaluation reports

Early consideration in Scotland of what pupils might gain from Enterprise Education activities included an evaluation of the Primary Enterprise programme in 1990/91. This indicated that:

- pupils had grown in confidence, had learned to identify their own and others' strengths and weaknesses, and had taken responsibility for their own decisions
- many pupils developed and displayed new skills eg organizing themselves and others and dealing with adults effectively many pupils had been given the opportunity to display previously unrecognized qualities and had gained from personal satisfaction and peer group status

The Centre for Education and Industry (CEI: Warwick University, 2001) was commissioned by the DTI to research and identify a set of attributes, skills and behaviours essential to the development of an entrepreneurial workforce. Their research identified the following sets

- *Attributes:* self-confident, autonomous, achievement orientated, versatile, dynamic, resourceful
- *Skills:* problem-solving, creativity, persuasiveness, planning, negotiating, decision taking
- *Behaviours:* acting independently, actively seeking to achieve goals, flexibly responding to challenges, coping with and enjoying uncertainty, taking risky actions in uncertain environments, persuading others, commitment to make things happen, opportunity seeking, solving problems/conflicts creatively.

They state that 'there is little doubt about the connection between these qualities and employability'.

The CEI definitions echo the views expressed in the *'Attributes of Youth'* report (Anderson Consulting, 1998), where the attributes identified as important were enthusiasm, initiative, honesty, commitment, positive attitude, adaptability, flexibility and willingness to work. While a small minority of employers saw qualifications as the most important attribute, many more mentioned communication and interpersonal skills as top priority in potential employees.

These closely match the key attributes of enterprising people which were identified earlier by OECD (1989 p36). These include the ability to be positive, flexible, confident, at ease with risk and uncertainty, creative, responsible and an effective communicator, influencer and organizer.

An earlier literature review of the characteristics of the entrepreneur (Caird, 1991) noted that these were many and broad-ranging. These include a need for achievement; need for autonomy; need for power; dedication; creativity; decision-making; confidence; goal-setting; innovation; problem-solving; planning; risk taking; responsibility acceptance, inner locus of control; and insight.

The Evidence Report from Determined to Succeed notes that the contribution of enterprise education to the development of enterprising attitudes skills and behaviours was through: development of confidence, discovery of new abilities, strengthening of communication and inter-personal skills, improved ability to resolve conflict, increased willingness to take responsibility and greater understanding of how business operates. The evidence which was provided for the Determined to Succeed review also suggests that taking part in enterprise activities encouraged positive attitudes towards business generally and towards entrepreneurship.

Delivery packs and materials

Recent resource materials created for Careers Scotland have placed an emphasis on the assessment of knowledge and understanding, skills and attitudes which should be assessed, although it is clearly stated that 'it can be more difficult to assess specific enterprise skills and attitudes'. A more general picture of what should be assessed is documented in the Teachers' Guide for each set of materials.

- *Knowledge and Understanding*: of the context of the enterprise project, of the organization and management of the project
- *Skills*: enterprise skills such as teamwork, problem solving, decision making and leadership
- *Attitudes*: to the context, to self and others, to business, to employment and self-employment.

The Changemaker programme in England (1999) has produced a set of workbooks which focus on what is identified as the 14 enterprise skills which are 'key to enabling young people to develop skills relating to employability, citizenship and lifelong learning'. This supported study programme aims to improve young peoples' motivation, build self-esteem, help them become more effective learners and raise attainment. The 14 skills which they consider to be important include; working effectively in a team, assessing strengths and weaknesses, seeking information and advice, making decisions, planning time and energy, carrying through responsibilities, developing negotiating skills, dealing with people in power and authority, solving problems, resolving conflict, coping with stress and tension, evaluating your own performance, using communication skills to give and take feedback, developing presentation skills. This list also has links with citizenship and employability.

The CITY programme in South Australia (1998) identifies twelve enterprise skills which include assessing strengths and weaknesses, seeking information and advice, making decisions, planning time and energy, carrying through agreed responsibilities, negotiating, dealing with people in power and authority, problem solving, resolving conflict, coping with stress and tension, evaluating performance and communicating.

CHAPTER THREE KEY ISSUES TO CONSIDER

Before we look in detail at the usefulness of the measures identified through this review, there are some key issues to be noted.

While there appears to be considerable consensus on the general concepts which describe enterprising skills and attitudes, there is much less evidence of a shared understanding of how these may be more specifically defined, or evidenced in practice. Concepts such as ‘autonomy’, ‘responsibility’ and even ‘informed risk-taking’ are capable of many interpretations and researchers have operationalised these concepts in different ways in different studies.

One of the reasons why there may be different understandings of these concepts is because the assessment of skills and attitudes is very context related. For example, a young person who is asked by a teacher in her school about the extent to which she is ‘willing to take responsibility’ may answer in the context of her behaviour as a school pupil: she may reply quite differently if asked this in the context of her home life. So the context for each individual might change the definition. Similarly, different people are coming from different perspectives; an employer may define ‘being willing to take responsibility’ differently from an employee, and differently from another employer in another sector, or of a different size. Both definitions and measurement of skills and attitudes are heavily context-related.

While the research and policy communities may broadly agree on the wording of the concepts, many of these cannot be ‘translated’ into a form that all young people can easily understand when asked to self-report. Words and concepts such as ‘autonomy’ remain problematic. Therefore, research instruments such as questionnaires have to focus on what can reasonably be understood. There is also a difference in what can be done when the whole purpose of a study is focused on the measurement of enterprising skills and attitudes compared with a study (such as this one) where this is only one of many areas to be covered in a questionnaire. The primary form of data collection at this stage of the research is a questionnaire and this limits the depth to which we can explore concepts of enterprising skills and attitudes.

CHAPTER FOUR MEASURES TO ASSESS ENTERPRISING SKILLS AND ATTITUDES

We now consider the nature of some of the approaches currently in use to measure these skills and attitudes, and comment on their usefulness for this study.

The measures examined are categorized as follows:

- self-report only
- observation and triangulation in addition to self-reporting
- psychometric evidence

The majority of existing measures are either wholly or partially self-report. The preponderance of self-report measures, despite their limitations, reflects the difficulty of designing and using observation/ triangulation approaches and psychometric measures.

We have added a comment in italics giving our assessment of the possible use of each of the measures to our research. With respect to the focused study element of the research, this is an initial assessment. More detailed consideration needs to be given to other aspects, for example, how the validity of using only *parts* of existing measures.

Self-report measures

The Changemaker materials in England (1999) include, for each of the 14 enterprise skills, four exercises; identifying the skills, developing the skills, the transferability of the skills and reviewing the learning. They are designed to be used in any real projects which have been chosen by and are led by the learners. Facilitators help the young people to consider their own development in relation to each of the skills.

Elements of the wording of the skills are useful, but the exercises are more appropriate when attached to an educational activity.

The Evaluation of new Approaches to Work-Related learning at Key Stage Four in England and Wales (2002) used questionnaire materials for pupils, asking them to rate themselves on a 5 point scale (excellent, good, ok, poor, very poor) against various enterprise skills and abilities. This was completed following an experience of work-related learning. A similar approach was used in the evaluation of the *Earn and Learn* programme at Bathgate Academy and of the Motivator programme at Inveralmond Community High School in Livingston. Young people who had taken part in the programme were asked to identify how it had helped to: prepare them to go out into the adult world; make them more aware of their potential; make them more employable. They were presented with a list of ‘enterprising’ skills and asked to rate themselves against each of these on a 4 point scale.

Elements of this have been used in questionnaire items.

The Learning Gains Research (2002, Semple et al) used open questions on a self-report questionnaire to identify skills and attitudes towards work and ‘enterprise’ broadly defined.

These open questions could not be used in our pupil questionnaire because of the cost that would have been involved in coding and analyzing them given the large sample size.

The Employability Skills Toolkit, developed by the Conference Board of Canada (2001) is a resource which has been devised jointly by business and education, due to concerns about the

gap between employers' needs and pupils' skills. It was designed with a view to helping young people begin to manage the process of knowing themselves, recognizing their strengths and weaknesses, seeking feedback and planning further development.

It outlines a range of personal skills and qualities and provides a framework for self-assessment which gives suggestions as to what relevant academic, personal management and teamwork skills might 'look like' and how they might be demonstrated at home, at school, at work or in the community. This paper-based aid is used in various ways;

- one to one coaching for disaffected pupils in school
- a personal development tool for careers guidance
- in a process of work based learning
- one of the key strengths of the toolkit is that it helps pupils to see the connections between competences, skills and behaviours as they apply in different situations.

While this tool refers to some enterprising skills and attitudes, it has a much greater focus on employability and is therefore less useful for this research.

Observation and triangulation in addition to self-reporting

The ongoing study being undertaken by staff at Strathclyde University, looking at the economic and educational benefits of enterprise in education includes examination of teacher and pupil perceptions of what 'being enterprising' means in a representative sample of schools. The next phase of data collection will include specific questions for teachers about what they consider important to assess during enterprise activity and how they do this. This will provide an indication of both the extent of the consensus on the definition of being 'enterprising' and the measures employed for a variety of groups.

These measures are still under development, and have been designed for a younger age group than the present study.

Resource material for Careers Scotland, created by the National Centre: Education for Work and Enterprise at Strathclyde University, with the aim of providing support for enterprise activity with young people from the ages of 5-25, includes various tools for assessment, including self-assessment, peer assessment, group assessment, teacher assessment/ observation and observation by adults other than teachers. These tools range from observation schedules, with an expectation that evidence of particular types of behaviour should be identified along with dates on which they were observed, to ratings against various enterprise skills and attitudes. The aim of this range of tools is to try to ensure that by including the views of a variety of people, a more complete picture of pupils' development can be developed.

Elements of the self-assessment tools have been incorporated into the pupils' questionnaire.

In Opening Minds, (1999) the set of 10 core competences defined by Halifax plc are detailed. These competences are relevant to all grades within the organization, but also give an indication of the desired qualities of potential employees. The framework defines key 'attributes, characteristics, behaviours and knowledge exhibited by successful performers'. There are three categories of competence: people, personal and process.

People: direction setting, developing self and others, communication and working with others

Personal: achievement orientation, customer orientation and change orientation

Process: forward thinking, judgment and quality process.

*There is a structured assessment process, with each of these competences having 5 progressive levels, becoming increasingly complex and demanding, each describing a different type of behaviour. The system is designed to help participants set goals for the future, thereby increasing motivation. This **may** be a useful basis for elements of focused study element of the research work.*

In Scotland, knowledge, skills, attitudes and understanding in relation to enterprise may be measured and accredited through the formal examination system. This can take place at secondary level, in options within Standard grade Social and Vocational Skills and Business Management Intermediate 1 and 2.

*There **may** be elements of this which could be used in focused studies.*

In addition, there are a number of units within the National Qualifications catalogue: Enterprise through Craft; Enterprise Activity; Considerations for Self-employment; and Identifying Opportunities: Recognising Entrepreneurial Potential. These units are still fairly new and to date only a few pupils have taken these. Within Higher Still and National Qualifications, core skills are embedded in the subject. Discrete core skill national units can be taken at certain levels. The Scottish Qualifications Authority is currently (December 2003) consulting on the development of a Scottish Progression Award in Enterprise.

*There **may** be elements which might be used in focused studies.*

Young Enterprise Scotland has an exam and award scheme, although not linked to the SQA framework. Some of this is workshop based, much web-enabled and all linked to Core Skills.

This is likely to require more time to use than will be available in the focused studies.

The Pathways to Enterprise programme in Canada uses observation records and ratings sheets for each pupil to build up an overall picture of some enterprising skills and attitudes, the main ones being self-confidence, showing initiative, taking responsibility and showing perseverance. The key participants in the assessment and evaluation process are identified as being pupils, teachers, parents and other community members. The role of each of these participants is described, along with the specific instruments which are regarded as appropriate for their involvement.

Key enterprise skills and qualities are rated during and/or after an enterprise project, while individual personal and team qualities can be graded at any point. Evidence of such skills and qualities are rated on a 5 point scale (1=never, 3 = sometimes, 5 = always).

*Elements of this **may** be appropriate for focused studies.*

Psychometric measures

Psychometric measures tend to be expensive to use and analyse – both in time and money resources. They also normally require an extensive set of questions and to be administered under particular conditions. There are some examples of psychometric measures which focus on either enterprise or entrepreneurial skills.

Research currently being undertaken at Kingston University, aimed at measuring young people's attitudes to enterprise, is piloting the use of the newly designed ATE test (Athayde 2003). This measure considers the expression of enterprising attitudes, skills and behaviours in teaching and learning. This is done through an extensive questionnaire which covers varied aspects of a young person's life, with considerable focus on the school experience.

*If available within an appropriate timescale, this measure, once piloted, **may** be useful for focused study work with pupils since it recognizes and uses the school context. It could not be used to compare responses with other groups such as parents. The measure is still under development. The research team is maintaining a link to the work.*

The Entrepreneurial Spirit programme being piloted at present in Scotland uses a psychometric measure normed against adult entrepreneurs. It includes two elements. The first is DISC which covers Dominance, Influence, Steadiness and Compliance. The second is PIAV which covers values and attitudes reported through a six element profile analysed under the headings of Theoretical, Aesthetic, Traditional, Social, Utilitarian, and Individualistic. The entrepreneurial individual is seen as individualistic and utilitarian in approach. These headings have proved difficult to add to the matrix but the best approximation has been made.

This measure is perhaps focused more narrowly on 'entrepreneurship' rather than the broader 'enterprise'. It requires formal training and accreditation for its use and would therefore not be appropriate for this study.

CHAPTER FIVE THE NEXT STAGE

It has proved difficult to find measures of enterprising skills and attitudes that would be appropriate for this research mainly because of the limited availability of such measures. The lack of measures to assess enterprising skills and attitudes has been recognized, for example, one of the main conclusions of the EC 'Best Procedure' project on Education and Training for Entrepreneurship (2002) was that 'the development of indicators and the collection of quantitative data in this field are still very limited.'

There are, however, some encouraging developments. For example, the ENTREVA project at the Turku School of Economics and Business Administration in Finland is currently surveying evaluation and measurement methods, tools and practices of Enterprise Education in Europe, with the intention to provide theoretical analyses and presenting the results in a database later in 2004 (www.entreva.net). The research team is maintaining a link with this work.

The research team has drawn on this review to construct the items for the relevant questions in the pupil survey. These items have been piloted and amended as required. The research team will continue to review measures of enterprising skills and attitudes in the context of what will be required for the focused studies.

Addendum

Since 2003 the Scottish Executive has commissioned other research projects related to the evaluation of its Determined to Succeed strategy which have focussed on the potential to measure entrepreneurial attitudes and behaviours. The findings from these projects will be published separately during 2006

Measures of enterprising skills, attitudes and behaviours

	Responsibility	seeing opportunities	initiative	self confidence	perseverance	to willing accept challenge	risk taking	decision making	learning from mistakes	competition	innovation	asking advice	target setting
Enterprising Infants (Careers Scotland)	yes	yes	yes	yes	yes	not specific	not specific	yes	yes	not covered	yes	yes	yes
Go for Enterprise (Careers Scotland)	yes	yes	yes	yes	yes	not specific	yes	yes	yes	not covered	yes	yes	yes
Get into Enterprise (Careers Scotland)	yes	yes	yes	yes	yes	yes	yes	yes	yes	not specific	yes	yes	yes
Changemaker	yes	not covered	not covered	yes	yes	not specific	not covered	yes	yes	not covered	not covered	yes	yes
Work related learning at Key stage 4	not specific	not covered	not specific	yes	yes	not covered	not covered	yes	yes	not covered	not covered	yes	yes
Earn and Learn evaluation	not covered	yes	yes	yes	not covered	not covered	yes	yes	yes	not covered	yes	yes	yes
Halifax plc	not covered	not covered	yes	yes	not specific	not covered	yes	yes	yes	not covered	not covered	yes	yes
Employability Skills toolkit	yes	yes	yes	yes	yes	not covered	not covered	yes	not specific	not covered	yes	not covered	yes
Pathways to Enterprise	yes	yes	yes	yes	yes	not covered	yes	yes	yes	not covered	yes	not covered	yes
Kingston University research	yes	yes	yes	yes	yes	yes	yes	yes	yes	not covered	yes	yes	yes
Entrepreneurial Spirit	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	not specific	not specific
Self assessments of participants on enterprise training courses	yes	yes	yes	yes	not covered	not covered	yes	yes	yes	not covered	yes	not covered	yes

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