



A NEET ending: How Adult and Community Learning supports young people who are Not in Employment, Education or Training.

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Abstract

Marginalised young people who are often at risk of being Not in Employment, Education or Training (NEET) can face additional barriers on their journey of development. As such, education can play a very real role in facilitating their wider learning and reducing their chances of being long term NEET. It is with this in mind, that this study therefore challenges the traditional notion of only viewing educational success as academic achievement and engages with a broadened notion of achievement by exploring and detailing an Individual's Distance Travelled (IDT).

This research undertaken in an Adult and Community Learning (ACL) College in which I am the Principal, provides an insight into a Step-up course that was run by the ACL College, in a department specifically designed to work with marginalised young people who are at risk of becoming NEET.

Being the researcher in a college of which I am the Principal has allowed me to focus on nine students' individual journeys, giving an insider view of what has been achieved. Through a critical ethnographic approach, based on Carspecken's (1996) Five Stages for Critical Qualitative Research, data was collected over one college year. Using college documentation and the voice of the nine students, one tutor, a learning support assistant and a support worker, through undertaking interviews and observations, the study explores the young peoples' aspirations and behaviours at the start and end of the course, and how the college through its structure, strategic direction and staff has advanced the facilitation of the young peoples' IDT.

By challenging the traditional notion of educational success being seen as solely based on academic achievement, this research explores and explains, through a conceptual framework of social, cultural, human and symbolic capital, how the ACL College contributes to the current and life chances for the nine marginalised young people at risk of becoming NEET. Within this framework, the notion of wider learning and IDT is recognised, demonstrating an interplay created by the wider learning of the four capitals in the young person's development. This not only gives a basis on which further research can be based in order to develop this concept further but has resulted

in the formulation of a best practice model for providers who work with young people at risk of being NEET in order to improve practice.

Acknowledgements

The journey on which this Doctorate in Business Administration (DBA) has taken me has not been an easy one. I have gone from being comfortable in a business background where I am in charge of the establishment, where writing is in report form and I am certain of what I do, to one of being a researcher, having to look at things through a different lens. I have had to learn to think differently, challenge, question and review all that I knew and of which I was previously certain.

I know that, at times, my usual way of working will have caused frustration for my supervisors, Dr Cristina Devecchi and Dr Sandy MacDonald. Their patience, counsel and mentoring has been the impetus to get me through my research and as such, I have grown and been supported on my own journey of IDT. I cannot thank them enough for what they have done.

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Acronyms

ACE	Adult Community Education
ACL	Adult and Community Learning
BOIP	Business Operating Improvement Plan
BCS	Balanced Score Card
DfBIS	Department for Business Innovation and Skills
DfE	Department for Education
EHC	Educational and Healthcare Plan
ESF	European Social Fund
ESFA	Education Skills Funding Agency
ESOL	English for Speakers of Other Languages
GB	Governing Board
IDT	Individual Distance Travelled
KPI	Key Performance Indicators
LA	Local Authority
LAC	Looked After Children
MCA	Mayoral Combined Authority
NCCIS	National Client Caseload Information System
NEET	Not in Employment, Education or Training
OECD	The Organisation for Economic Co-operation and Development
ONS	Office for National Statistics
UK	United Kingdom
UKCES	UK Commission for Employment and Skills
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER 1: Introduction.

1.1 Context

This study, which engages with a broadened notion of achievement for young people who are at risk of not being in employment, education or training, recognises the additional barriers young people from marginalised groups can face on their journey of development. Young people on the margins of education and therefore at risk of being “Not in Employment Education or Training” (NEET), may need more than academic learning (Gorlich and Katznelson, 2015) in order to move onto the next positive stage of their lives into further learning or work. Although it could be argued that the wider learning and skills needed to do this should have been accomplished at school, and as the literature implies, it does so successfully in adult learning, then why is it not the standard approach for working with young people? One of the key challenges could be with the education system itself, for it measures success solely in quantifiable academic achievement. Therefore, there is a need for post-16 educators to embrace a wider conceptualisation of learning which transcends and challenges this traditional notion of educational success. The identified need is for education that offers broader learning (Florian, Devecchi, and Dee, 2008), based on the individual’s needs, helping to develop the whole person in a system that recognises educational success as an Individual’s Distance Travelled (IDT).

One of the post-16 education providers with a reputation for delivering wider learning facilitating social improvement is the Adult and Community Learning (ACL) sector (Fryer, 2010). However, this sector, including the college, traditionally supports adult learners’ post-19 years of age and therefore 16-18-year-olds on the margins of education remain at risk of being and becoming NEET. Therefore, there is a dearth of both practical and research-based knowledge of how ACL supports younger students. Consequently, the rationale for this study was to focus on one particular ACL post-16 provider in order to shed light on how this provider supports young people’s IDT so as to help other ACL providers support young people at risk of becoming NEET.

This study, which is based within the “Step-up” class, a course designed and run in a department specifically designed to work with young people who are at risk of

becoming NEET, is undertaken in the Adult and Community Learning (ACL) College in which I am employed as the Principal. Therefore, the study is undertaken in my capacity as a researcher but also based on my professional knowledge and expertise as the Principal of the Local Authorities (LA) ACL College, and in my role as a Senior LA Officer, with a remit for Skills and Employment. This role, which spans two local authorities means I am also the LAs' advisor on skills to the Senior Directors and locally Elected Members, which includes an influencing role for skills within the Local Mayoral Combined Authority.

In order to explore how the ACL College supports the young person's IDT, it was necessary to identify a way in which wider learning could be conceptualised more broadly. It required a lens that took into consideration the acquisition of skills, attitudes, knowledge and competences, encompassing a wider understanding of learning, whilst recognising the individual student's social and emotional growth, their development of relationships and their future plans. To achieve this, there was a need to challenge existing ways of measuring learning as constructed through qualifications and other quantifiable outcomes, such as grades, by putting forward an innovative way to develop, assess, value and invest in the skills and knowledge exemplified through a more subtle, flexible, complex and relational IDT. It required identification of an appropriate theoretical framework through which to view IDT. The way in which this study solved the problem was to conceptualise the IDT through the forms of "capital", the qualitative differences in forms of consciousness in different social groups (Moore, 2014), through the combination of human, social, cultural and symbolic capitals (see Chapter 3).

1.2 The Aspects of the Study

This study concerns itself with the IDT of the college students on a Step-up class in which I spent nine months observing the young people, their tutor and learning support assistant (LSA). There were four main aspects to this study that were present and relational in their position during the research: the young people who are NEET or 'at risk of becoming NEET' which means that they completed their compulsory schooling in the July and will not appear on any educational establishments register until the following September when they start their post 16 education. Furthermore, those young people 'at risk' do not appear on any statistics of education until six weeks into

their programme, so are at risk of not returning to education; an ACL College; an Individual's Distance Travelled (IDT); and the notion of educational success, which includes supporting life chances by offering the opportunities to explore and plan for the long term future, identifying what is achievable and how to get there. All of these four aspects, which are complex and contested, require an understanding so that the development of the young people can be appreciated. Therefore, below I explore the four aspects before moving on to give the context of the ACL College in which this study was undertaken.

1.2.1 Young People who are NEET

Although most young people stay in some form of education or training post-16 years-of-age, a small number of them do not. They are referred to as being NEET and can often include some of the most vulnerable young people (Department for Education (DfE), 2018a). The word NEET has been used since 1994 when it first appeared in a report by the South Glamorgan Training & Enterprise Council (Istance, Rees, and Williamson, 1994), but was made popular and used more widely after appearing in *Bridging the Gap* (Social Exclusion Unit, 1999). Although the term is now used internationally, it lacks common definition which results in the impossibility of comparing International NEET statistics with the United Kingdom (UK) national estimates (House of Commons Library, 2018). In fact, within the UK internal comparisons across different departments or different times are a challenge, as the UK definitions, especially in regard to the age group, changed in September 2016 when the field work for this study commenced. This issue and others related to the current understanding of NEETs are explored further and in more detail in Chapter 2 in order to set the context in which the college works with young people who are at risk of becoming NEET.

1.2.2 Adult and Community Learning

A further important aspect of this study and essential to the understanding of how young people who are at risk of becoming NEETS can be supported, is to focus on the nature of ACL and learning (explored in more detail in Chapter 2). When a young person concludes their final year of compulsory school education aged 16, they move into "Post-16" education, which comprises of:

1. School Sixth Forms or Sixth Form Colleges, whose main students are 16-18-year-olds.
2. Further Education Colleges, whose students mainly consist of 16-18-year-olds, although some also deliver Higher Education and some part-time post-19 provision.
3. Adult and Community Learning (ACL), which, in the main, delivers post-19 part-time adult provision. ACL providers are less well known and differ in their delivery model from the other two aforementioned provider types.

What distinguishes ACL from other types of post-16 providers is its core model which is often delivered in community-settings, in small classes, working with some of the most vulnerable learners in society and focusing on delivering a holistic curriculum for wider learning. ACLs are designed to support the growth of the individual, not just academically but also socially, helping to develop new relationships and create an understanding of the world which will support future career plans. In other words, it seeks to remove the barriers that some may have in accessing education, employment and careers and supports the wider development of an individual.

1.2.3 Individual Distance Travelled (IDT)

Central to this study in being able to identify the wider personal development of a young person is the notion of an Individual's Distance Travelled (IDT). Yet, distance travelled is not a new concept. The Welsh Funding Office (2003) used the term "Distance Travelled" when referring to the measure of soft outcomes, primarily in reference to employment and European Social Fund (ESF) projects. Examples of distance travelled for soft outcomes in ESF projects are: improving self-confidence; improved appearance; managing finances; and the ability to write a job application. These examples could be seen as an ability to complete a list of tasks primarily addressing the need to equip people with employability skills. However, the IDT, as referred to in the ACL educational context, is wider and deeper than this. It concerns itself with changes which improve both academic and social skills creating a space in which the students can reflect on their positionality, connecting learning to the creation of an individual's transformational potential (Smith and Duckworth, 2019). Furthermore, it is not yet clear what impact the current coronavirus pandemic will have on the wider needs of young people, making IDT an even more important aspect of a

young person's learning journey. Ultimately, wider learning, as discussed further in Chapter 2, gives growth to the individual's knowledge of the world and of what can be afforded to them, thus opening up new opportunities to which they can explore and aspire.

As a consequence of its person-centred approach, ACL concerns itself with IDT rather than taking just a training or skills-qualification based approach. IDT is the journey the individual has been on from when they joined the college course, through to its conclusion. IDT recognises the qualifications achieved but, just as importantly, it recognises the development over the course time of the young people's social skills, emotional intelligence, growth in knowledge of the world and what life options they have, which should, in itself, also form part of the outcomes for learning (Florian, *et al.*, 2008). IDT supports the development of relationships and friendship, the ability to operate in new spaces and career and future planning.

1.2.4 What Success Looks Like

ACL, sensitive to the needs of those furthest away from learning to develop holistically, views success as the wider IDT described above. A focus on the features of IDT and how the college in this study, and ACL in general support IDT is important because of the government's measure of a successful college. This is in the hard-statistical data of qualification achievement rates (Skills Funding Agency, 2015;2016), and Ofsted Inspection Reports, which also give substantial weighting to qualification achievement (Ofsted, 2016). Additionally, as discussed in Chapter 5, these are often applied with unrealistic expectations of what can be achieved and not in the context of wider learning. However, although ACL is supportive of wider personal development, it is not clear whether this is recognised in the governance management of the ACL College or whether they concede to and reiterate government and Ofsted measures.

However, this gap between IDT and qualification achievement rates has been partially acknowledged, for in 2019, Ofsted launched their new "*Education Inspection Framework*" (Ofsted, 2019) which proposed to include separate judgements about a learner's "personal development" and "behaviours and attitudes". It is, though, too early to tell how this will be reviewed, measured and its impact, especially as inspections are short (two or five days) making it difficult to see how the IDT could be

evaluated. Thus, this research is important, owing to its timeliness, its originality of concept and its potential value to future policy and practice, providing new ways to understand success through IDT.

1.3 The ACL College of the Study

The setting for this study is a Local Authority (LA) ACL College, located in the East Anglia Region. The college works annually with circa 3500 part-time adult students and approximately 250 full-time young people who are at risk of becoming NEET, and who have low skills and multi-barriers to education, training and work. Alongside delivering individualised wider learning to its students, the college delivers vocational and employability skills training together with contextualised basic maths, English, IT and English for Speakers of Other Languages (ESOL).

The college operates from two campuses, as well as in pop-up community venues and has been delivering adult education since 1945. It has a Governing Board (GB) with devolved responsibilities from the LA for the strategic direction, day to day management, finances and quality of the provision. This allows the college to work as a self-financing business unit that is aligned to local strategic priorities with an agility that is usually only afforded to the private sector. However, although the GB sets the strategic direction, how the GB holds the college to account for the delivery of wider learning in its strategic direction remains to be tested.

The section of the college that specialises in delivering education for the young people at risk of becoming NEET has staff specifically appointed for their ability to positively engage with young people. Seen by the college as the singular most important skill of the tutor, it is tested during the interview process with candidates undertaking a “micro teach” with young people. The fact that the requirements for teaching qualifications for post-16 tutors are no longer set by government but by the college (Department for Business, Innovation and Skills (DfBIS) (2012), means that the recruitment of tutors can be bespoke to the needs of the students. In the case of the college, the teaching qualification requirements are to hold or agree to work towards an adult education teaching qualification. However, there is no evidence to substantiate whether or not this has a better impact on the students’ development than the previous workforce regulation (which dictated the level of teaching qualification needed). What it does

mean, though is that, as a consequence, the college is able to recruit tutors that have the same values and ethos as the college. It also allows for the college to operate a staff development approach that creates opportunities for “non-teaching” staff to move into “teaching”, perhaps better described as student facilitation and learning, thus giving strength to succession planning.

The values and ethos of the college are set out in the college mission (XXXXXXXXXXXXXXXX¹, 2015), and aligned to the core set of objectives, (Appendix 1) which were agreed by the LA as part of the constitution approval process. These include: to advance education; to relieve unemployment; to relieve poverty; and to promote social inclusion. The work the college undertakes with the young people responds to the said objectives which gives permission for a different approach to that of mainstream education and serves to increase inclusion and address inequalities. This is reflected in the small class sizes (maximum of 15 students) and a “wrap-around” service consisting of support workers (SWs) who support the students outside the classroom, LSAs supporting the students inside the classroom, college counsellors, an outdoor gym, a wellbeing centre, a clothes exchange and access to a free breakfast, lunch and fruit.

This holistic approach to learning, alongside the college’s ethos which reviews achievement and success, not just in academic terms, but in the young person’s overall development and their wider learning is shared across the ACL sector. However, the accountability for wider learning still needs to be questioned to ensure that there is no disconnect between forefront workers and management, especially with the influence that government and Ofsted have on the sustainability of the college. In other words, does management comply with the governmental view of educational success or uphold the ACL ethos of wider learning? This will be of particular importance to the commitment to a young person’s IDT, as the notion of success is contested and the definition of success in educational terms is a complex one. As

¹ Name of the document has been anonymised to protect the identity of the College of the research

mentioned above, the government has a main view of educational success which differs from the wider concept held by the ACL.

1.4 The Research: Aims, Objectives, Questions and Design

As a researcher and Principal, I have a professional responsibility to the sector and my institution. I also have an interest in understanding what and how educational success is achieved, and if the environment and staff of the college play a lead role in this success. Although the thesis and its aim are about the ACL College, the way in which to fully appreciate the role the college plays is to experience it through the student's voice. However, as I move from Principal to researcher, I also recognise that I need to challenge my role as a senior leader within the College and its governance.

In view of the previous discussion about the mismatch between what is externally valued and what young people who are NEET might need for a life of value, the aim of this study is:

- To identify what the ACL College does to contribute to the current and life chances of the young people at risk of becoming NEET, and how it facilitates their IDT.

The objectives of the research are to:

1. Explore the aspirations and behaviours of the young people at the start and end of the course, in order to assess their IDT;
2. Explore how the college, tutor and other college staff can advance the facilitation of an IDT;
3. Critically review and discuss literature on educational success and how ACL supports a student's IDT.
4. Identify a conceptual framework and a best practice model for providers of post-16 education who work with young people at risk of being NEET.

The main research question is:

- Through the description of the students' IDT, how does the ACL College contribute to the current and life chances of the young people at risk of becoming NEET?

The subsidiary questions are:

- a) How does the college facilitate the students' individual distance travelled?
- b) How does the college facilitate the students' development of relationships and friendships?
- c) How does the college support the development of the students' career and future plans?

This study used critical ethnographical methods and was carried out during the time the students taking part in the study were at the college. Through reviewing of the college and student documentation and the voices of the students, tutors, LSA and SWs, the study sought to establish patterns and give an interpretation of the social group (Creswell, 1998) from a value orientation designed to refine social theory, developing critical social research. Concerned with the "inquiry of non-quantifiable features of social life" (Carspecken, 1996), social inequalities and working towards positive social change, this research sought to identify new avenues for social transformation.

The critical ethnographic methods allowed for the "repositioning" for me, as the researcher, as well as in my role as the Principal, to see the world from the less dominant view of the student (Willis, Janes, Canaan and Hurd, 1990), accepting and reflecting on my role in this situation (Roman and Apple, 1990). During the 9-month study, as the researcher, I recognised the challenges to carrying out an ethnographical study on a site in which I am involved and the vested interest which could thus be inferred (Glesne and Peshkin, 1992). The ethnographical approach allowed me to be reflective but also very self-critical in what was observed and to recognise how I was dependent on this factor. I was also able to reflect on my own learning journey and my IDT. Careful consideration was also given at all times to my professional practice in relation to the students as moral and ethical considerations were key to the study. Note, I will use the first person in the treatment of the methodology for this research with me, as the researcher, referred to in the first person.

Finally, this study will also reflect on the many roles I inhabit, not just as the Principal and researcher, but also as an officer within the LA and the political power this affords me with regards to influence, challenge and change within local government.

1.5 Outline of the Thesis

This thesis comprises eight chapters. Following the introduction to the topic and research context, Chapter 2 looks at the context of the NEETs in the UK and the ACL sector, and Chapter 3 reviews the theoretical and conceptual frameworks. Chapter 4 sets out the methodology, with Chapters 5 and 6 reviewing the findings. In Chapter 7, there is a discussion of these findings in relation to theory, and finally, Chapter 8 draws conclusions for both theory and practice.

CHAPTER 2: Young People That Are Not in Employment Education or Training, and the Role of Adult Community Learning.

2.1 Introduction

As the study concerns itself with how the ACL College supports and facilitates IDT for the young people at risk of being NEET, this second chapter sets the context in which the study took place. It introduces and reviews the two main elements of this study, ACL and young people that are, or are at risk of, being NEET, in order to examine and critique current knowledge and understanding of the two key topics under research. In doing this, the chapter discusses government policy and initiatives that have impacted on young people who are, or are at risk of, becoming “NEET”, before examining the context of “NEET”; being “NEET”, UK “NEET” statistics; and NEET in an educational context. The second part of the chapter covers ACL, its history and how ACL fosters engagement and learning, with particular regard to the IDT. Finally, and before moving on to Chapter 3 which discusses the theoretical framework, this chapter concludes with a summary.

The literature review identified that there is extensive literature in the field of Adult Community Education (ACE) and “NEETs” but little on the ACL education sector’s interaction with young people at risk of being NEET. Given the significant amounts of literature on young people that are NEET and also on ACE, filters were applied to assist in the framing of the work through definitions of the research parameters; for example, engagement into learning, factors of becoming NEET, influences on young people, inclusion and support. Other concepts were considered for this research, for example citizenship, widening participation, role models, business demands and aspirations. However, whilst pertinent to a broader consideration of the NEET phenomenon, these were excluded as the research was to understand the role of the college and how the organisation supported the young peoples’ IDT. In addition, these concepts also would not fully meet the needs of the research questions. Alongside exploring the research-based literature, a review of government policies was also undertaken, with the starting point being my professional expertise, the findings of

which I now go on to discuss. This chapter therefore starts with a review of the policies so as to better understand the environment in which post-16 education operates within, before moving on to discuss young people that are NEET in the context of the study, followed by the ACL sector.

2.2 Government Policy and Initiatives impacting on NEETs

Although successive Labour, Conservative and Coalition Governments have recognised the need to support vulnerable and young people that are NEET, over the 30-year period between the 1980s and 2014, the skills and employment agenda has passed between government departments 10 times and who has “produced between them 13 major Acts of Parliament” and there have been “61 Secretaries of State responsible for skills policy” (City and Guilds, 2014; p.1). Since City and Guilds (2014) published their report *Sense and Instability*, there has been another department change with responsibility moving from the Department of Business Innovation and Skills (BIS) back to the Department for Education (DfE), and three more Secretaries of State - Justine Greening (2016-2018), Damian Hind (2018–July 2019) and Gavin Williamson (July 2019–present). The breadth of policy change in the vocational skills world could therefore be argued to have had an impact on those it seeks to support and on those supporting them, that may not have always been positive, which is explored further in this chapter. Furthermore, as this review will show, the policies identify academic and vocational skills as the solution for entering and sustaining employment and not, as discussed in Chapter 1, the wider conceptualisation of learning based on the individual’s needs, which helps to develop the whole person.

In fact, since 2010, and up to the time of writing, government policy has seen thirteen separate initiatives. However, with the exception of the *Raising of the participation age* (Department for Education, 2012), in which young people were required to continue in learning or training until age 18, only the four shown in Table 2.1 below impact on young people that are at risk of becoming, or who are, NEET (see Appendix 2 for a full list). Of the four initiatives, one was prior to the commencement of this study, one was during the data collection period, and two were subsequent to the data collection.

Date	Policy, Review, Initiatives or Strategy	Government Department	Brief description
November 2012	<i>Richard Review of Apprenticeships</i>	Business Innovation and Skills	This independent report was on the future of apprenticeships, calling on the government to improve the quality of apprenticeships and make them more focused on the needs of employers
July 2016	<i>Innovation and Skills: Post-16 skills plan and independent report on technical education</i>	Business Innovation and Skills	This is government's current plan to support young people and adults to secure skilled employment and meet the needs of the economy.
December 2017	<i>The Industrial Strategy</i>	Department for Business Energy and Industry Strategy	The Industrial Strategy has been developed in order to boost productivity by backing businesses to create good jobs and increase the earning power of people throughout the UK with investment in skills, industries and infrastructure.
May 2019	<i>Review Post-18 Education and Funding</i>	Independent Panel Report	This report was commissioned in February 2018 with the hope that the Review would create a more overarching system that allows students to move more easily between FE and HE, facilitating life-long learning. The report, its findings and recommendations were presented to Parliament by the Secretary of State for Education by Command of Her Majesty.

Table 2.1. Government strategies and reports from the past 5 years that impact on young people that are NEET.

Although it could be argued that two of the four reports, the *Richard Review of Apprenticeships* (Richards, 2012) and *Innovation and Skills: Post-16 skills plan and independent report on technical education* (Department for Education, 2016), are more favourable to vocational skills, it could be suggested that none of the four serve the interests of all young people, especially those with low skills and from marginalised groups. One of the reports, *The Richard Review of Apprenticeships* (Richards, 2012) was instrumental in the changing of apprenticeships and their funding methodology. Traditionally, apprenticeships were funded by the Education Skills Funding Agency (ESFA) which changed in April 2017, when employers with a wage bill of £3m or over

were required to fund their own apprentices via a mandatory wage levy. This fundamental change led to a 28% decrease in the number of people starting an apprenticeship between August 2017 and March 2018 compared to the same period in 2016/17 (Department for Education, 2018b). The second and equally impactful change instigated by the report was the introduction of “Higher-level” apprenticeships delivered by universities without individuals having to pay tuition fees. The impact of this has been employers recruiting fewer apprentices, especially in the 16-18 age range (Department for Education, 2020), instead using the levy to deliver higher level apprenticeships for existing staff or university-style internships. This has resulted in claims that the reforms have caused a reduction in social mobility opportunities for young people at the lower levels. In fact, such was the interest in this, that the Social Mobility Commission (2019a) invited proposals for research to understand the impact of apprenticeship on social mobility, as the Social Mobilities Commission's analysis (2019b) suggested unforeseen consequences on social mobility following the apprenticeship reforms. This policy reform could be argued to have therefore made apprenticeships less accessible for the lower skilled young people, whose next step would be to move in to work-placed training, which could include the students that are the subjects of this study.

Following the *Richard Review of Apprenticeships* (2012), and before the apprenticeship reforms were introduced, the *Innovation and Skills: Post-16 skills plan and independent report on technical education* (Department for Innovation and Skills/DfE, 2016) was published. This report on the government's vision for technical education describes a need for a system that works for all groups of students, including “individuals who are not ready to access a route at age 16” (p8) and who need “tailored and flexible support.” (DfIS/DfE, 2016p8). These can be assumed to be the young people who, without the tailored approach, would be the ones most likely to become NEET. Although this policy is in its fourth year, it has made only limited progress, for example, the setting up of employer panels to design the technical levels (T-levels) and the recruitment of pilot providers. Furthermore, in my professional view as a practitioner, there are complexities with T-levels as they are only being introduced for 16-18-year olds, bringing confusion for both students and employers since a 16-18-year-old will study for a “T-Level” but a 19-plus student will undertake a different qualification. It is also questionable as to whether these qualifications will work for the

students that need “tailored support”, as they are a Level 3 qualification, equivalent to A-levels, not suitable for the lower-skilled young people who are the subjects of this study. Therefore, there is some doubt as to the effectiveness of the report, especially in its desire for a system that works for all groups of students.

The next government initiative impacting on young people and skills is *The Industrial Strategy* (Department for Business Energy and Industry Strategy, 2017) whose aim was to boost productivity which includes creating good jobs which can increase the earning power of people by investment in their skills. Although a national strategy, where a region has a Mayoral Combined Authorities (MCA), as in the area of this study, there is a requirement for the MCA to develop their own local Industrial Strategy. This gives educationalists in an MCA area an additional layer of policy and extra strategies under which to operate. As Combined Authorities have only been in existence since 2018, it is too early to tell the impact or whether the introduction of their new localised Industrial Strategy will serve to be more effective. However, what the strategies lack is a recognition of the wider learning, which is defined and discussed later in this chapter, that is needed to enter and develop within the work environment. The Industrial Strategy skills focus is on the industries’ technical needs rather than the individual’s soft skills, which form part of the wider learning, something which industry often states is lacking (Edge Foundation, 2019). Therefore, as employers state, there is a need for the introduction of wider skills. It could be assumed that these are the skills required by industry to support the post-industrial and current knowledge-based economy.

The final policy document to discuss in relation to its potential impact on the progression opportunities for young people is the *Review of Post-18 Education and Funding* (DfE, 2019). Originally announced by Prime Minister Theresa May in February 2019, the review was published just seven days before she stood down as leader of the Conservative party, and therefore as Prime Minister, on June 7, 2019, creating uncertainty as to how her replacement, Prime Minister Boris Johnson, would view the report and its recommendations. The report covered all education within the post-19 landscape, endorsing the entitlement for adult basic skills, recognising that more work needs to be done at the lower skills levels (entry level and level 1), and recommending a funded ladder of qualifications at level 2 and 3. This aspect is of

significance to the young people at risk of becoming NEET because if it is implemented, it would help to ensure future progression opportunities. Without this “ladder” the young people may not be successful in securing employment or have their employment restricted to low-skilled, low-waged jobs. If the recommendations are adopted, although welcomed for their academic and vocational progression, they lack recognition for developing the whole person through individualised wider learning. Thus, this research is timely for policy makers and in its concept for supporting practice by seeking to identify a wider conceptualisation of learning which transcends and challenges this traditional notion of educational success based on the individual’s needs, by helping to develop the whole person.

In conclusion, educators operate within an ever-changing and complex skills landscape. No time appears to be allowed for the embedding and development of new government initiatives, nor do policies appear to be fully evaluated or used as an evidence base before new policies are introduced. The policies, although well intentioned, are often ill thought through with consequences for those on the margins of education and furthest away from learning and work. Moreover, the policies lack recognition for the individualised wider learning that would support young people to enter and develop long term vocational careers. The policies designed to raise the profile of vocational learning only do so at a higher level, reducing the number of lower level opportunities, the impact being the further marginalisation of those with low academic skills, reducing rather than increasing social mobility opportunities.

However, in order to understand how young people who are at risk of becoming NEET can be better supported, there first needs to be an understanding of the complexities surrounding these young people, and how they, as a group, have been defined and conceptualised. It is with this in mind that the next section examines how NEET has been defined and understood.

2.3 NEETs

A young person referred to as being NEET, as described in Chapter 1, is a young person not in employment, education or training. Defining a “NEET” is more complex though, as each young person is an individual, with their own set of circumstances

and, as such, there is no “one fit”. Therefore, as this section goes on to identify, in order to move young people into the workplace there is a need for individualised development. However, what skills and knowledge will be required for the jobs of the future is complex and contested (and may become more so post the current Covid-19 pandemic). The UK Commission for Employment and Skills (UKCES) (2015) predicted the educational levels of the future workforce in 2022, as shown in Table 2.2 below, in terms of academic achievement levels. This suggests that a young person’s prospects for future and sustainable employment is restricted only by their academic attainment.

Qualification and Credit Framework (QCF) level	Percentage share		Forecast % change
	2012 actual	2022 projection	
QCF 7-8	9.1	14.6	+ 73.6%
QCF 4-6	27.6	33.1	+ 29.1%
QCF	19.9	17.6	- 5.0%
QCF 2	22.1	19.9	- 3.3%
QCF 1	15.2	11.3	- 20.3%
No qualification	6.1	3.5	- 38.4%

Table 2.2 UKCES projected qualification growth levels for the Eastern region workforce.

However, the view of the UKCES does not recognise or reflect the softer skills that employers say are lacking in the current workforce and therefore are needed (Edge Foundation, 2019). In fact, without this recognition it may mean that policy makers and providers of education may inadvertently cause a skills mismatch between the young person and the employer. As policy makers focus on academic achievement, so will the educators, thus prominence may not be given to the wider skills which the employers are demanding. The skills not only allow the academic learning to take place, but also the development of personal traits and attitudes which impact on how one works and relates to others. The wider learning which is not just *formal*, but also *non-formal* and *informal* learning (United Nations Educational, Scientific and Cultural Organisation, 2009), is discussed in more detail later in this chapter. Policy and education, therefore, may benefit from understanding the wider skills development that

can be facilitated through a young person's IDT, making this research timely, relevant in its concept, and potentially of particular importance post the current Covid-19 pandemic.

For an education provider to identify appropriate learning to support a young person on their long-term career and life plans, there needs to be an understanding of what defines a young person who is at risk of being or who is already NEET in order to facilitate their wider learning. The next section, therefore, explores the definition of being NEET, NEET data and NEETs in an educational context.

2.3.1 Being NEET: Defining what it is to be NEET

Not only can a young person's background and circumstances impact on their employment opportunities but also on how they value education and on their willingness, to continue their training and education. Many may have low educational attainment and come from low-income families and areas of deprivation which conspire to limiting and delimiting the young people's knowledge of alternative options and opportunities. The notion that young people often base their career options on "partial information located in the familiar" (Hodkinson and Sparkes, 1997; p.33) can make it difficult for a young person that is at risk of being NEET to follow a planned and structured career pathway.

There are many different reasons why a young person is at risk of being NEET which Maguire and Rennison (2005) suggest increases the risk of long-term unemployment, criminal activity, drug abuse and poor health. If this is the case, it makes being NEET not just about education but also reflects on a young person's life in the longer term. However, this view of being NEET also serves to validate the negative label that is now often associated with such young people as being problematic (Nudzor, 2010). This is often not the case, for in my professional experience, being at risk of becoming NEET can also be associated with marginalised groups. Regardless of the often-limited view of young people who are NEET, it is apparent that being NEET can have further far-reaching consequences and as such gives importance for education to be a driver for developing young people's future life chances and for their wider IDT. Thus,

those involved in education should be required to challenge the notion of being NEET and all that this label portrays.

However, in order to understand and therefore challenge the policy and provision available for these young people, there is a need to appreciate the lack of consensual agreement on the features and descriptors of being NEET. In the UK, NEET refers to a young person who is not in employment, education, or training and is between the age of 16-18-years, unless they have a learning difficulty and an Education and Health Care (EHC) plan (Children and Families Act, 2014), in which case there is an age range of 16-24 years (Department for Education, 2013). NEET data is collected at local government level through the LA and submitted to national government (Department for Education, 2013). This data is then used to publish national and local NEET figures within an LA area. To further add to the challenge of knowing for certain how many young people are labelled as NEET, LA NEET figures are for 16-18-year-olds although the national government NEET statistics are given as an overall figure for 16-24-year-olds and then broken down to those between 16-18 and 19-24 (Department for Education, 2018c). However, in general, government communication usually still refers to the term NEET as being those of 16-18 years. This means that NEET statistical analysis, bench marking and reviewing overall impact may not always be carried out in an accurate and consistent way, leading to a potential for misquoting or inappropriate comparisons of data. It also leads to confusion as to who a “NEET” actually is.

To further add complication to what is an already confusing landscape, in England the DfE changed the way in which they calculate published NEET figures for the LA areas in September 2016 (Martin, 2016). This change no longer included data for 18-year-old students as the DfE lifted the requirement on an LA to track young people over this age, and thus the LAs are no longer required to submit such information to the National Client Caseload Information System (NCCIS). This change has resulted in the reporting of fewer NEETs, allowing for manipulation of the statistics and thus it is no longer possible to give clear comparisons with figures from previous years. Thus, there is a clear implication that the issue of young people not being in employment, education and training has been addressed, allowing for a reduction in the levels of support needed.

Furthermore, the UK's age range for being NEET is different to the European definition (Eurofound, 2015) and internationally (see The Organisation for Economic Co-operation and Development, 2020), see Table 2.3 below:

Country	Author	Purpose	NEETs age range
UK	House of Commons (2018)	Publishing national statistics	16-24 years with sub-category of 16-18 years
UK	Department for Education (2018d)	Publishing LA statistics	16-18 years with an EHC plan 16-24 years
Europe	Eurofound (2015)	Reviewing European data	15 – 29 years
International	OECD (2020)	Reviewing data internationally	15-24 years with further subcategories

Table 2.3 NEET age range by Country and Office

The lack of consistent NEET age range definitions has become an issue for pedagogy when looking at best practice sharing models because many interventions may be age appropriate and, therefore, are not always transferable. However, it is clear that there is no single solution for NEETs (Maguire, 2015) and the diversity of the NEET group needs to be reflected in the diversity of provision that is available (Simmons and Thompson, 2011), a point that is not changed by the differing definition of NEETs. This study uses the UK's NEET definition (House of Commons, 2018), that is, a young person 16-18 years old or up to 25 years with an EHC plan.

2.3.2 UK NEET Statistics

Within the UK, the NEET statistics for October to December 2017, the data collection period of this study, saw the overall 16-24 NEET estimates for quarter four (2017), showing a slight decrease of 0.2 to 11.1%. (DfE, 2018d), with 16-18-year-olds NEET at 6.2%. Given what appear to be static NEET figures, this could mean that those that are NEET had bigger hurdles to cross than their more fortunate counterparts to get them into education, training or meaningful employment, especially if they fell into one of the sub-categories, shown in Table 2.5 below. It is also feasible to consider that, in contrast to generally held views, the hurdles may be more comprehensive than just a lack of employability skills. Furthermore, the future impact of the current Covid-19

pandemic on young peoples' future education and employment opportunities remains unknown.

However, to better understand the NEET landscape for this study, the figures were also reviewed for the published 2016 local data, as shown in Tables 2.4 and 2.5.

	No. of 16-18-year	% NEET
Total Local Authority area NEETS (16-18 years olds unless they hold an EHC plan in which case up to 25)	4,650	6.1

Table 2.4 The Local Authority NEET figures, 2016 (Department for Education, 2018e)

Overall NEETS	6.1	6.2
NEET sub-categories	% NEET in LA sub-categories	National %
Learning Difficulties (16-25-year-old)	8.8	Not available
Youth Offenders (16-18-year-old)	58.3	Not available
Mothers (16-18-year-old)	68.5	Not available
Children In Care of the Local Authority (16-18-year-old)	31.5	Not available
Children Leaving Care (16-18-year-old)	41.6	Not available

Table 2.5 The Local Authority (LA) NEET figures by sub-categories. Source: Adolescence Services Performance Report, XXXXXXXXXXXX2016².

The above tables show that, although the local NEET figures are similar to the national average, when viewing the local data by sub-groups, and comparing them to the top-line national average, they are significantly higher in percentage terms. Moreover, some of these sub-groups are identified factors in the Local Authorities Child Poverty Strategy report (XXXXXXXX² Council, 2016) as increasing the chances of families living in poverty, adding another dimension to being NEET. That being said, the LA

² Name of the reports has been anonymised to protect the identity of the location of the research

subcategory reporting has not captured all the different characteristics of young people who are NEET. For example, it does not differentiate new arrivals to the county for whom English is not their first language, a large minority group for the city in which this study was undertaken.

Transition to adult life for new arrivals can be even more complex and although every effort can be made to integrate the young people into education, an additional complexity may be the social expectations of these groups, which could, in turn, influence behaviour and therefore their achievement (Miguel-Luken and Solana-Solana, 2016). The different contexts in which NEETs are defined means that each subcategory of NEETs may have differing views of the world, with differing influencers that affect their life choices. This requires a personalised person-centred education, with an understanding of the local context in order to ensure an individual's wider learning which expands and transcends that of academic achievement incorporating social skills, emotional intelligence, growth in knowledge of the world and what life options they have (Florian, *et al.*, 2008), and that these needs are met. This then adds weight to the argument that education needs to adopt individualised learning, a type of education in which the student's learning programme is aligned to their individual learning needs and personal experiences which would allow for the recording and reviewing of their journey in a more holistic way; in other words, recognising the IDT.

2.3.3 NEETs in Education: Maximising opportunities and understanding the individual.

However, in order to maximise the young person's educational opportunities, educators need to appreciate the complexity of the influences on the young person which affect their career and study choices, their view of the world and their place in it. A family background, for example, can have a great influence on a young person who is NEET. Alfieri, Sironi, Marta, Rosina and Marzana (2015) suggest that a parent's educational level and support have a protective effect on the risk of becoming a NEET as well as their family's social and economic background (Reay, 2017). However, where this parental support may be lacking, educators can also be powerful influencers and can give an emotional foundation to an individual (Coles, Hutton, Bradshaw, Craig, Godfrey, and Johnson, 2002). Youth workers are another example of professionals who can have an influence on young people who are NEET, with

relationships that are said to be built on trust and respect through listening (Miller, McAuliffe, Riaz, and Deuchar, 2015). However, this is something that educators could also do to ensure a positive relationship with young people, but education may not always have the same goal for the young people as youth workers and therefore may need to approach this from a different perspective.

However, education can be both positive and negative. The issue of power that can be enacted in the classroom through the tutor, textbooks and curriculum can determine the view of the world that is presented (Delpit, 1997), which may not always identify or reflect alternative views of the world. Therefore, it could be argued that if the teacher's view of society, which may be affected by the system within which they operate, does not align to the one young people feel they belong to, it could heighten their sense of not belonging and therefore increase their chances of being NEET through discarding education. Furthermore, their background, especially for the young people that come from marginalised groups, appears to sometimes excuse them from engaging in education or finding a career (Simmons and Thompson, 2011) and in some cases, especially for special educational needs (SEN) students, impose limitations on their opportunities (Cox and Marshall, 2020). Therefore, education needs to be more than a vehicle for delivering qualifications or a "one size fits all" notion of society, which is often promoted in the culture by those that are in power (Delpit, 1997). This concept is seen as belonging to the middle classes (Reay, 2017), and it needs to be a system that supports the careers and life chances of all young people. However, as Comer (2015) argues, as schools focus too much on providing an organisation and culture that supports academic learning rather than preparation for mainstream life, this may not always be the case.

The need for education providers to make the right impact on a young person is therefore of importance as explored by Beck (2015), who concludes that the quality of educational provision is key and that too often poor-quality provision restricts the opportunities needed to support the young person. Strengthening this argument, Simmons, Russell, and Thompson (2014) argue that sometimes it is the low expectations of providers that can result in young people being discouraged from following their ambitions and not, as is often claimed, due to the low aspirations of the young people themselves. Whilst this could be said to be true of some learning

providers, it is not true of them all. Furthermore, it raises the question as to whether family members and those in the young person's network may also have low expectations and discourage the young person from following their ambitions or, given their past experiences and current situations, whether they have the knowledge and understanding of the opportunities available to them. These low expectations, alongside poor academic achievement in a school for young people at risk of being NEET further heightens their chances of being NEET.

Therefore, for a young person on the margins of education to engage in learning there must be trust in what the education system can offer them (Gorlich and Katznelson, 2015). This, alongside the wider flexible learning focusing on a relationship perspective, delivered within the right environment (Gorlich and Katznelson, 2015), and which is socially secure and offers support, becomes key. Thus, it is only through the young people who are NEET having an understanding of what education can offer them, will they then be able to determine their future education and career plans, which in turn will help to create and identify their place in society. This makes the educational setting a key factor in the young person's journey of IDT and, with this in mind, I now move on to discuss the second element of this study, the ACL sector.

2.4 The ACL Context

Adult and Community Learning, which is varied and contextualised to the geographical region in which it operates, responding to local need, has been supporting adults to improve their learning and skills for in excess of 100 years. In 1919, the Ministry of Reconstruction published the *Report on Adult Education (1919)* in which it argues that the continuing education of adults is of vital importance to the nation's welfare and security. It is noteworthy that many of the points made in this report are reflective of today. For example, the report refers to the growth of new technologies and industries and warns that simple 'skills training' will be insufficient for the nation's future needs, a point that is still argued in today's educational landscape. Post World War One, there has been significant advancement in technology: cars; airplanes; and the development of sophisticated weapons. Today, as we enter the 4th Industrial Revolution, we are moving into a digital age in which digital literacy is key (OECD, 2019), especially as many employees have been launched, overnight, into working from home during the current pandemic. Therefore, this raises the question as to why, 100 years on, we still

appear to experience the same issues around social change. The current pandemic crisis could also further amplify the need for ensuring there is emotional resilience, alongside the behaviours and attitudes required in these new and current ways of working, making them of importance to the young people that will be entering the future workplace.

That said, over the past 100 years, adult education has worked to support adults to improve their life and work prospects, moving people on from the familiar to the unfamiliar, growing their confidence and developing practical skills (Howard, 2010). It has its roots firmly based in a tradition of radical education for the working class (Barr, 2007), focusing on individual development but also recognised for the role it has played in the process of social change (Crowther and Martin, 2010). This social change could be argued to be a key aspect of learning that is needed to support young people who are at risk of becoming or who are NEET.

Grounded in giving recognition to the importance of the wider aspect of learning (Howard, 2010), ACL is further strengthened by the individualised learning it provides, recognising the different circumstances and needs of different groups (McGivney, 2010). Furthermore, as evidenced in the literature (Workers Education Association, 2017) ACL demonstrates influence in working with adults by providing them with a second chance, second-choice education, with the ability to support those with low skills, which is something that is also needed for the young people who have been failed by their school education. ACL's strong track record in moving people on from a low starting point plays a crucial role in developing the learner's own perception of personal progression (Macintyre, 2012), improving their self-efficacy, confidence and self-esteem. This wider learning thus plays a role in fostering the development of an individual's identity and place in society.

However, if, as the literature implies it is the wider and individualised learning that is fundamental to the success of adult learning, why then has it not become the standard approach for working with young people? Furthermore, what is not clear is that if individual wider learning is delivered by the frontline staff, is recognised by the governors and management, or do they comply more with the government and Ofsted recording and measuring of educational success, as discussed in Chapter 1, and

academic achievement? Furthermore, if this is the case, are governors and management adopting this method because it is more familiar, or are they forced to adopt a quantitative business model in order to adhere to the contracts and government policy, which is often antithetic to wider and individualised learning?

Likewise, just offering the wider learning may not in itself address the individualised learning a young person at risk of being NEET needs, because, before any learning journey begins, there needs to be engagement with the student. Engagement, which is a two-way psychosocial process influenced by institutional and personal factors and embedded within a wider social context, integrates the sociocultural perspective with psychological and behavioural views (Khau, 2013). This demands the engagement of the students with the college and the engagement of the college with the student which, in turn, leads to engagement and learning, both of which are important aspects explored in the following two sections of this chapter.

2.4.1 ACL's engagement of and with students

There is widespread agreement as to the benefits of people participating in lifelong learning (Aldridge, 2010): greater social engagement, better health and wellbeing, and increased employability (Aggett and Neild, 2014). These benefits can only be realised if the individual takes the step into learning and then chooses to participate and engage in the learning itself. Engagement, which can be defined as a student's willingness to "participate in the activities offered" (Natriello, 1984; p.14) means that the act of engaging students into and then participating during learning activities is a key step on an individual's journey of development. However, much of the literature about engagement is in the context of school, in which the students have no choice but to attend, so engagement is about what takes place once in school. With adult learning, and post-16 education, engagement is by choice and therefore the initial act of a student choosing to study is an additional and inaugural step that is less discussed and moreover, the first step into engagement. Additionally, and just as importantly, is that those that teach need to understand what makes an individual engage and then to maintain their engagement.

Once enrolled on the course and attending the classes, there needs to be a process in which the learner sees the opportunities available through continued engagement in learning. ACL has a reputation for not just creating these opportunities but also in supporting learners to be persistent in their learning, particularly low skilled learners (O'Neill and Thompson, 2013) and offers learners a sense of belonging (Fryer, 2010) all of which can be a core component of the engagement. This is then further supported through the time and place of the learning, often in a community setting close to home at various times of the day in order to ensure accessibility. Furthermore, ACL deliver a model in which class sizes are small with access to additional learning support offered if needed. It is the combination of all the factors discussed above that ACL uses to foster engagement and participation from adult learners and what is needed when working with young people that are or who are at risk of becoming NEET. It is the way in which ACL replicates the support and engagement practices of its adult provision with its young people, that appears to be different to other providers and that could be what makes it successful in its delivery. However, this has not been tested by research and will therefore be an important aspect of this study.

2.4.2 The ACL Approach to Learning

Once a student has taken the initial step to engage in learning, it is important to maintain the engagement through an individualised approach that seeks to offer the right type of learning for the individual. The learning that takes place in an ACL setting is wider learning which incorporates the development of social skills, growth in knowledge of the world and the available life options they have, thus transcending the traditional notion of education. Wider learning, therefore, is not just formal learning, but also non-formal and informal learning (UNESCO, 2009), as shown in Table 2.6 below.

Learning Types	Description
Formal Learning	<i>Formal Learning occurs as a result of experiences in education or training institutes with structured learning objectives, learning time and support that leads to certification. Formal learning is intentional from the learner's perspective.</i>
Non-Formal Learning	<i>Non-formal learning is not provided by an education or training institute and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time and learning support). Non-formal learning is intentional from the learner's perspective.</i>
Informal Learning	<i>Informal learning results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but, in most cases, it is non-intentional (or incidental/random)</i>

Table 2.6 Definition of Learning types – The learning continuum (UNESCO, 2009, p.28)

Although the formal learning is an important part of the education process, within adult education, the informal learning also has an important role for it assists in determining the values and expectations which serves to inform aspirations and motivation (Rogers, 2014). Whilst non-formal learning can be seen as more adaptable to the participants as the time and length is not determined (Rogers, 2014), more control lies with the learner (Richardson and Wolfe, 2001). Rogers's (2014) use of the term *learning* rather than education is worth noting. In fact, Rogers goes as far as to suggest that "all education is learning but not all learning is education, education is processed i.e. planned learning" (Rogers, 2014, p12).

Therefore, learning as a continuum using the three different learning types allows not just the education of individuals but the acknowledgment of wider learning. This means that there has been a change of discourse about concepts based not on education, but on the notion of learning, which have led to "the redefinition of teaching as the facilitation of learning and of education as the provision of learning opportunities" (Biesta, 2009; p.37). This suggests a value to the wider learning and therefore dictates a need for a vehicle to explore the impact of learning on an individual and personalised level. However, although a change of discourse, it is not one recognised in the government's measure of educational success or in its policies and strategies as described earlier in this chapter.

Designing the individualised, wider learning needs consideration, for it should facilitate the fostering of the student's self-concept and help to develop their own decision-making ability (Leonard, 2002). By being "other-person centred" (Belanger, 2011; p.38), the tutor can create the environment that allows for curiosity and a relationship that gives freedom to raise questions and permission to explore (Belanger, 2011). Taking this approach with the students helps to emphasise the value of them as a human being, both individually and as being part of the collective, meaning that the tutor benefits from creating an environment that fosters learning. Furthermore, with ACL not only facilitating informal learning but deploying the different learning types, it can lead onto transformative learning, a learning type that is not only about seeing new things but seeing them differently, and as such can ignite social change (Mezirow, 1991). Described by Mezirow as "a constructivist theory of adult learning" (1991, p.31), its manifestation in ACL is through andragogy, facilitating self-directed learning, leading to autonomy. Transformative learning is a tool that adult learning uses for transforming lives, especially for the learners or students that had a poor experience at school and that have low efficacy, as is needed for the students in this study. The notion that the student's learning may lead to a transformation of the way in which they look at their own reality (Mezirow 1991) starts to identify how ACL, using its unique approach to learning, could be supporting the development of a young person who is at risk of becoming NEET.

Furthermore, Kegan (2000) claims that adult learning concerns itself with making learning not just about what we know but how we know about reality and changes habits of mind. This approach to wider learning therefore can make a difference to people's lives, improving life chances, which would be of value to the young people that are or are at risk of becoming NEET. The andragogy approach of delivering formal, non-formal and informal learning, alongside transformational learning, facilitates learning, creating individualised learning and supports a person's IDT. However, what appears to be lacking is research on how ACL uses this andragogy approach to work with young people who are on the margins of education and at risk of becoming NEET.

2.5 Summary

This chapter has discussed the context in which the study took place reviewing the

two main elements of this study - the ACL and young people who are or at risk of being NEET. In doing this, government policy and initiatives which have impacted on young people who are or at risk of becoming “NEET” have been examined alongside that of “NEET”, being NEET, UK “NEET” statistics, and NEETs in an educational context.

The review of government policies that impact young people on the margins of education has shown that although there have been a number of government initiatives designed to improve vocational skills, they do not appear to support some of the very people they are designed to help. In fact, some, for example, the *Richard Review of Apprenticeships* (2012) and the *Post-16 Skills Plan and independent report of technical education* (Department of Business Innovation and Skills, 2016), appear to have a negative impact on young people, restricting the opportunities for career pathways of the young persons who are coming from a low starting point. In addition, policy fails to recognise the wider skills that employers say are needed (Edge Foundation, 2019) and the learning that literature demonstrates ignites social change (Mezirow, 1991).

When reviewing the literature on the life and work chances of young people that are NEET, it leads to a compelling argument for ensuring a young person continues to engage in learning, but in a formal, informal and non-formal way, so as to develop not just their academic standing but also their wider learning and for their success not just to be seen in exams data. Furthermore, the limited view of a young person who is on the margins of education and is at risk of or who is NEET (Maguire and Rennison, 2005) alongside the way in which young people are given the label of being a NEET (Nudzor, 2010), creates an unwanted and additional barrier for young people on the margins of education.

Therefore, what is actually needed for the young people at risk of or who are NEET is an education system that develops the individual as a whole and that has been contextualised to their needs. They need the wider learning that supports an IDT, though the creation of an environment that allows for curiosity and relationships to grow, giving them the freedom to explore their opportunities (Belenger, 2011). This is the very same learning that has been evidenced as being successful for adult learning within the ACL sector (Howard, 2010). This type of learning for adults is argued to

have facilitated social change (Crowther and Martin 2010) and an individual's personal progression (Macintyre, 2012). The concept of an IDT dictates that the evaluation of educational success should not just be in terms of qualification outcomes but that it must also be recognised in the much wider context of social development. There needs to be recognition as part of the learning outcomes, of the development of social skills, emotional intelligence, growth in knowledge of the world and what life options they have (Florian, *et al.*, 2008).

In recognition of what the ACL sector does within adult education, there is a shortage of practical and research-based knowledge of how ACL may achieve this with its younger students. Furthermore, there is no appropriate theoretical framework on which to view IDT. Conceptually, therefore, in order to explore how ACL supports young people on the margins of education and thus what an IDT looks like, there is a requirement for a theoretical lens in which it can be viewed. The need to appreciate the IDT, as discussed in Chapter 1, requires a theoretical framework that explores the young person's development. Therefore, in relation to this thesis and following on from this review of NEETS and ACL, the next chapter will now examine the theoretical literature that underpins this study.

CHAPTER 3: The Theoretical Framework

3.1 Introduction

Chapter 2 argues that there is a need for an education system that develops the individual as a whole and one that is contextualised to the needs of young people that are on the margins of education. The education system needs to offer the type of learning that facilitates social change and personal progression, recognising educational success not just to be in terms of qualification outcomes, but in the much wider context of social development. This requires, therefore, recognition of an Individual's Distance Travelled (IDT) and an appropriate theoretical lens through which to view IDT. As this research seeks to understand how the college supports a student's IDT, it requires a theoretical framework which focuses on the individual students and their growth and experience both socially and academically, whilst allowing for the exploration of the complex nature and relationships of young people on the margins of education. This focus led me to identify and explore the following four main theories:

1. Discourse theory - a structuring agent representing societal and mental realities that has an underlying premise in linguistics and language (Karlberg, 2012). However, this theory would not give the structure needed to describe the IDT of the students whilst at college.
2. Labelling theory - as discussed in Chapter 2, the term NEET is a classification used to describe young people, and with which stereotyping has become associated (Becker, 2003). This theory, though, would not give a lens in which to view how ACL could support a student's wider development.
3. Identity theory - although giving a structure for systematic debate on the behaviours anchored to the societal roles an individual plays and their self-concept (Stets and Burke, 2000), again, this theory would not support the reviewing of the IDT.
4. Social capital - the forming of relationships and networks which mediate the effects of poverty (Coleman, 1998), or as Bourdieu (1977) argues, gives access to institutional access. Furthermore, Putnam, (2000) notes there is a focus on how groups bond and bridge across networks.

I concluded that social capital would be an appropriate lens through which to view this research since it requires a sociological perspective which would allow the exploration of the ACL College and the support it gives the young people aligned to the literature discussed in Chapter 2 (Howard, 2010; Crowther and Martin, 2010) . Moreover, it offers a lens through which to consider the wider conceptualisation of the learning of skills, behaviours, attitudes, knowledge and competences discussed in Chapter 2 in the literature of Mezirow (1991), Florian *et al* (2008) and Belenger (2011) and Reay (2017) and Alfieri, *et al*, (2015) regarding the role of families and the social networks of the young people.

A search of the literature for this theoretical framework was then conducted using academic databases with keywords used to refine the themes of the search, such as: young people; NEETs; learning; relationships; networks; identity; and family. However, as the study progressed, it became evident that the initial framework, which relied heavily on the use of social capital as a single explanation, was not sufficient to explain the themes arising from the research. Thus, the conceptual framework started to evolve as data were collected. Thus, the research needed a wider lens than social capital in which to view all the research aspects explored in Chapter 2.

The utilisation of a wider frame of reference includes the government policies which, in part, can be seen through human capital, the wider social factors associated with young people's culture, and language and immigration challenges, some of which may be viewed through the lens of cultural capital and, as a result of the perceptions the students and others had of them, symbolic capital. Furthermore, all four capitals can be aligned to some of the aspects of how ACL views educational success and offers a potential way in which wider learning can be conceptualised.

Therefore, a second stage of the literature review was conducted to expand its remit to include a wider notion of the different capitals mentioned above. With an abundance of varied and multidisciplinary literature on the differing capitals (human, social, cultural and symbolic), this chapter focuses only on the review and discussion of the four capitals in the context of education and young people who are at risk of becoming NEET. The historical foundation of the different theories may present controversies and contention in the differing explanations. Thus, the next section explores these in

order to consider IDT through the differing theoretical lens. Starting with *human capital* which aligns to the more traditional notion of educational successes, I then go on to discuss the concepts that relate to the wider learning aspects: relationships and networks; *social capital*; the intangible social assets; *cultural capital*; and the perceived value an individual holds through their honour and prestige; and *symbolic capital*. Finally, I conclude with the identification of a conceptual framework for this study.

3.2 Human Capital, NEETs and Education

Human capital, seen as the value an individual worker can bring to an organisation through the knowledge and skills they hold, is a concept that can be traced back to Adam Smith (1776/1982). However, it was Johnson (1960), Schultz (1961) and Becker (1964) who developed the modern theories of human capital. Located within both post-war demographic and production changes within the United States, human capital served the purpose of linking labour and individual labourers to the organisational performance and how the value of labour could rise, given appropriate investment in training and education (Schultz, 1961; Becker, 1964). This is an influential notion that appears to drive the concept of educational success being measured in academic achievement.

Johnson's (1960) model of human capital argues that the development of knowledge is of great value economically as workers demand from capitalists (employers) a payment beyond the exchange value of their labour. However, if the skills and knowledge have not been invested in, the work, and therefore the economic value of a person, will be diminished. Schultz (1961) writes that the:

...failure to treat human resource explicitly as a form of capital, as a produced means of production, as the product of investment, has fostered the notion as labour as a capacity to do manual work (p3).

Labour in this context is often seen as manual work, with little skill or knowledge required, a notion that is often associated with the type of work young people at risk of being NEET are expected to move into and which is viewed as less valuable. Young people who are categorised or at risk of being NEET are often seen as "less educated", lacking in academic qualifications and skills and as such, within this perspective, not "valued". Furthermore, a misunderstanding of the notion of labour, has led to the view

of vocational education as being second class, an area explored in the government policy section of Chapter 2.

Becker (1962; p.9) is concerned with “activities that influence future real life income through the embedding of resources in people”; in his later work the author goes on to recognise the social settings influence on behaviour and choice (Becker and Murphy, 2003), looking at skills and knowledge beyond education. Becker’s notion gives some recognition of the wider skills and knowledge beyond traditional education which is what is now needed to enter the workforce, therefore strengthening the argument for investment in a young person’s wider learning. As individuals, a young person’s capital is not always considered a valuable investment; however, they possess knowledge and ways of being in their local context that has a value (McKenzie, 2016). This suggests that an investment in, and individual approach to, their human capital would complement the capital they already hold, giving them an added value in the workplace and access to greater earnings. Delivering individualised wider learning, recognising and building on the young person’s local knowledge and context, alongside the move from an industrial to a post-industrial and knowledge-based economy would require more than a single lens. Furthermore, Marginson (2019) argues that with such a complex passage between education and work, a single linear pathway cannot explain how education augments productivity, supporting the notion that human capital on its own is no longer sufficient.

In fact, the deployment of the original idea of human capital can cause discrimination because it encourages investment only in those that are deemed to provide a return on the investment. As mentioned in Chapter 2, ACL views the individual differently, acknowledging that all learners have a value and are worth the investment, including investing in the lower-skilled and the vocational training that leads to manual work, therefore reversing the notion of human capital theory in its strictest form. In fact, Lin (2001) argues it is the labourers themselves, not the labour, that have the value, thus giving added value. However, the young people need to be in a place where there can be surplus value created to what it costs to maintain their life (Lin, 2001). The place in which the surplus value could be created is the ACL College, but that “surplus” value, as argued in Chapter 2 also needs to include the wider learning of informal education. Therefore, Lin’s (ibid) more modern view of human capital can be applied and

extended for the young person attending ACL, forcing the notion of human capital outside of the structure in which it was developed. It allows for ACL to build on the knowledge that the young person already possesses to help make them more employable.

Grounded in productivity, human capital was also seen to have value to the individual. Schultz (1961; p.1) contends that, “investment in human capital accounts for most of the impressive rise in the real earning per worker”, implying that education can give advantage to better job opportunities. However, this notion was conceived in the 1960s when highly educated people were still in a minority, thus affording them the higher skilled and higher paid jobs. It was supply and demand. Since then, this view has lessened as there has been an historical shift through the post industrialisation of the UK economy requiring different skills from employees. Employers, as discussed in Chapter 2, now demand the wider skills and knowledge alongside the hard skills required to do the job (Robles, 2012). Furthermore, the current pandemic of Covid-19 may also see new skills being demanded from employers in the future. Thus, although human capital as a concept has some validity, it has limitations due to it being a singular theoretical lens on a complex passage between education and work (Marginson, 2019), and as a theory, may no longer meet the needs of the changing labour market.

In summary, although human capital is a limited notion in what it considers to be of value within the economic discourse on offer, it is necessary in order to understand a core of the educational proposition. That said, its demands are dangerous owing to its view of human beings as disposable and dispensable assets. The original concept of human capital therefore needs development in order to understand the contemporary workplace, with the employers demanding wider skills (Edge Foundation, 2019) in order to meet the needs of a post-industrial, knowledge-based economy. Therefore, the notion of human capital as a theory for reviewing the support an ACL College gives to a young person IDT is limited in its view, and as argued by Marginson (2019), is not a sufficient explanation.

In order for young people to navigate the contemporary world alongside academic achievement, they need to have developed and refined their attitudes, knowledge and

competence, especially as employers currently ask for soft skills (Edge Foundation, 2019). With this in mind, the next section reviews a second lens through which to view how young people can accrue the valuable softer skills of relationships and networks through social capital.

3.3 Social Capital, NEETs and Education

Broadly speaking social capital refers to social contacts and networks (Burke, 2016). However, the notion is contested, and variations exist among the key theorists on how to define it, what its features are, and how it can be applied to education. This section, therefore, initially examines the concepts of the main social capital theorists Bourdieu, Putnam and Coleman, then more widely about how these theories are applied to education and young people who are at risk of, or who are, NEET.

Bourdieu (1986), who believes social capital is acquired by those in power and who have status, uses networks to pinpoint an individual's position in the social space and uses that space and contacts to their advantage (Burke, 2016). Bourdieu alleges that through social networking there are available advantageous social connections, including access to education and that these social contacts determine the actor's position in society (Bourdieu, 1986). Therefore, people who are not affiliated to prestigious networks, as with the students in this study, are disadvantaged. Furthermore, in Bourdieu's view, young people who are at risk of becoming, or who are NEET who often come from underprivileged and marginalised groups, could be determined to have not just limited social capital, but also the wrong type of social capital, for their networks are not with those that are in power or have status or who have the ability to have influence over their education. This places them at a disadvantage to their mainstream peers, legitimising Bourdieu's view that social capital is the currency of the elite and that it secures a position in society and therefore fosters further inequalities.

Coleman (1988) views social capital suggests that it is not limited to the powerful, but rather recognises the value of networks and connections for everyone whether privileged or disadvantaged, individual or collective. Coleman believes social capital to be "for public rather than private good" (Coleman, 1994; p.312) allowing individuals

to cooperate for mutual advantage (Field, 2003), therefore expanding on Bourdieu's notion that social capital is the currency of the elite. Coleman (1991) gives a privileged place to the family but believes that the erosion of the family has led to other organisations taking on the role of socialisation and as Durkheim (1956) suggests, this could be the role of a school. The concept that education is a place in which socialisation is developed (Coleman, 1990) suggests it is for organisations, for example as discussed in Chapter 2 with respect to educators, to promote social capital and operate within a space where obligations and expectations can be mutual (Coleman, 1990). Yet, some organisations are more likely to do this than others (Coleman, 1990), with schools being a case in point as their behaviours are often driven by the successive and current government's view of educational success, which sits mainly in pursuing academic achievement. This could suggest that their focus may be more on delivering academic outcomes rather than giving value to socialisation or wider learning.

Putnam (2000) describes the important role both families and school play in an individual's development of social capital. His approach, which is different from Bourdieu's and Coleman's, identifies two different types of social capital, each helping to meet differing needs. The two different types are identified as *bonding*, which reinforces homogeneity and serves to maintain strong in-group loyalty, and *bridging*, which brings together those from across social groups, giving access to wider social assets, generating wider social identities offering better linkage to external assets (Putnam, 2000). However, for young people from marginalised groups, with the inequalities they face from limited local and family networks, there may be complexities associated with bonding, as it limits access to (or knowledge of) wider networks outside of the immediate community whilst bridging could legitimise education supporting the deficit perspective of the inequalities that need to be addressed.

For young people that are at risk of being NEET, as shown above, education can create the range of opportunities to aspire to and the conditions from which to develop social capital. Using the argument that social capital increases human capital, and thus, can shape social inequalities (Lin, 2001), social capital can provide a mechanism that intertwines social relations, which could benefit those furthest away from education. Therefore, this should be an exchange of capital that education can

facilitate, thus generating beneficial new contacts. In fact, when looking at how education can support social capital growth further, it is worth noting the views of Burke (2016; p.8) who demonstrates the malleability of Bourdieu's "thinking tools", reporting that social capital goes beyond contacts, requiring knowledge on how social capital is used.

Education, therefore, can also help with improving the "buying power" of an individual's social capital in a way that some families cannot. It can influence a young person's educational trajectory supporting the development of stronger educational and employment strategies helping to facilitate achievement, especially if some household's social capital levels are only grounded in very localised social capital networks. Thus, seeking to address Muldoon and Catts' (2012) notion that a young person whose sole existence sits within the family, and depending on the type of social capital a family has, this can limit their aspirations and transition into adulthood, which can further exacerbate social inequalities.

However, it is not just education that can support a young person's transition into adulthood; peers and friends also have a role to play (Coleman, 1990), especially if students and peers are supported strategically in the journey by the educational establishments. This requires an understanding of how the relational construct works in order to facilitate this tripart relationship as part of a student's IDT. Appreciating the contextualisation of social capital in understanding disadvantaged groups in education could further help with this journey and generate powerful knowledge.

Research carried out by Cross, Allan, and McDonald (2012) focusing on a network of dispersed individuals who came together to undergo training and skills development to review how different spaces can be used to foster social capital, started to identify the roles the actors transmit in an educational setting. They conclude that the staff in their study who were not teachers became important in a supportive context, teachers had the most power in the educational context, but it was the young people who had the power to "befriend or exclude" their peer group (Cross, Allan and McDonald, 2012; p.26).

These findings thus support the review of the literature in Chapter 2 in that education needs to be person-centred (Belanger, 2011) with teachers as influencers playing an important role in socialisation. Furthermore, there needs to be a balance between directive permissiveness and their own exploitation of power (Durkheim, 1956) with education focusing on relationships (Belanger, 2011). However, there is a danger here in using social capital, as it is critical that education does not impose social capital on young people. Care must be taken to ensure that there is consideration and balance in its development to ensure that social capital is grounded in the young person, and that is not one that the educators decide it should be.

Within the concept of social capital, recognition also needs to be given to the differences of some disadvantaged social groups, exploring how student relationships can connect the disconnect within the social structure (Schuller, Baron and Field, 2000). This is especially important when exploring IDT in this study, for the city in which the study took place has seen an exponential growth in new arrivals (migrants arriving in this country). Therefore, and as discussed in Chapter 2, they may have different complexities socially to other minority groups, which could influence behaviours. This means that education has a role to play in developing the trust and shared values between different ethnic groups (Smyth, MacBride, Paton, and Sheridan, 2012).

Furthermore, with new arrival groups, especially those from different ethnic backgrounds, Castles, Korac, Vasta, *et al*, (2002) state it should not be about conforming and changing the young person's identity in order to fit into the social structure but about ensuring that their identity is respected. However, the authors do support the argument made in Chapter 2 for individualised wider learning and the role education takes with new arrivals, respecting identity whilst fostering friendships (Candappa, Ahmad, Balata, *et al*, 2007). Furthermore, Barry (2012) argues that friendship is much more effective when founded through establishing common ground. However, it is not a one-way process and for new arrivals, a decision is also required as they have to make a choice as to whether they resist or adapt to their new host society (Thatcher and Halvorsrud, 2016). This then brings in a secondary role for the college, as it can assist in this decision by helping them to understand the "rules of the game."

Bourdieu alerts us to the concept of social space which is full of bodies and experiences (Bourdieu, 1986); it could be suggested that for many young people, their social space is multiple giving wide exposure to different social groups. However, in my experience as a Principal, being from a disadvantaged background can work against young people as they have a deficit of their social space, restricted as it is to the family and college. Consequently, education needs to go beyond simply having to support academic growth, becoming important for the students in identifying new social connections. To assist in this, as discussed in Chapter 2, educators need to understand young people's educational biographies, backgrounds, life history, localised social capital networks and the social space that they inhabit (Barker, 2012; Butler and Muir, 2016). Only with this knowledge can the exploration of the starting point of a young person's IDT be identified and the journey of widening the skills of the young person begin.

In conclusion, there appears to be little literature on ACL and social capital, and none is in the context of young people that are at risk of being NEETs in an ACL setting. Social capital development and how, though ACL, it can be positively formed when working with young people that are or at risk of being NEET therefore requires further exploration. The social capital concepts explored above are, however, useful to this study as they consider the individual and the educational institution. However, as with human capital, they are not sufficient as a framework on their own in which to explore IDT. The ability to operate in and understand new social spaces also has a role to play in IDT and the theory of cultural capital recognises this. Furthermore, it has been suggested by some theorists that cultural capital has connections to social capital and it with this in mind that I now move to discuss cultural capital in the context of education and young people who are NEET.

3.4 Cultural Capital, NEETS and Education

Bourdieu links cultural capital to social capital by the qualitative differences in forms of consciousness within the different social groups (Moore, 2014; p.99). Bourdieu (1977,1984 and 1986) argues that cultural capital is important as an economic resource and discusses the three main forms: the embodied state; a person's knowledge and disposition of mind and body (in other words, their use of skills and understanding): the objectified state, ownership and cultural good (that is, what the

persons property is, what they own, where to go, even down to what they eat): and the institutionalised state in the form of education (a way in which their cultural capital can be measured). Associated with class and class boundaries, cultural capital provides a challenge, whether perceived or actual, for young people on the margins of education in their knowledge, skills and understanding of the cultural world. In fact, Bourdieu (1986) states that cultural capital emphasises the role of high culture in the raising of class boundaries and creating inequalities (Bourdieu, 1986). Therefore, if education can support the development of an individual's cultural capital education it can offer support in reducing, rather than exacerbating, inequalities.

However, Childs, Finnie and Mueller (2018) state that the amount of cultural capital an individual can hold indicates their advantages in life for accessing education, especially those from families that have high levels of cultural capital. Furthermore, Bourdieu (1977) argues that the impact of parents and home life is transmitted on to their children and this in turn impacts on a young person's ability to achieve academic success or access wider opportunities to employment. This is where social and cultural capital begin to align, for the children from families with a more privileged background with a higher social capital actively invest in their child's cultural capital, gaining an advantage over those children from disadvantaged backgrounds, or in the case of this study, the college students. This demonstrates the further need for a curriculum that delivers and recognises the importance of wider learning which can assist in the reversal of this inequality.

However, the desire to learn and attitudes towards education are also key. Bourdieu's (1990) notion of "habitus", the way in which a person navigates the social world through a learned set of practices, which for the students in this study could be learnt through their families or schools, has an impact on their behaviours and attitude towards learning. Bourdieu (1993; p.76) suggests that these learnt practices are a result of "unconscious relationships" between habitus and a field, with the field referring to the norms that govern a social activity. Bourdieu (1986; p.101) explains this as an equation:

$$[(\text{habitus})(\text{capital})] + \text{field} = \text{practice}.$$

For some students, their habitus could be said to have a negative impact on educational achievement as the way in which the young person navigates the educational world is through their learnt set of practices, brought together through the limited social and cultural capital they have acquired through their family circumstances or backgrounds. Consequently, the habitus of the student's background, their beliefs and values, can restrict their educational and work opportunities (Royal, 2010). Often young people who are at risk of being NEET are disadvantaged from having a limited skill set, not just in the terms identified in human capital, their qualifications and academic achievements, but also their softer and wider skills set of attitudes, knowledge and competences in the way social and cultural capital connect.

The habitus of the educational establishment also warrants investigation to ensure that its own habitus does not in itself disadvantage the students from marginalised groups. Laureau (2000) reports a frustration from teachers who believe working class parents do not value education. However, Ciabattari (2010) rebuts this notion, claiming that it is more likely that, although working class parents may not be involved in school, they are still very interested in education, summarising that parents believe the education experts are best served to drive their child's education. Furthermore, building on Bourdieu's (1977) belief that inequalities of social class continue within the school system, Jaegar (2011) suggests that teachers and others who have influence on a child's education can misinterpret the child's habitus as intellect (or lack of) due to their use of language, their knowledge and mannerisms. Although this paper is evidenced in combined sibling data, it may also be true for wider groups of young people. For young people on the margins of education their habitus may suffer the same, as their use of language and knowledge is often also limited. ACL therefore needs to be aware of potential bias and has a role in helping the students understand the rules of the game in order to navigate the field, since the student's habitus may not be complementary to the tacit relations of further education and career pathways. In fact, it is the student's capital and habitus that often makes it difficult for them to transition into FE and long-term careers, often settling on not working or entering long term unskilled employment, locking them into a circle of deprivation.

Furthermore, and adding to the challenges of those who sit on the margins of education, Reay (2017) argues that we have an education system that continues to educate the social classes in different ways, calling for a fairer system. Reay (2017) evidences that children who attend state school have a regime that focuses on testing, with excessive rules and regulations that put an emphasis on control, whilst private schools focus on creativity and inspiration, with many more extracurricular activities, in other words, private schools support wider learning which further supports Bourdieu's ideas about capitals as ways of reproducing the status quo (Nash, 1990). The social divide is therefore widened further for young people who are at risk of being NEET, as not only are they contending against those that attended private schools, but also their mainstream peers in the state school system. As such, mainstream education needs to cease selecting learners by ability or class and be more inclusive, recognising the value of all students. As discussed in Chapter 2, the schools need to take responsibility for a student's social and civil growth (Durkheim, 1956) and the development of their wider learning and softer skills. Not a new concept, this brings into question why, as discussed in Chapter 2, policy makers have failed to recognise this need in their quest to better support young people on the margins of education.

In conclusion, the development of cultural capital could improve the students' mobility (Anderson and Jaeger, 2014), ultimately enabling them to cross class boundaries (Lee and Chen, 2017) helping to address some of the inequalities they face. Therefore, as suggested above, education has a significant role to play in developing young people's ability to operate in and understand new social spaces, an aspect of their wider learning and IDT.

Thus, from the literature reviewed so far in this chapter, human capital provides a lens in which to look at the academic and economic growth of the student, social capital offers a way for reviewing the student's growth in networks and relationships with cultural capital facilitating the growth of knowledge and the ability to operate in and understand new social spaces. However, there is still the need to be able to review how the individual has changed the way they perceive themselves and in how they are perceived by others, that is, their symbolic capital.

3.5 Symbolic Capital, NEETs and Education

Symbolic capital refers to the reputation, honour and prestige of an individual in a social space (Bourdieu, 1993) and is a model for a set of practices which becomes a specific place for a “sociology of distinction, defining logic of practice and social classification’ (Grenfell, 2012; p.218). Bourdieu’s (1993; p.7) definition of symbolic capital as a “degree of accumulated prestige, celebrity, consecration or honour and founded on a dialectic of knowledge (connaissance) and recognition (reconnaissance)” could, for the students who are at risk of being NEET become a further barrier in their journey of wider development. Bourdieu’s concept of symbolic capital being the “production for producers” (1993, p.15) means that the stakes in competition are high but mainly symbolic, leading to a struggle for those with the least symbolic capital, as with the students in this study. In relation to the young people classified as NEET, this struggle, which Bourdieu (1993) claims is caused by those with the least symbolic capital giving the least resistance to the external demands, may account for the ways in which they are restricted within the social structure, since they have no power or influence. This, in turn, produces further inequalities.

The core components of symbolic capital are based on the way individuals perceive and judge each other (Miller, 2014). Young people who are at risk of becoming or who are NEET, by the very nature of the fact that they are categorised or “labelled” as NEET, means they are less highly regarded, giving them low symbolic capital. With complex processes of lifestyle, this further manifests in a perception that those who are not admired or recognised have less of a right to be heard (Järvinen and Gundelach, 2007). Furthermore, it can mean, in the case of young people who are categorised as NEET, that they do not expect to be asked.

The major consequence of this is that if “NEETs” (or those at risk of becoming NEET) are not given a voice, they may feel that their views are not valued. If their views are not valued, they are not worth sharing and without sharing views, they fail to develop the ability to discuss and debate. Consequently, this can create social crisis in their inability to form meaningful social relationships and to have a confidence that allows them to strive to achieve more. Not giving the young people a voice limits their access to other social groups through multiple dominant capital deprivation, especially the capitals that drive education and employment. This, in turn, maintains marginalisation,

thus restricting social mobility. Bourdieu's (1984) notion that symbolic capital can reflect objective power relationships which constitutes the structure of the social space, gives a framework in which people can perpetuate symbolic power, especially those with greater levels of social and cultural capital. It gives legitimacy to the hierarchies in relation to those already operating in the field, creating a desire to remain within their social structure and therefore strategically controlling the social space.

When there is a desire to control and retain social space in the context of education and school, competition for schools is not therefore initially viewed by curriculum but by location and social groups (Bourdieu, 1984). This suggests that the school attended can support the fostering of the powerful social consequences of symbolic capital and in order to reverse the contemporary class arrangements, education needs to focus on the development of symbolic capital for all students, especially those who are at risk of becoming NEET. This would create trust in the system, allowing the young person to complete their education and ultimate goal of moving into work (Gorlich and Katznelson, 2015), making it of relevance to the development of IDT for the students at risk of being NEET. Furthermore, in order to address the inequalities the young people experience in symbolic capital, there needs to be assistance, since symbolic capital is the resource that gives access to other resources (Bourdieu, 1990). In other words, in order to be heard and have a greater chance of young people determining their own lifestyle, through education, the students must, first be given support and a place to grow (Crossley, 2012) their symbolic capital. Bunar and Ambrose (2016) suggest that school should be a place for the development of symbolic capital, but with the patterns of segregation being an issue, they call for urgent reframing of policy for more fairness in school choice, as does Reay (2017), as discussed in cultural capital.

Symbolic capital therefore has value in the notion of educational success and in an IDT. In order for young people who are at risk of being NEET to develop their symbolic capital, they need access to wider learning that will support the development of the dominant human, social and cultural capital and thus their symbolic capital, all key concepts of IDT. This would assist in the reduction of inequalities, repositioning the student's status in the field, giving them an environment that is more rational and reflective, thus creating a society that is more fluid.

3.6 The Conceptual Framework for the Study

In order to identify what the ACL College offers to contribute to the current and life chances for the young people at risk of becoming NEET and in how it facilitates their IDT, a series of literature reviews was undertaken, as discussed in the introduction. Although there has been much recent research that looks at the idea of a person possessing “capital” in the notion of one’s position in a social space influencing attitudes and the exchanges within and across circuits, none have identified an appropriate lens through which to review IDT in an ACL setting. Other theories may have been able to partially explain aspects of the study, but none sufficiently allow for exploration of how we can understand the young person’s development. Therefore, having looked at other theories, I have concluded that to meet the aims of this research, the differing dimensions of human, social, cultural and symbolic capital theories, although individual concepts that differed in their sociological theory, give an approach to the inquiry that together encompasses some of the key concepts of a young person’s IDT (figure 3.1).

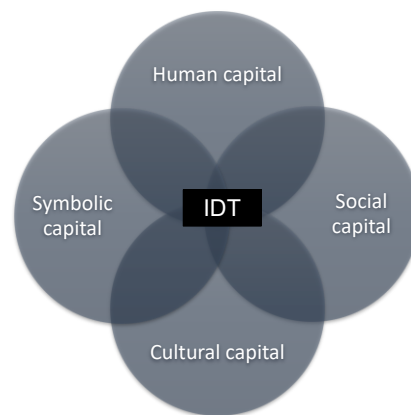


Figure 3.1- Theories used to explore IDT (Author, 2020)

Furthermore, the four theories are linked to allow for an exploration of the complex nature and relationships of young people on the margins of education in the reviewing of IDT when explored in the context of ACL and young people at risk of being NEET. With this in mind, this final section draws from the reviewed literature to bring together a single framework based on the interplay of four types of capital in which to review a student’s IDT.

The *first lens*, human capital, recognises the achievement of academic success, which although including skills and knowledge, only equates to learning outcomes that can be measured. However, wider learning which incorporates non-formal and informal learning, is equally of value to academic learning and is of special importance to people that are on the margins of education (Roger, 2014). It is this broader learning, based on the individual's needs which helps to develop the whole person, that Florian, *et al* (2008) argue is what education needs to offer. Therefore, albeit being the area most measured in education and an important factor, human capital is only one aspect of IDT, making it an aspect that should not be looked at in isolation when reviewing a young person's success and IDT.

The *second lens* to be used in this study is social capital, which views the connections and friendships made and how they can make things happen in a way an individual could not achieve on their own (Putnam, 2000). Aligned closely to family and networks (Coleman, 1988), social capital provides a lens that allows for an understanding of how the dynamics of education and the educational experience, college and staff support an individual's growth of networks and friendships as part of their IDT.

The *third lens*, cultural capital, gives an understanding and consideration as to how ACL can support a student's IDT through facilitating the development of their social assets and of how to navigate the social world (Chen, 2015). In the case of this study, a critical element explored is the role the college plays in helping the students to access the wider learning that employers say is needed (Edge Foundation, 2019), which could help to improve the student's mobility (Anderson and Jaeger, 2014). The growth of cultural capital can give a wider depth to the student's learnt practices, opening up the habitus, giving access to work and life prospects through accessing a new social world, with an understanding of the rules and ways of acting within it.

The *fourth and final lens* used to explore IDT is symbolic capital. In order to fully understand the student's journeys and their IDT it is important to explore the extent to which their honour, prestige and reputation has grown. The development of the student's symbolic capital is important, as it is based on the way individuals are perceived and judged. Those with the least symbolic capital give the least resistance to external demands (Bourdieu, 1993), leading to and driving further inequalities,

evidencing a need to develop the student’s symbolic capital as part of their IDT in order to improve their life and work chances and to reduce the inequalities that they face. It will provide strength to address some of the realities of stereotyping and stigma that the students are likely to encounter.

Each of the four theories identified as part of the framework will be used in examining the findings of this study. Conceptualising the student’s wider learning and IDT through this framework allows for the complex educational environment which, as discussed in Chapter 2, also needs recognition of the student’s external influencers and all of which, as covered in Chapter 1, operate within an educational space that has differing views of success (see in Figure 3.2 below). Furthermore, using this framework to view the layers around the young people - teachers and school, families, and youth workers - allows for critical challenge of the impact they have, which can be both positive and negative.

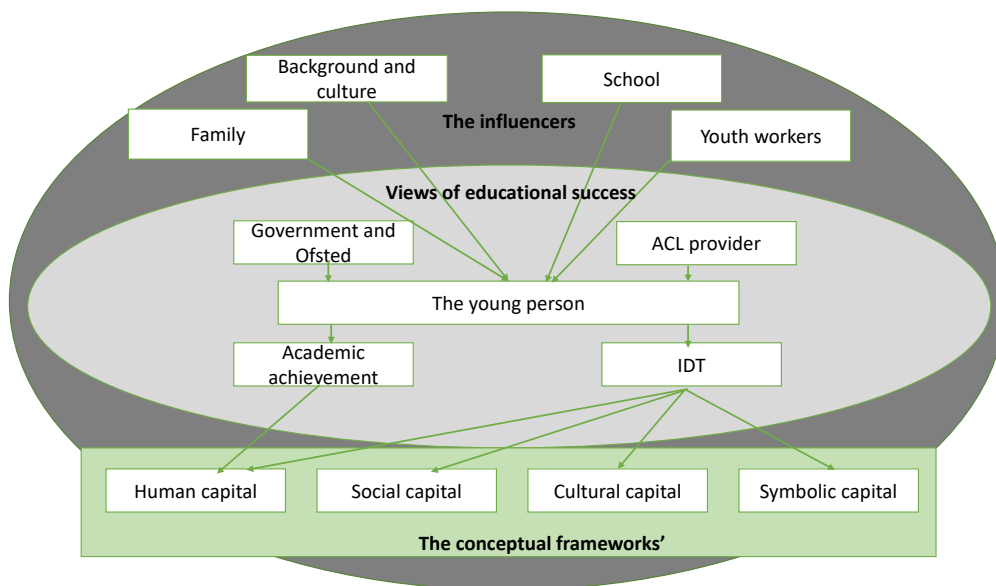


Figure 3.2. Notions of educational success (Author, 2020).

In summary, and in order to explore IDT as an alternative means to show the impact of ACL on young people at risk of being NEET, there is a need to review the IDT through the lens of wider learning (Florian, *et al.*, 2008). Although no one framework

could be identified, and notwithstanding limitations that this model may encounter when reviewing the student's IDT, the four different lenses of human, cultural, social and symbolic capital can offer different aspects of how people accrue demonstrated value when reviewed as part of a young person's development and their IDT. The different lenses offer a view which will expose the young peoples' educational experiences and offers a more nuanced way to understand the contribution of the college to their learning achievements. This will allow for this thesis to make an innovative and original contribution to understanding the influence ACL can have on a student at risk of being NEET and their IDT through the four differing lenses of the aforementioned capitals.

Having identified the theoretical lens in which to view this study, in Chapter 4, I discuss the methodology to be followed in order to examine how ACL supports young people at risk of being NEET to develop in the context of IDT.

CHAPTER 4: Methodology

4.1 Introduction

This study's aim was to identify what the ACL College does to contribute to the current and life chances of the young people at risk of becoming NEET and to facilitate their IDT. In order to do this, there is a need to broaden the ideas about learning and what counts as success with the work that ACL undertakes to enable the young people to succeed. This is within the broader definition of learning achievement and therefore challenges the government's view of educational success, as discussed in Chapter 2. Therefore, this study being an object of social enquiry with students who come from marginalised groups, as discussed in Chapter 2 and 3, and who face additional barriers, concerns itself with the inequalities that the students experience and the unintended consequences of government policy on this group. Thus, it is undertaken from a critical perspective (discussed further in the ontology and epistemology sections of this chapter). Furthermore, in order to understand how the college supports a student's IDT, it requires the voice and experiences of the students, tutor and support workers to be heard. Viewing the student's journey through their eyes, alongside an understanding of how the college may or may not assist the tutor to support them, will help in identifying the contribution ACL makes to the young people's current and life chances.

Undertaking a study with young people who are at risk of being NEET means that the research was conducted with a group of students who, by the very nature of their background and circumstances, were not familiar with being given a voice or being asked about who they are, how they feel and about their future aspirations and plans. Furthermore, I was able to maximise the opportunity for me, as a researcher with an insider's perspective, through utilising the knowledge acquired over the many years of my professional career to research a cohort over a nine-month period. Therefore, it is important to understand my dual role within this research, and this methodology allows for reflections on the insight into my role as both a researcher and Principal of the college, recognising my particular influence and knowledge. Critical ethnography as a methodology makes allowances for this aspect, making it suitable for a study

predominantly viewed through the student's voice and that of their tutor within the complex educational space.

The ontological and epistemological assumptions underlying the research methodology are discussed next, before moving on to the planning and undertaking of the fieldwork, and the method of analysis. Before summarising the chapter, the ethical considerations are discussed. This is a crucial element for this research as it is undertaken with vulnerable young people in a college where I am both researcher and Principal, needing considerable explication and consideration of the related implications.

4.2 Ontology and Epistemology

The ontological stance, the philosophical study of the nature of being and reality (Cohen, Manion and Morrison, 2018), and the epistemological stance, the nature and forms of knowledge, how it is acquired and communicated (Burrell and Morgan, 1979) played a key role in the decision taken on the approach to this research. This was considered alongside the points mentioned in the introduction and the identified theoretical framework.

For the ACL College in this study, it could be argued that, by the very nature of the commitment to wider learning that it delivers through formal, nonformal and informal learning, it operates from a place in which knowledge is relative and multiple as the students construct and master new knowledge, developing new lenses in which to see reality and view existing knowledge. The interactions created allow for understanding through perceived knowledge in which the organisation itself, the College, is part of, involved in and experiences the students' successful outcome. As a facilitator of learning, therefore, and based on my professional knowledge, I believe the college approach could be said to be constructivist for it, "sees knowledge as created in interaction among investigator and respondents" (Guba and Lincoln, 1994; p.111). That said, as mentioned in Chapter 2, ACL is governed by policies, external accountabilities and local factors. Recognition is given to the fact that the education sector has been challenged by the paradigm (a set of practices that is a basic belief system) of those organisations that are in a position of power, the Education and Skills

Funding Agency (ESFA) and Ofsted, who measure the success mainly in hard statistical data.

This positivist perspective on what counts has led me to choose a different approach for my research in order to evidence what IDT consists of and what its outcomes are in turn to offer a change agenda for reform, thus challenging the singular view of success that is taken by Ofsted and the ESFA. As this research required me to examine the way the college, its ethos and values concurred in supporting the young people, a cultural lens was found to be appropriate to examine the story of the students and their IDT. The way in which the ACL College delivers wider learning implies a constructivist approach. However, as the intent of this research was to understand how the college contributes to the current and life chances of a marginalised group of students by giving them and the tutor a voice, and helping to address inequalities, when exploring a critical paradigm, this was found to be better aligned.

A critical paradigm, with an ontology of historical realism and epistemology of subjectivism, (Guba and Lincoln, 1994; Scotland, 2012) lent a form of inquiry which provided a voice to those within the study through the researcher to expand the understanding of the situation and confront ignorance and misapprehension (Guba and Lincoln, 1994). Therefore, the practical intent of the research as a consciousness-raising exercise (Cohen, *et al.*, 2018) to empower and transform through concerning itself with the inequalities some of the young people faced, identified that the research needed to be undertaken from a critical perspective using an appropriate methodology.

4.3 A Critical Ethnographical Approach

The methodology, identified for this research as a qualitative one, required a lens through which to describe and understand the social group of the young people and their teachers whilst on the Step-up course, by answering the research question:

Through the description of the student's IDT, how does the ACL College support wider learning?

- a) How does the college facilitate the students' individual distance travelled?

- b) How does the college facilitate the students' development of relationships and friendships?
- c) How does the college support the development of, and influence on, the students' career and future plans?

Different "traditions" (Creswell, 1998) were considered to ensure that the design of the study was appropriate. This included phenomenology, which gives meaning to the lived experience, with extensive interviews for data collection (Cohen *et al.*, 2018); and grounded theory, which generates a theory relating to a particular situation with interviews to saturate a category (Cresswell, 1998). However, neither of these allowed me to immerse myself and witness the interactions of the group as needed to give an interpretation of the situation. A case study was also considered, but although grounded in multiple sources of data (Cresswell, 1998) and seen as illustrative, illuminating (Wellington, 2015) and easily disseminated, I believe that case studies would not allow for the level of critical that is needed within this research and I was seeking an approach that that would allow for me to immerse myself in the students' world, with me observing and discussing with them, for further clarification and understanding, their situation and IDT, with the students and group centre stage. Ethnography, grounded in anthropology, was selected for it allowed me, the observer, to witness the students' world, enabling me to narrate the story informally and describe one aspect of their everyday College life (Wolcott, 1994). It gave a framework in which I could record and interpret human behaviour (Wolcott, 1994), revealing the general features of their social life (Hammersley, 1992) of their time in the class.

However, as discussed above, this study's intent was to expand the conscious understanding of the inequalities the students face. Therefore, I needed to account for external barriers such as prior education, family and community and political policy, while focusing on the microcosms of daily lived experiences. As a social enquiry study concerned with the "inquiry of non-quantifiable features of social life" (Carspecken, 1996; p.3), social inequalities and serving to work towards positive social change (Carspecken, 1996), conventional ethnography was not sufficient, as it would be recreating social life rather than reviewing how power and interests shape behaviour (Cohen *et al.*, 2018). Furthermore, although ethnography would have allowed me to speak about my subject, it was critical ethnography that allowed me to speak on behalf

of the students (Thomas, 1993) whilst being able to critically challenge in order to transform action, allowing the ability to maximise my LA role in challenging the local policy through local political influence. Therefore, critical ethnography provided an opportunity for changing the way the students' lives are understood and lived, (Beach, 2008), contributing knowledge to help instigate change and not leaving things as they are (Smyth, 2016). In other words, this study was "conventional ethnography with a political purpose" (Thomas, 1993; p.4) as, fundamentally, it challenges how the government currently views educational success.

4.4 Planning the Fieldwork

The approach needed to provide a lens through which to interpret wider learning as part of a student's IDT and was formulated to take the conceptual framework (Chapter 3, figure 3.2) into consideration. This means that it not only reviewed the academic achievement through human capital but also enabled the findings to be seen through the lens of social, cultural and symbolic capital to reach an understanding of how the college supports an individual's IDT. The method allowed evidence to be collected on a number of interrelated experiences, some of which were about education, and others which were about young people and their families and networks. Concerning itself with the social life that was occurring, surrounded by a "complex social structure" (Carspecken, 1996; p.33), the research looked at the ongoing social routines in the college class environment.

In order to observe the change and explore the student's journey and IDT of their time at the college, the fieldwork was undertaken following one specific college course - a "Step-up" class. This class was selected as it is a course for young people who did not have or were undecided about which vocational route they wished to follow. Situated within a department specifically designed to work with young people who are at risk of becoming NEET, the class delivers a bespoke programme, as described on the college website as being for:

"those who would like to be in education and are unsure on their career path. The Step-up course will develop employability, personal development and life skills required for

further study and the world of work.”
(XXXXXXXXXXXXX³, 2016).

The course was designed to support young people who may lack direction in life, attracting those with low skill sets and who were potentially at risk of becoming NEET. The vulnerability of the students required the planning of the study and methods to be clear and considered within the fieldwork approach, with the strategy developed to be one of overt research. As I would be entering the research space as both a Principal and the researcher, I needed to be aware of the role of conflict (Adler and Adler, 1987) and the students needed to understand who I was and why I was there. They needed to know when I was the researcher, not the Principal, and I needed to be accepted and trusted by the students in both roles. Due to my position in the college, I also anticipated that there would potentially be a need during the period of the study to revise the agreement and understanding of the relationship with the students (Gobo and Molle, 2017).

The fieldwork site, predominately planned to be the classroom, gave the researcher a window onto the social space in which the study took place (Carspecken, 1996). However, in order to observe the informal learning discussed in Chapter 2, this extended to trips out, including the library, a student exchange trip to Italy for some of the students, a visit to a children’s ward, and a social action project, which the students planned and delivered. Extending the field work to encompass the informal non-classroom learning allowed me to experience first-hand, from the viewpoint of the student, the extended work of the college and to observe the wider leaning that was at play. What the research method needed was a clear process that was rigorous in its data collection analysis whilst accounting for what the research stood for - a social enquiry. Thus, I now move on to discuss the research method.

4.4.1 The Research Methods

Having identified a need for a critical ethnographic research approach, this led me to review Carspecken’s (1996) Five Stage model, as shown in Table 4.1 below. The

³ Name of the report has been anonymised to protect the identity of the location of the research

model was used in Carspecken’s Trust Project, a research study which evaluates a school programme designed to help children experiencing trouble at school in a low-income neighbourhood in Houston, USA. In this study, Carspecken (1996; p.28) seeks to understand the effects of the programme, as well as being able to, “refine our understanding of power, culture, identity and social reproduction”. This research has similarities with this study, since it argues that the government uses an insufficient single lens of academic qualifications as a success measure and fails to recognise wider learning, which incorporates cultural, social and symbolic growth. Further similarities are also apparent with Carspecken’s (1996; p.33) study, as his research is portrayed “through the imagery of a focal region” of a single site - a classroom - as is the case with this study. In addition, Carspecken’s research recognises that the actors operate outside the classroom, which creates its own social system. In the case of this study, the outside space includes the college sites, which in the context of this research, are already inhabited by the students, tutors and myself.

Preliminary Steps	
Stage 1	Primary Record - Unobtrusive observation of interaction through note taking, audio taping, video taping, journals and observation of conversations
Stage 2	Preliminary reconstruction analysis - analysis of the primary record to determine interaction patterns, their meaning, power relations, roles and interactions
Stage 3	Dialogue data generation - Start to converse through interview and discussion groups
Stage 4	Discovering systems relations - Examination of relationship of focused interest including the immediate locality
Stage 5	Using system relationships and finding - Explanation of all findings, suggestions, reasons of the experiences and cultural forms making a contribution to social change.

Table 4.1- Carspecken’s (1996) Five Stages for Critical Qualitative Research

The planning of the field study took into account the tools available in an ethnographical study, which allowed for the methods in Table 4.2 below to be designed to fit the collection of the data in order to answer the questions shown, with Figure 4.1 showing how they align to the different theoretical frameworks identified in Chapter 3, and shown in Figure 4.2.

Research Methods	
Visual methods	Cameras issued to the students for them to take pictures that represent them, which were then to be used in the interviews to explore their view of the world.
Observations	To study and record the behaviours in the classroom, the interactions with the tutor and support staff, as well as their interactions outside the classroom, alongside my own reflective journals.
Interviews	Individual interviews with the students, their tutor and support workers.
Materials	College and student documentation.

Table 4.2 Research methods

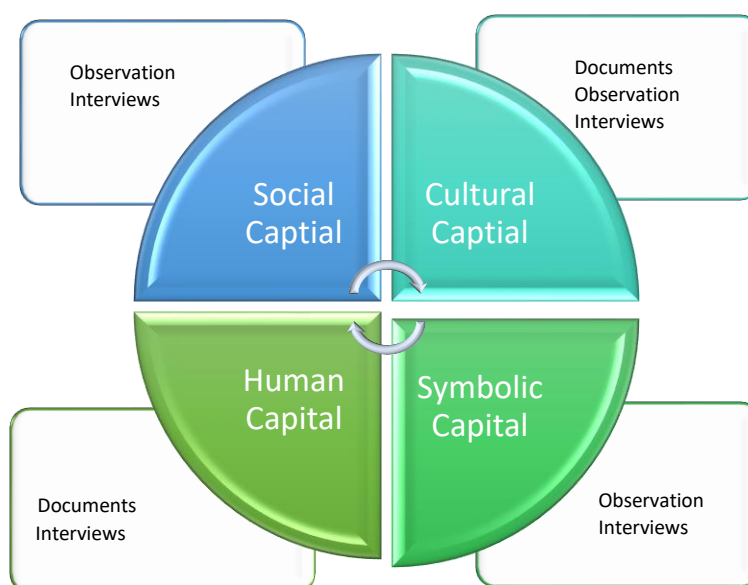


Figure 4.1 The exploration of human, social, cultural and symbolic capital in the fieldwork

Turning first to the visual methods, as referred to in Table 4.2, when considering the research methods and challenges that the young people may have faced in articulating their journey, I gave each of them a camera to use for them to take pictures to represent them. This method was selected as visual images can allow close attention to be paid to the young people’s social concerns (Rose, 2007). The plan was for the

pictures to form the basis of the discussions as part of the interviews. However, this was not the case in many instances as several students forgot to bring the cameras to the interview, perhaps because they struggled to use them, or through a lack of familiarity with technology in the home, demonstrating limitations to their cultural capital.

However, the giving of the cameras produced an unexpected and positive reaction with a level of excitement in being able to take home a brand-new digital camera. In fact, the students were so surprised that they had been entrusted with the camera, the act served to very quickly form a positive and trusting relationship between the students and myself as the researcher. Following the distribution of the cameras, the next step involved the students reaching an agreement on how they would use them, ensuring ethical management. To achieve this, the students produced their own ethical code in relation to the pictures they took, detailed in Figure 4.2 below.

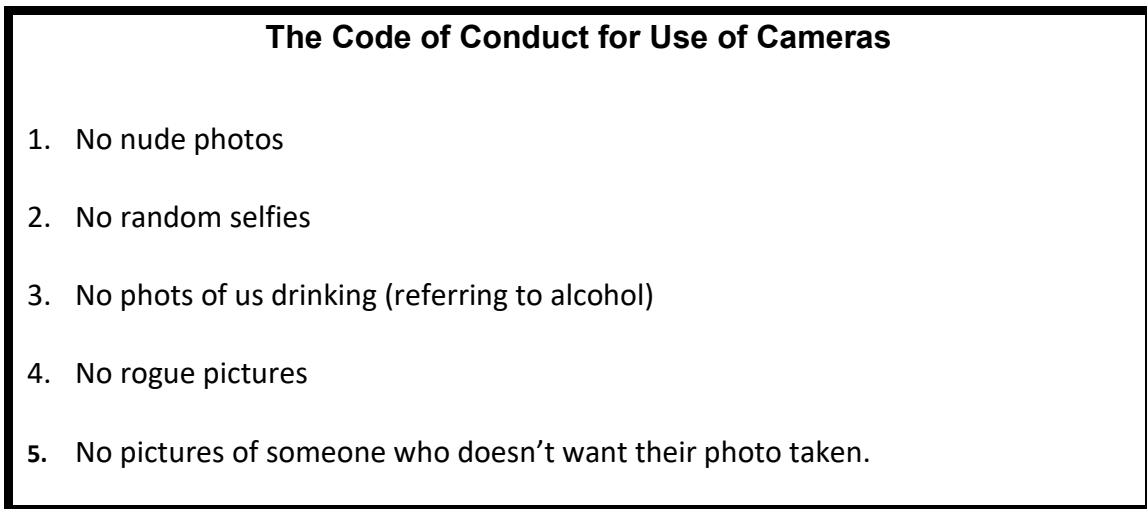


Figure 4.2. Student produced “Code of Conduct” for the camera use.

The second method involves intensive observations, chosen to acquire data from the natural, undisturbed environment, with the students being in their own setting and using their natural language (Cohen, 2018). This allowed me to witness, as the ethnographer, the behaviours and interactions of the students, tutor and support workers in the classroom at the start, during, and at the end of the course. These observations gave me an opportunity to learn about the student's world (Carspecken,

1996), to observe any changes that happened during the course, and the changes which ensued as a result of attending the course, offering a perspective on the social life of the group (Hammersley and Atkinson, 1994). Alongside the formal observations, a second notebook was used as a reflective journal for reflections and aspects observed outside the classroom. For example, when the students visited the campus in which I was based, they would often pop in to tell me what they were doing. This meant that I also observed their behaviour when on a different site.

The third method - semi-structured interviews - provided dialogue data (Carspecken, 1996) and was chosen to explore the students', tutor and support workers' views and experiences of their time at the college, and of how the college experience influenced their decisions, choices and growth. The capturing of their ideas and concepts of their world and language used (Rubin and Rubin, 1995) offered a window onto the young people's human, social, cultural and symbolic capital. The interviews which were undertaken with marginalised groups were conducted with a focus on informal and open-ended questions. As Swain, Heyman and Gillman (1998) argue, these are more appropriate than highly structured interviews for the vulnerable. Recognition was given to cultural norms associated with my position in the college as they could have presented difficulties, especially as there may have been aspects where individuals could have felt uncomfortable disclosing to someone whom they may see as being in a position of power (Braun and Clarke, 2013). Furthermore, as many of the students fell into the category of vulnerable young people, ethical consideration was required, which is discussed later in this chapter. However, not all the interviews undertaken were with the students, as some were conducted with a tutor and support workers of the college in which I am the Principal. These acquaintance interviews (Garton and Copeland, 2010) in which there is a power relationship, added another dimension between myself and the participants (Braun and Clarke, 2013), which also required ethical consideration.

The fourth method, the collection of materials, took the form of documentation. The college data became an important source of information (Ybema, Yanow, Wels, and Kamsteeg, 2009) as it gave access to the values, policies and procedures which sought to help to identify some of the drivers behind staff behaviour. In addition, student documentation was selected as it allowed for the student's family, medical and

school history to be explored, giving context to the individual. As discussed in Chapter 2, this helps to give context to the individual's circumstances. The challenges that needed to be considered, however, were permissions, confidentiality and validity (Creswell, 1998).

The final aspect for consideration was the construction of the study, recognising that if the research were to be carried out by a complete stranger rather than someone known to the research group, the situation would be entirely different. As an insider, I share the language and knowledge of the college and provision making it a different kind of research to that of an outsider, who is studying a group of which they are not a member, however both are equally valuable, rather than the perspective of an outsider researcher studying a group of which they are not a member, the fact that I share the language and knowledge of the college and provision makes this a different and particularly valuable form of research (Dwyer and Buckle, 2009).

Although my double status remained constant throughout the ethnographical study, I would argue that it was lessened through both place and time: place, as it was conducted during normal lesson times; and time as it covered a nine-month period. It was also lessened due to the expected personal narrative around the photos, as it allowed for them to focus on a picture rather than themselves. It was also unexpectedly reduced by the trust that developed between the students and myself as a result of giving the students a camera, which I discuss later in this chapter. Consideration was also given to the class I chose to study, which as discussed earlier in the chapter, was chosen because it was a class in a department specifically designed for young people at risk of being NEET. Further deliberation was given to what I chose to include in the study with regards to the class, which was selected to demonstrate the diversity of students studying on the course.

4.5 In the Field

Within this section, I turn to the research undertaken in the field, including my role as the researcher and Principal of the organisation, how I engaged with and gained permission from the participants of the research, the student profiles and my interactions in the field, before I cover the research analysis.

4.5.1 My Role as a Researcher and as the Principal

As the Principal, I had allowed myself to become detached from the everyday culture within the college due to focusing more on the business demands of finance, strategy and the need to attend numerous external meetings. However, as a researcher, by observing what happened in two-hour blocks at intervals across a nine-month period, I was able to immerse myself in the culture of the students and staff. In reviewing this privileged position, I concede that there could have been potential limitations as my position within the college might have limited the exposure I was given to the individuals' thoughts and feelings. It was apparent that the dual role of being both a witness and stakeholder required careful management in order not to limit the research's validity and consequently I sought to employ mitigation to guard against this aspect.

During the research, I ensured that I repositioned myself into the role as the researcher, as regarding my close connections and position within the college, I needed to be able to recognise and limit any bias that might exist by reviewing observations and experience in a more positive light. The repositioning was both physical and psychological. Most of the observations and interviews took place away from my daily work location and I dressed differently, wearing jeans and not business dress. Psychologically, I repositioned myself as a researcher whose interest was in understanding the effect of the college on a class of students in order to explore how the college could improve the experience for the students. I placed myself in a position of being able to live the students' experience in some of their Step-up classes. This allowed interpretation of the patterns of behaviour (Harris, 1968) which was carried out both inside and outside the classroom.

In order to ensure what I observed did not reflect bias, I triangulated the observations that I witnessed, and a number of initiatives and checks were introduced including discussion during supervision sessions. The reflexivity in this research was a continuous and important process, as it is for any researcher, but even more so for me as a researcher who was also Principal with authority over the students, tutor and support workers. As mentioned in Chapter 1, I needed to recognise the vested interest that could ensue (Glesne and Peshkin, 1992), potentially seeing things from the more favourable view of the organisation. Throughout the study, I accepted and reflected on

my role as a researcher and Principal in this research situation (Roman and Apple, 1990). The methodology of critical ethnography allowed for this aspect, with the “repositioning” of me as the researcher, in order for me to access and see the world from the less dominant view of the student (Willis *et al.*, 1990) and understand the experiences of the tutor, LSA and SW. However, ensuring that participant engagement was taken with moral and ethical consideration was a key factor, which I now go on to explore.

4.5.2 Participants’ Engagement and Consent

The college has two main campuses; the campus the students involved in this study attended and a second site at which my office was based. Consequently, I was spending more time on the study campus than the staff were accustomed to and in a different context to that of Principal. This made me not just an insider, who could enhance the breadth and depth of the study (Kanuha, 2000), but also as an outsider, since the main research was undertaken at the site that was not my base, meaning I was not truly a member of the group I was studying (Dwyer and Buckle, 2009). However, as the Principal and therefore in a position of power over the group, it was important to recognise the impact this could have on the participants, requiring a way to try and reduce the power differentials (Cohen *et al.*, 2018). Recognising that they would still exist, exploration of what this meant to the staff took the form of a site-specific staff face-to-face briefing and included an explanation of how they would be able to determine which role I was undertaking by my dress. As a researcher, I would be in jeans and as the Principal I would wear business dress.

To ensure that staff did not feel pressurised or obliged to volunteer to be part of this study or to see volunteering as a way to improve (or disadvantage) their career opportunities, I sought mitigation. Within the staff briefings, discussion took place regarding this, including an explanation that it was their choice and should anyone volunteer, I would not, in the future, play any part in their performance reviews, interviews for jobs they might apply for, or promotions they may seek, thus ensuring no bias. During the briefing, all staff were issued with an information sheet (Appendix 3) and consent form (Appendix 4). Following the briefing, an email was sent to all staff, welcoming any questions.

Once the tutor, learning support assistant, and support worker for the study had been identified, the next stage was to engage with and seek volunteers from the students in the class of the tutor who had volunteered. The first interaction I had as a researcher in the students' class was in September 2016. The aim of this visit was to introduce the students to the study and what this meant, and to seek volunteers. All the students in this class were issued with an "easy read" learner information sheet (Appendix 5). Questions were invited, with the tutor explaining further what it would mean to the students, encouraging further questions. The students were issued with a consent form to take home and an explanation was given regarding the "cooling off" period. The students were informed that I would revisit the class in one week's time to collect the consent forms of those who were happy to be involved. Surprisingly, four sheets were returned immediately but it later transpired one consent form had been completed by a student who was under the age of 16. Therefore, a SW liaised with the student's parents who then gave their consent. (This student was subsequently withdrawn the following week as she did not return to college and went back to school). I then returned the following week to collect the consent forms and commenced the fieldwork.

At the start of the field work, I explained to the students the dual role they would see me in - the researcher and the Principal. The students were informed of the easy way in which they could identify my role. If I was in jeans, I was a researcher, and if I wore a suit or "posh" dress, I was the Principal. Clarification was given as what this meant for the students, as if I was with them as the researcher, nothing that they said or did could be dealt with by me as the Principal except if I saw or heard something that I felt put them in danger; this was explained as a matter of health and safety or safeguarding whereby I had a duty to support them as the Principal in a professional capacity. The tutor checked that the students had understood what this meant, which they confirmed they had, and that they were happy to proceed.

With the student participants identified, I started the study by first gaining an understanding of the students, their backgrounds and starting points for their IDT. In the next section I cover information about the students followed by a section on the interactions I had with them during the study.

4.5.3 The Students

To achieve the research aims of the study, I first needed to have an understanding of the students' backgrounds. The students consisted of young people at risk of becoming NEET, who had identified multi and complex barriers to education, as shown in Table 4.3 below.

Student	Gender	Age	Additional Learning Need	Identification of need	Safeguarding Disclosure	Health Issues	Family background
A	F	16-18	ESOL	Green	No	None	2 parent family
B	F	16-18	None	Purple	Yes	Mental Health	1 parent family
C	F	16-18	SEN	Red	No	None	1 parent family
D	M	16-18	SEN	Purple	No	Physical disability	2 parent family
E	M	16-18	None	Red	No	None	In foster care
F	M	16-18	SEN / ESOL	Purple	No	None	2 parent family
G	M	16-18	SEN	Purple	No	On medication	1 parent family
H	M	16-18	SEN	Purple	No	None	1 parent family
I	M	16-18	SEN	Red	No	Mental Health	1 parent family

Table Coding for above

Additional Learning Need

ESOL – English for speakers of other languages. English not their first language

SEN – Special Educational Needs

Support Needs

A 'PRAG' rating system (see table below) that the College uses to identify and differentiate support needs, prioritising those most at risk of serious harm.

Purple - An identified safeguarding concern, including suicide-risk, self-harm, current depression, a serious health issue, in the care system or in Year 11.

Red - An identified safeguarding concern, including learning difficulties, behaviour, emotional or social difficulties, depression, living independently or a care-leaver.

Amber – a youth offending order, young parent or young carer

Green – no safeguarding concerns identified.

Table 4.3 Student demographics

As can be seen from the table, there were nine students who participated in the study. Five had been identified at the highest level for safeguarding concerns (purple), four had health issues, six had special educational needs, two were ESOL learners and one was in foster care, meaning that the group consisted of students with very individual and different needs. During the 9 months of the study, different research opportunities were undertaken in order to collect the data, which are explored with the data analysis further in this chapter.

4.5.4 Interactions in the Field

In designing the fieldwork, I chose to commence by reviewing the college's strategy and associated documents to understand how IDT was embedded through the college strategic leadership. This was followed by the students' paperwork to ensure I had an understanding of the students' background so that I entered the research space in the least intrusive way for the students, especially as many, as previously mentioned, had special educational needs. However, I was mindful that that this could have influenced my view of the students prior to meeting them, and this aspect is discussed further in Chapter 5.

Having reviewed both the college's documentation and the students' initial paperwork, the next stage of the field work was to enter the research space of the classroom, students, tutor, LSA and support worker. Table 4.4 below reports a detailed breakdown of the observations, which took place in the Step-up class and, in order to experience wider learning, in other locations outside the college.

Date	Reason for visit	Location	Staff	No of students in class	Comments
20/09/16	To brief the class on my research and ask for volunteers	Classroom	1 tutor 1 LSA	12	2 students who were part of the study were not in class on this day
27/09/16	To carry out an observation	Classroom	1 tutor 1 LSA	13	2 new students in the class 1 LSA arrived later in the session 1 more student arrived late into class
28/9/16	To carry out an observation	Classroom	1 tutor 1 LSA	12	Class briefed on that day due to the class size now being 16, which was deemed to be too big, 4 would change classes
11/10/16	To carry out an observation	Classroom	1 tutor 1 LSA	11	
12/10/16	To carry out an observation	Central Library	1 tutor 1 LSA	10	
15/12/16	Reflection and observations outside the classroom	Other College campus	1 tutor 1 LSA	12	Visit to the students cooking themselves a Christmas dinner and then eating it together.
25/4/17	Reflection and observations outside the classroom	Other College campus	2 tutors 1 VP 4 Italian tutors	8	4 of the students from this study involved in an Italian exchange visit. This was the first day the Italian students visited the college.
25/5/17	To carry out an observation	Classroom	1 tutor 1 LSA	12	1 st thick observation for 7 months
26/05/17	To carry out an observation	Children's ward at the City hospital	1 tutor 2 LSA's	12	A social action project they had chosen, planned and organised themselves.
08 /06/17	Reflection and observations outside the classroom	ENAC, Foggia, Italy	1 VP (College) 1 tutor (College) 1 support worker (College) 3 Italian tutors	8 students (College) 8 Italian students	4 of the students from this study involved in a trip to Italy on an exchange visit. When I visited, the students had already been in Italy for 3 days
09/06/17	Reflection and observations outside the classroom	ENAC, Foggia, Italy	1 VP (College) 1 tutor (College) 1 support worker (College) 3 Italian tutors	8 students (College) 8 Italian students	4 of the students from this study involved in a trip to Italy on an exchange visit. When I visited on this day, the students had already been in Italy for 4 days

Table 4.4 Overview of observations

The observation records recorded in the field notebook took the form of intensive observations (Carspecken, 1998), focusing on one individual at a time for a 5-minute period, recording their interactions. This record, which included diagrams of the classroom layout, how and when this was changed and the impact or role this layout had, formed the primary observed record. Towards the end of each observation period, I carried out student and staff interviews, as shown in Table 4.5 below.

Interviewee	Interview Start of course	Midyear join staff interview	Interview End of course
Student A	20/10/16		13/06/17
Student B	19/10/16		27/6/17
Student C	19/10/16		27/6/17
Student D	02/11/16		13/6/17
Student E	02/11/16		27/6/17
Student F	02/11/16		13/6/17
Student G	02/11/16		13/06/17
Student H	02/11/16		13/6/17
Student I	20/10/16		28/6/17
Tutor	20/10/16	20/12/17	27/6/18
LSA	20/10/16	20/12/17	
Support staff	20/10/16		

Table 4.5 Interview schedule

The interviews were undertaken after the observations in order to allow me to explore aspects that I had observed in the field. The 24 qualitative interviews followed an interview protocol (Creswell, 1998) to give maximum flexibility and were semi-structured, which allowed for the conceptualisation of the resultant dialogue data. The questions (Appendices 6 and 7) commenced with a recap on what I was doing (Appendices 8 and 9) and I checked that the participants were still happy to continue with the recorded interviews. Lead questions, designed to open up conversation and allow the participants to respond openly, were initially asked with subsequent questions used, if required, as prompts and probes (Braun and Clarke, 2013) to gain the opinion of students and staff. Following the interviews, the recording of the

discussion was transcribed verbatim for future analysis. Thus, I now move to the data collection and analysis.

4.6 Data Collection and Analysis

Undertaking this research as an ethnographical study gave me access to observe the students, their tutor and LSA in some of their twice weekly Step-up classes, alongside the trips undertaken by the students. During this time, the data I collected were not just observations but also interviews, college paperwork and a reflective journal. In order to make sense of what I was experiencing, I based my fieldwork data collection and analysis on Carspecken's (1996) Five Stages for Critical Qualitative Research which I discussed earlier in this chapter. During stage one (the collection of the data) and stage two (the analysis of the primary data), I identified, as discussed in Chapter 3, that social capital on its own would not be sufficient to review the students' IDT.

4.6.1 Data Collection

As the data collection period of this study covered an academic year, it was undertaken at different times during the 9 months, a timeline for which is shown in Table 4.6 below.

Timeline	Student Engagement/ recruitment	Review of student documents	Observations	Interviews
Sept 2016				
October 2016				
Nov 2016				
Dec 2016				
Jan 2017				
Feb 2017				
March 2017				
April 2017				
May 2017				
June 2017				

Table 4.6 Data collection timeline

During the period from September to mid-October 2016, I:

- Undertook four intensive observations

- Maintained a reflective journal
- Reviewed the participants starter paperwork that the college received or completed including:

Application forms.

Interview forms and notes.

Equality and diversity monitoring forms.

Maths and English assessments (where carried out).

Certificates for qualifications (where submitted).

Educational and health and care plans if available.

- Carried out interviews consisting of:
 - 9 student interviews
 - 1 tutor interview
 - 1 support worker interview
 - 1 learning support worker interview.
- Reviewed College paperwork including:
 - The college strategy
 - Business operating plan
 - Key performance indicators
 - Policies and procedures
 - Staff job descriptions.
 - Governing Board minutes

Midway through the programme, I undertook a small group discussion reviewing progress with the tutor and support worker, and visited and observed the students when they prepared, cooked and ate a Christmas dinner in the college.

At the end of the 9 month programme, during May and June 2017, I:

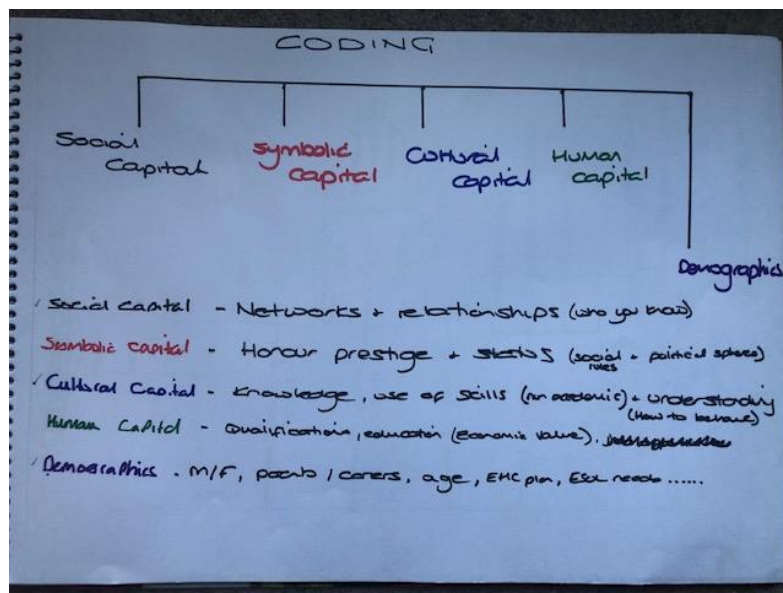
- Undertook two intensive observations
- Observed some of the students on an Italian exchange visit
- Maintained a reflective journal

- Conducted final interviews with
 - 9 students
 - 1 tutor

Throughout the whole 9 month period, the students would pop into my office and talk to me about what they were doing. This created a rich and diverse evidence set and formed the basis of the data analysis.

4.6.2 Data Analysis

The data collected during this study came from multiple sources of information, as described above. The coding of the data (see Picture 1 below), was based on the identified theoretical framework of Human, Social, Cultural and Symbolic capital which was discussed in Chapter 3, alongside the identified need for demographic data (Chapter 2), which was used for the top-level coding. Each of the four aforementioned capitals and the student demographic created the second level detailed breakdown which resulted in the reporting of the findings as shown in Appendix 10, which also shows the coding maps and an example of how, when coding the data, the interplay across the capitals started to be identified. These findings are reported in two sections. The first, Chapter 5, shows the internal influence of the college, tutor and an example of a new experience offered to the students - an exchange trip to Italy. In the second, Chapter 6, the findings are reported through the profiling of four of the students' journeys during the course, giving a holistic analysis of their IDT. However, before discussing the findings, I conclude this chapter with a section that explores and explains the ethical considerations needed to manage this study.



4.1 Picture of coding categories

4.7 Ethical Considerations

As the nature of this thesis was concerned with the IDT of vulnerable young people, ethical considerations were paramount at all stages of the research and considered for the longevity of the thesis. The research was in a social context and the relationship with the participants was undertaken with respect, dignity, sensitivity and freedom from prejudice (British Educational Research Association, 2018). As the researcher, I am employed by the college and could be deemed to be in a position of power; social awareness was a consideration at all times with recognition being given to the effects of the actions taken and the connection between myself, the staff and the students.

Prior to starting the fieldwork, I sought not just approval from the Ethics and Research Board of the University of Northampton (Appendix 11) and the Corporate Director in the Local Authority with the statutory responsibility for education and young people who are NEET (Appendix 12), but also the College Governing Board, Human Resources and the Unions. All gave approval, but the unions did seek further clarification on one point prior to agreement and this was an unexpected aspect, as

they wanted reassurance regarding my own health and wellbeing as the researcher involved in this study.

With the students being central to this study, significant importance was given to safeguarding and was the overarching consideration of this research. In my position as Principal, I am fully trained in safeguarding and prevention duties and hold an enhanced Disclosure and Barring Service check (Appendix 13). As the very nature of this research could have brought out sensitive areas or even disclosure, appropriate action and support by professionals was in place to allow the young people to deal with what they were experiencing. However, in the event, this was not needed.

Another critical aspect was a route of reporting should anything be uncovered that was a matter of concern or detrimental to the organisation. The route identified and implemented was to discuss this with my research supervisor(s) and/ or the Corporate Director in the Council, in line with the Council's policy on Whistleblowing, Code of Conduct and the University's Code of Ethics (University of Northampton, 2018).

The above-mentioned process was only used once during the fieldwork during the tutor-facilitated session with the class when they were discussing and agreeing a code of conduct for the use of the cameras. One student (who withdrew from the study in the second week due to a change of class), asked what would happen if he took a picture of himself drinking a can of beer. As this was illegal (he was 17 years old), would I have to report him? As an ethnographer, it could be argued it is part of my lived experience with the actors, but as a Principal I had a duty of care to the students in my professional capacity and the related implications. This particular aspect of the ethnographical study became an area of much debate with my supervisory team as it queried the extent to which the young people were 'free' to share with me their experiences, good or bad, legal or not, and the conflict this may then have given to my role as Principal with legal responsibility for health and safety and safeguarding. This is a very real consideration of insider or practitioner-based research.

4.8 Summary

Within this chapter, I have discussed the research design, identifying that with the practical intent of the research being a basis on which to empower and transform the inequalities young people at risk of becoming NEET face, it was identified that the study was to be undertaken from a critical perspective. As a critical paradigm, the ontology identified was that of historical realism, and the epistemology that of subjectivism. Therefore, a qualitative approach was taken, based on the nature of the study, the research question, the demographics of the participants, and its association with social inequalities. It was argued that critical ethnography was the methodological procedure most appropriate for this study based on the philosophical position, and to allow social enquiry to review how power and interests shape behaviour. Furthermore, this allowed me to speak on behalf of the students whilst being able to critically challenge and utilise transformative action. Finally, consideration was given to the ethics of this study, especially as the thesis is concerned with the development of vulnerable young people due to my dual position of researcher and Principal. The following two chapters report on the study's findings.

CHAPTER 5: The Findings Part 1: The College, Tutor and an Italian Exchange Trip

5.1 Introduction

This study's aim is to identify what the college does to contribute to the current and life chances of a young person through the facilitation of their IDT. It is designed to examine the students' personal learning journeys in order to aid the understanding of the nature of their acquisitions and learning, and how the college supports this, framed within the social, cultural, human and symbolic elements of a capital assets framework. Within this chapter, I explore the findings through the college's strategic intent and management, the tutor, LSA and SW role, alongside the students' backgrounds, as presented through the initial paperwork which was supplied to the college. Also, in this chapter, I discuss the opportunity offered by the college to the students to join a trip to Italy designed to develop skills and promote social mobility.

Although mention has been made of all nine students in Chapter 6, I provide portraits of four of the young people whilst on their IDT journey. These portraits have been selected in order to be a cross-representation of the students in this study. In both Chapters 5 and 6, the data used to describe the findings is drawn from observations, interviews, fieldnotes, and college management and student documents in order to note the reconstructions performed and offer links to the conceptual framework.

5.2 The College, the Step-up Course and the Students Background Information

Central to this study is the college and the learning environment, for as the literature suggests, there is a need for education to provide an environment that supports the wider learning of young people (Gorlich and Katznelson, 2015). Therefore, understanding if the strategic intent of the college aligns to this, and if so, how this environment supports the students, is of particular interest to this study. Therefore, I start the finding of this chapter by exploring the college and its strategic documentation. This is followed by a description of the Step-up course before

examining the students' paperwork as a lens through which to view their backgrounds, which should provide a basis upon which the individualised learning is constructed.

5.2.1 The College and Its Strategic Documentation

The college, part of the Local Authority, supports over 3,000 local people annually, and employs 250 staff, the breakdown of which can be seen in Appendix 14. The college specialises in enabling people to develop their skills, supporting progress in or into work and education, enabling participation in society. It has an Ofsted grading of "Good" (Ofsted, 2017), with identified areas of improvement as: effective use of data to identify performance differences; all teachers to provide high quality feedback for students to improve their work; and improving achievement of higher English and Maths GCSE grades for 16-18-year-old students.

As evidenced in its strategic mission, shown below, the model the college has developed seeks to deliver not just academic qualifications and achievement but the development of the individual as a whole:

To provide a welcoming environment that inspires people to develop and achieve personal, social, academic and economic skills

(XXXXXXXXXX Strategy, 2015, p1)

In order to establish if the college's strategic documentation supports the delivery of this mission, I commenced with a review of the business documentation, as seen in Table 5.1. This was the starting point for the fieldwork as it allowed me to explore if the concept of wider learning and IDT is woven throughout the management and leadership of the organisation and then through to the frontline staff. However, self-reflection was needed at this stage, because, as discussed in Chapter 4, I needed to ensure that as a member of the college's Senior Leadership Team, I viewed the documents through a researcher's lens and not as the Principal, reflecting on what the college vision was and then if and how each document represents and delivers this vision. I further discussed this approach and debated it with my supervisors.

College Business Documentation	
College Strategy	X
College Business Operating and Implementation Plan	X
College Balanced Scorecard	X
College Policies and Procedure	X
Tutor, Learning Support Assistant and Support Worker Job Descriptions	X
Associated College Governing Board Minutes	X

Table 5.1 List of College documents for review at the start of the fieldwork

The college documentation presents the strategy as being the top line document, supported by a Business Operating and Implementation Plan (BOIP) (Appendix 15), and measured through the College Balanced Scorecard (BSC) performance management system (Appendix 16). The BSC system was based on the Kaplan and Norton (1992) model but was the adapted non-for-profit model (Niven, 2008) designed to turn strategy into performance through measuring customer impact, financial management, internal processes and employee learning and growth. Designed to have a quantifiable aspect, the model is also about developing the intellectual and less measurable capital of the organisation (the learning organisation aspect). However, on close review of the documentation, this was not the case and I discuss this in more detail below. The college suite of strategic documentation was introduced in 2009, and at that time I was a Vice Principal. I became Principal in 2011 and although it could be argued that I may have bias in the reviewing of the college models, since 2014, they have been produced and modified by the Deputy Principal in consultation with the Governing Board (GB). In addition, the main purpose of the strategy, BOIP and BSC is to look at how the service runs and can be further developed.

The BOIP reviewed for this research was September 2016 and was approved by the GB in the December meeting (GB meeting minutes, December 2016). It included aspects that the college deemed important in the delivery of its mission through its objectives, including quality of teaching and learning, delivery, financial performance, being 'devolution and Ofsted ready'. However, there was nothing in the context of wider learning. This led to me question how embedded the wider learning was at the

senior level since these objectives suggest that the college governance and leadership replicates the government's measures and is making itself fit for what Ofsted deems to be successful, especially with an objective of being 'Ofsted-ready'.

The same was also true when reviewing the content of the BSC, which again had no direct wider learning-related reporting, nor did it have any way of reviewing the intellectual and less measurable capital of the organisation (which the BSC is designed to do). Its main focus was performance against contracts in financial and learner numbers alongside other quantifiable measures which included learner attendance, and percentage of learners achieving qualifications. This suggests that although strategically the college recognises wider learning, it is trapped in focusing on and reporting statistical data in terms of human capital, as used by Ofsted and government in its view of educational success. If wider learning is not recorded and reported on at a senior level, then it is questionable as to how confident the Governing Board can be that it is being delivered in the courses.

The wider learning concept did though appear to be at the forefront of the Step-up course tutor's role, as demonstrated below:

[...] I think it's accepting that they're individuals first and a one size all doesn't fit, ...so it's respecting the individuality of them [the students] and working with what they bring and that will be very different for each person. So for some people it will be coming here to brush up on their math and English skills and just to... you know want of a better world [sic], tidy them [the students] up to go off. For other people there's some more real intense work and support that needs to be put around them. So, I think fundamentally it's recognising the individuality of each young person that comes here and working with what they bring.

Tutor, start of course interview

Furthermore, the idea of the college supporting the students was recognised by Ofsted in its most recent inspection (2017: p1) as having a, "... good level of pastoral support provided to 16 to 19-year-old learners, many of whom are vulnerable and with previous histories of poor educational experiences ...". However, the remainder of the sentence evidences Ofsted's obsession with qualification: "...attainment of English and

mathematics GCSE qualifications is too low and requires improvement”, which considering the distance some of the young people were away academically from GCSEs (see Table 5.2) is, in my professional opinion, an unrealistic comment. If students cannot achieve a GCSE during their secondary school education, it is not legitimate to expect most to achieve a GCSE in the 9 month period of the college course, particularly at a higher level, which as Ofsted stated was an area for improvement for the college, as discussed earlier.

The pastoral support Ofsted recognises, however, forms part of the overarching support package that the college provides for its 16-19-year-old students (Figure 5.1 below).

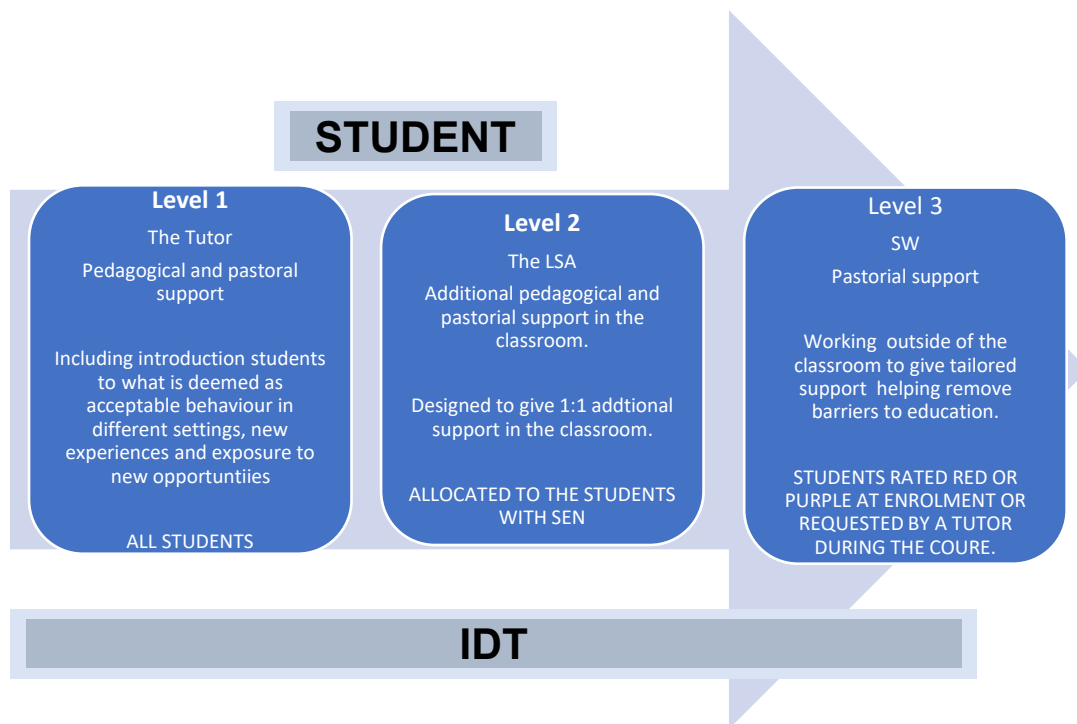


Figure 5.1 Levels of College support to the students (Author, 2020)

The college, as with many other providers, offers a basic classroom structure of tutor and LSA, but interestingly the college model also includes the SW role, which sits outside the teaching. For some young people, this aspect could be the key to being able to attend college. The SW explained how she sees her primary role:

Making sure the kids [students] are ... feel safe and happy at home for starters because I think every kid should feel safe and happy at home... and then ready to engage in education. So if they [students] are not ready then doing all the things that we need to do to make sure that,... so for example, erm their Dad's chucked them out for the night, right let's get you [student] accommodation, let's make sure you're happy in the accommodation that you are going to and then I'll [the support worker] get you back into lesson [...] So my primary job is making sure that their [the student] okay and ready to engage in learning.

(Start of course interview, SW)

This demonstrated the sense of importance given to supporting the students to engage in learning. However, it could be questioned as to whether the SW role was filling a gap that other LA services should be providing. Nevertheless, what the college appeared to be doing was ensuring that the students were given the best chance to succeed by lowering the barriers to accessing learning. Furthermore, the SW helped the student navigate the environment in which they operated, demonstrating their legitimacy and value (Crossley, 2012), thus developing their symbolical capital, adding to their wider learning and IDT.

In summary, the college recognises the significance of wider learning and IDT as demonstrated through its core vision and values. However, there was a tension between the mission and what was then deemed as important in the operating plan and performance measures. The way in which the college manages its strategic intent at a senior level was flawed or it focused and reported on Ofsted and the ESFA's measure rather than the college mission of wider learning and the students' IDT. Nevertheless, there was still a thread from the mission through to the frontline delivery via a framework that allowed the staff to deliver on its key concept of assisting and developing the individual as a whole and supporting the students in the IDT.

It is with this in mind, that I now move on to discuss the Step-up class, the main vehicle in which the tutor and LSA supported the students' IDT.

5.2.2 The Step-up class

The second stage of the fieldwork commenced with observations of the Step-up class in order for me to view the IDT through the eyes of the nine students, tutor and LSA. This class was selected as it is a course designed specifically for young people who are on the margins of education and it sits within a department that works with young people at risk of becoming NEET. I joined the classes two weeks into the start of the students' course observing them in class time, carrying out initial interviews, and repeating the process at the end of the year. Throughout the nine months of the course, I had additional contact with the students, tutor and the LSA and on one of these occasions this included joining some students on the last two days of a 5-day exchange trip to Italy, which will be discussed later in this chapter.

The 3-hour, twice weekly Step-up course, with small class sizes (maximum of 12) is intended to develop employability, personal development and the life skills required to enter further study and/or work. This class ran alongside further classes of Maths and English at the appropriate level to the student's needs, and if required, ESOL (which was not part of this study). Although the aim of the students' Step-up class incorporated wider learning, the course also included nationally recognised qualifications that met the students' specific needs, level and abilities (Figure 5.2). This addressed the tension caused between the requirements of the course for the social, cultural and symbolic capital assets that added value and government and some employer's views who deemed only the human capital aspect of qualifications as giving currency and value to the young person.

Qualification type (E3, Level 1 and Level 2)	Learning Aim
<ul style="list-style-type: none">•Award•Extended Award•Certificate•Extended Certificate•Diploma	<ul style="list-style-type: none">•Citizenship•Career Development•Independent Travel•Healthy Eating•Local History

Figure 5.2 Qualification type and learning aim subjects that are available on Step-up.

The students who attended the Step-up course came from either a mainstream school or a special school, a school whose pupils usually have a statement of special educational needs (SEN), which could include learning disabilities and/or physical disability. This meant that the contextualisation of the learning to each individual's needs required a full understanding of the students' backgrounds, prior academic achievements and knowledge of their challenges and aspirations. The tutor's main source for this information was in the pre-course paperwork to allow for the planning in advance of and during the early stages of the course. Therefore, the paperwork will now be discussed.

5.2.3The Student Documentation

Prior to my attendance at the Step-up classes, I reviewed the same documentation that the tutor had access to prior to the start of the course, shown in Table 5.2. This allowed me to see what knowledge the tutor had about the students pre-course and for me to prepare in advance of meeting the students to ensure that due to their personal circumstances, I was able to modify my approach so that the students understood who I was and what I was doing in the class. This was particularly important for the students who had SEN, to ensure minimal disruption. At this stage, I also identified the need to self-reflect, considering how on reading the student's paperwork, I had felt about the individual and through reflection, rebalancing my view, to ensure what I had read did not influence or cause any unbiased views towards the research.

Student	Application form	Interview form	Equality and Diversity monitoring form	Maths and English assessment	Level of qualification achieved at school	Education and Health Care Plan ⁴
A	X	X	X		Entry 2 Maths and English	
B	X	X	X	X	No exams recorded	
C	X	X	X		Entry 1 Maths and Entry 3 for English and employability	X
D	X	X	X		No exams recorded	X but not supplied at / by the start of the course
E	X	X	X		GCSEs Maths D English C ICT A Engineering at Level 2	
F	X	X	X		Non exams recorded	
G	X	X	X		No exams recorded	
H	X	X	X		Entry 3 Maths and English	X but not supplied the start of the course
I	X	X	X		No exams recorded	

Table 5.2 Students paperwork available for review at the start of the fieldwork.

The review of the student documentation quickly showed the limited information available to the tutor regarding the students prior to the start of the course since the paperwork that had been submitted varied in quality and information. This, in many cases, meant the college staff had limited background knowledge when they prepared for and started to work with the students, restricting their ability to bespoke the provision to the individual's need at the start of and during the early stages of the Step-up course.

The lack of information submitted by schools was difficult to comprehend. If the school truly valued the young person supporting their future growth, then why had they not submitted paperwork to the college? Were the schools also trapped by the

⁴Educational and Health Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. (HM Government, 2014)

government's measures and only sought to ensure that the student has progressed to another learning provider? However, as this did not form part of the research, it can only be surmised. However, the review of the paperwork did show that six out of nine young people in the group had Special Education Needs⁵ (SEN), as shown in Table 5.3 below.

Student	School Type	Special Educational Needs? Y/N
A	Pupil Referral Unit (PRU)	No - Attended this schools as father wanted her in a small secondary school. A PRU is normally a school for excluded children.
B	Mainstream	No
C	Special School	Yes - A mild leaning difficulty with fine motor control below average and low cognitive ability.
D	Mainstream	Yes - Congenital heart disease, Hypochondroplasia and a learning difficulty.
E	Mainstream	No
F	Mainstream	Yes - An ESOL student (a needs to learn English as it is not his first language) with a learning difficulty, problems with his stomach and heart and emotional issues.
G	Special School	Yes - An intellectual disability, hyperkinetic disorder and a history of enuresis and encopresis.
H	Special School	Yes - Identified as having moderate learning difficulties.
I	Mainstream	Yes - Autism and a learning difficulty and under the care of Mental Health Services.

Table 5.3 Students identified with SEN and by the school type they attended

It was evident from the student paperwork review that the lack of and quality of student paperwork submitted inhibited the tutor's ability to fully maximise the early part of the Step-up course to the benefit of the students' wider learning and IDT. This made the tutors early actions and abilities of importance as she needed an early understanding

⁵ Special Education Needs (SEN) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. SEN covers a broad spectrum of difficulty or disability. (Children and Families Act, 2014)

of the students, so that the multidimensional disadvantages experienced by the young people was mitigated by giving support to their IDT. Taking this point, I now move to discuss the tutor and her influence on wider learning and IDT.

5.3 The Tutor's Role in the Developing Wider Aspects of IDT

An important aspect of the students' support and development was the way in which the staff not only viewed their role, but also in how they viewed the students. The person observed with the most influence and authority over the class and support team was the class tutor, who was female and had worked at the college for 10 years. During this time, she had worked with young people at risk of becoming NEET. She explained her approach to the role:

[...] first and foremost it's recognising that they do have a place, because so many of the young people that come here... I don't know... you get a real sense when they [referring to the students] start that they [students] might belong in their little corner of the world, but they don't know anything else outside of it. So, I think part of coming to College is actually they [students] become part of another community [referring to the College] where perhaps they haven't got their family and some of them don't have families, so for the first time I think they are in an environment [College] where they're [students] learning to be themselves and be part of something that's bigger than them.

(Start of course interview, tutor)

The tutor's view of the students belonging to a new space and community was the first step in the students being able to identify a place for them in society helping to develop new networks, their social capital, and their place in a new community, thus developing their cultural capital. The way in which the tutor viewed the students from the very start shows that she was affording them legitimacy and value, thus reinforcing their symbolic capital.

When observing the tutor's interaction with the students in the classroom, the start of the students' IDT could be seen through the way the tutor managed the class and individual's behaviour to build a sense of community. One notable observation was in

how the tutor had used the classroom door to identify the type of behaviour expected. When it was relaxed and informal, the classroom door was open and when it was more serious and formal, she closed the door. Although a simple method, it helped the students to distinguish that different behaviours were expected of them at different times. It assisted the students in being able to interpret the little changes in the world around them that required them to make a change in their behaviours. It could help the students to recognise that different rules apply in different settings, for example, the classroom, linking back to the aims of the course as referred to in Figure 5.1.

Along the same lines was the development of equality across the classroom by giving everyone a voice, creating tolerance of each other's views, developing a cultural understanding and linking again to the course aims. This I particularly noticed when observing a discussion on agreeing a code of conduct for the use of the cameras, as discussed in Chapter 4. The tutor gained the attention of the class, "*Ok, we are now going to put the portfolios away and start to look at the code of conduct for the cameras [which were to be allocated to students to use as part of this research], to do this I want to change the room around to change your mind sets*". Figure 5.2 below shows the way in which she then arranged the desks.

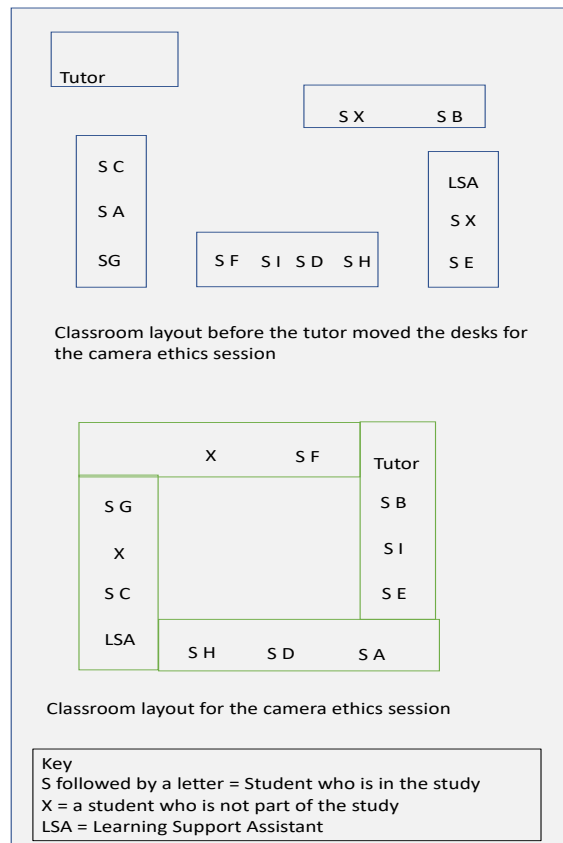


Figure 5.3 Classroom desk arrangement

The tutor explained the reason for changing the room layout to the students, saying:

“We have moved around the desks like this as you are all equal during this process. We talked about the project and how you can be involved and Pat introduced how we.....”

The tutor closed the door [moving the class from informal to formal]:

“I have closed the door as this is a closed-door conversation. Does anyone know what I mean by this?”

Student I responded to this question:

“What’s said in the room stays in the room.”

Tutor:

“Yes, [observer comment: pointing to him and in a tone that is positive in a way as if to say, “fantastic you have got it spot on”]. *I am saying for the first time you can say what you want in any language you want. This is only why I have the door closed at this time. Is this OK?...So we have to agree, as a group, what we can and can't do when using the cameras, this is known as our ethics* (9.35am, 27/09/16).

The way in which the tutor worked helped to develop the group's knowledge and skills of appropriate behaviours in the different setting, for example the closed-door classroom against the relaxed open-door classroom. This assisted the students to identify new ways of working, introducing them to the concept of boundaries, developing their cultural capital, whilst giving the students permission and confidence to have a voice, developing their symbolic capital. This act happened just three weeks into the start of their course but already appeared to influence some of the students' behaviours, the confidence to find their voice, and in joining a new community in the classroom. The LSA talked of the change she had seen in some of the students:

“Their confidence has grown already... in all of them. When they first went out everyone, but one or two, were quite, quite, quite [sic] shy. But now they have formed a real group, they have all just jelled....” (Start of course interview - LSA)

These changes in the students demonstrates the wider learning taking place and sections of their IDT. The role the tutor played in embedding the wider learning started the facilitation of behavioural change expanding their cultural capital, whilst giving them a different view of themselves as a person, developing their symbolic capital and this is explained further by the tutor.

I think first and foremost is that it's okay to be you [student]. It's okay to get things wrong to give people time and space, to let people be who they are, but also intervening [referring to the tutor] when you need to. I think my experience with this client group is [sic] and I've been on the receiving end of it as well, you try something and it can get out of control really quickly. So having really firm boundaries ... which I think is really important in society,... and if young

people don't have that and they are not taught that, they [student] just, ... they cascade over and they have no sense of what's right and what's wrong and how to act and not. So, someone needs to be there, and saying [to the student] "okay, I [tutor] didn't like that behaviour. It was really appalling, but you [student] are okay as a person". And that kind of, ... so being really firm when you need to, [saying to the student] "hey, we don't do that here", and very quickly moving on from it, so finding the very next thing that you can praise [sic], so they [the student] go "okay I've got that wrong, but I'm still okay as a person." I think that's [...] one of the fundamental things I try to do in the class. I think that's really, really important.

(Start of course interview –tutor)

This reinforcement of the students' acceptable behaviours, with encouragement for the students to reflect on what they had done, was observed on many occasions in the classroom. This could be through a simple one-line interaction or more developed conversations. One of the examples, amongst the many observed, covered two different aspects of addressing unacceptable behaviours on the classroom incident of Student B getting her tobacco out in class. The first aspect addressed was in the use of inappropriate comment by E to the whole class regarding student B. Student E said, *"oh look she's [B] got weed"*. The tutor says *"no, no, no, no, there are some things I do not joke about and that is one of them. If you say it and I see it, I have to report it. No joking on that"*.

Student B's non-conformance to the call rules was exhibited by her getting her tobacco out in class. The tutor, turning to B, said, *"You only have to wait 10 minutes for your fag and for future reference, no rolling in class"*. B accepted this and put her tobacco away. This was one example of when the tutor used direct language to address an issue but did so in a friendly, firm yet respectful way, allowing the student to maintain her dignity in front of their peers. In considering the influence of these small interactions, not only did they serve to address the issue of appropriate cultural behaviours in the class, but also reinforced the expected behaviours to the rest of the class, allowing the students to develop in a positive way, as discussed further in Chapter 6 student profiles.

The role the tutor played in developing a young person's ability to behave differently became a significant part of the students' journey, forming part of the IDT. In some cases, some of the areas addressed by the tutor could have resulted in confrontation, but the skill and style adopted by the tutor to address these behaviours did in fact have the opposite effect and fostered the type of development that increased the individual's ability to understand and act differently in a social situation, allowing their cultural capital to grow. The tutor respected all the young people, as demonstrated when she apologised to the class when she felt she had not acted appropriately, explaining to them why she was apologising. In turn, the students reciprocated this and showed respect to her and to each other. The students were developing wider learning through growth of their symbolic capital for they appeared to be changing the way they viewed each other and themselves.

A further layer of development that the college used in fostering the students' social capabilities was to expose the students to new experiences, an example of which was a student exchange trip to Italy, referred to earlier in this chapter and now discussed below.

5.4 “Things like that don't happen to people like me”

The college is partnered with an organisation in southern Italy which also works with young people at risk of being NEET. As part of a social mobility project, both colleges entered into an agreement to undertake a catering vocational exchange programme with their students. This gave an opportunity for the students on the Step-up course to visit southern Italy and experience its culture, meet local people and see the opportunities it offers. It was an unexpected opportunity for the students, and in the words of student C, a student with SEN who had previously attended a special school and was rated red by the college (as described in Table 4.3) in her final course interview said, *“Things like that don't happen to people like me”*.

Although for most people, an opportunity to go on an Italian exchange trip would be an exciting one, for many of the Step-up class students the decision to go or not was a difficult one. Most had the type of social and cultural capital that was seen by society as less valuable and thus restrictive in being able to access some of the opportunities

on offer. They had never been abroad before or even outside of the city, and this could have scared them. However, for some students, it took them away from their daily challenges, giving them a different focus, and showed them a new world to which they could have access. For others, the decision to go meant they had to face up to their fears, such as flying. Out of the nine students that formed part of this study, four chose to take the opportunity.

The five-day trip took place in June and, accompanied by the Leader of the Council (who is also the Chair of Governors of the college), I joined the students on Days Four and Five of the trip. During the trip, I observed the students in an environment that was outside of their comfort zone and one in which they interacted with new people at all levels. An example of this was visits to a number of towns on Day Four, where the students, accompanied by the Leader of the Council, met the Mayors of the different towns. This was discussed with B, a purple rated student (high levels of vulnerability and safeguarding risk), with mental health issues:

Don't even, that was long [referring to Day Four of the Italian trip] [...] Mayors, oh the Mayors [...] I refused [referring to having to go and meet all the mayors, which were three in total], yeah, one was enough. [...] Weirdly enough, yes, I would go to Italy [referring to whether she would go on the trip again or not if the opportunity arose]. As much as it was like really boring and I didn't want to do it, I actually enjoyed it, ... It's one of those weird things that just doesn't make any sense.

(End of course interview – student B)

The experience of the Italian trip appeared to confuse B. When asked how she found it, she appeared to be experiencing things she did not think she should like but did. It appeared that she was being challenged by the new cultural and social space she had stepped into, which had higher cultural capital levels than she was used to experiencing. However, through her reflection of the trip she realised she had actually enjoyed these new experiences. Thus, the exposure to new social networks demonstrated her newfound ability to operate in social spaces, and as such her social

capabilities, her social, cultural and symbolic capital were being developed. This is also discussed by the tutor:

Okay [redacted] (B) wow – absolutely wow. [...] when she said yes, I'll come to Italy I was like that – oh really! Okay. And seeing her on that last day walkout and looking at [redacted] [the Director of the Italian school] and [redacted] [the Director of the Italian school] looking at her and they kind of had this moment and they just connected and he went and she went yeah, and it broke my heart.

(End of course interview - tutor)

It was not just the impact of meeting local dignitaries that supported the students' social development on the Italian trip, but also making friends with the Italian students and meeting the local residents. This was particularly significant for E who spoke with me about how, when at a pizza restaurant with the Italian students and college staff on the third night, he had been able to speak Italian to some friends of one of the Italian tutors (final interview, student E). He was extremely proud of being able to do this, improving his symbolic capital through his confidence and raised profile.

Furthermore, E, who was in a foster home, went on the trip not long after his birth mother passed away. When I was sitting with E on a boat trip in Italy, he opened up to me about his birth mother's recent death and how she would have been so proud of him being on this trip. E had developed an ability to grow relationships, his social capital, including the relationships he had developed with me. In his final interview with me at the end of the course, he disclosed the challenges he had overcome to attend the trip and how he had discussed this with his counsellor.

As soon as I heard [referring to the opportunity to go on the Italian exchange trip], it I was like no I wouldn't be able to do it because fear of heights ... but then I thought I'm having counselling and I thought, this is a once in a life time opportunity so to do something with College like that, [sic] so I was like yeah, I'll do it, think[ing] that it was the worse decision to say yeah, ... but me and my councillor worked towards it [the trip] and then err yeah I went.

This trip exposed the young people to some extraordinary opportunities. Not only had they met Italian students, tutors and town Mayors, but they had experienced eating new cuisine in local restaurants (Picture 5.1 below) and cooked new foods for local dignitaries and business people. Much of the food they had eaten they had never seen before and with encouragement from the tutor, they were confident enough to try the food (even if they did not like it). As demonstrated by the pictures below, the nature of the experiences the students encountered was very different to their usual milieu.



Picture 5.1 and Italian fish restaurant visited by the English and Italian students together and one of the courses served to them.

But, as stated earlier, it also gave the students an opportunity to be away from their home issues and to experience a different world to the one they were used to. This was true for C:

[...] so like um I don't know if like [redacted] (referring to the tutor) told you in a conversation um but we've kind of, we lost like the... I don't like using this word but even though it happens to best of people, err like we um, like we, like we got like evicted on a like a house, so it's kind of been a mixture of feelings [...]
Err, err yeah because it like, like there are some words I could use for Italy [referring to it being a positive experience] and that it come up about a house with like [redacted] [referring to another student] when we were walking and like [being homeless] only once and that was it [meaning she hadn't spent time

worrying about her home situation] [...] *And it just went from there which was good....Err, well like during the Italy one [trip] was like doing things that like [sic] never have done, like going on a boat and then the plane.*

(End of course interview - student C)

For the students, the trip to Italy was an unexpected opportunity, but not one that was undertaken lightly. In considering this opportunity, the impact was not just on them but also their families. Most of the young people had never been abroad before so did not have a passport. Their families had never been abroad before, so did not know what was needed or how to go about getting a passport, nor could some afford one. The tutor and LSA became involved in helping to apply for the passports, and in some cases, the college paid for the passports. Neither the students nor their families knew much about airport requirements and luggage allowances, so prior to travelling, there was much support and work undertaken to help the families and the young people to be ready to travel. In short, they were operating in a new and unfamiliar space, growing their networks and knowledge of the world.

The whole experience for the students appeared to have had a positive influence on developing them as individuals and the growth of their social capabilities, they had developed wider and new relationships thus developing their social capital, whilst learning about new ways of behaving, entering new social spaces, that expanded their cultural capital, all of which made a significant contribution to their IDT.

5.5 Summary

This chapter explored the approach the college had taken to support the students' IDT. Recognising that the organisation's strategic reporting mechanisms does not report the wider learning, the college strategy does show wider learning as its core mission. This is evident in the frontline delivery with a strong support mechanism in place through the structure of support staff for the students, which is designed to support the facilitation of wider learning. The tutor, who plays a pivotal role in the young people's journeys, albeit restricted in the early planning due to the lack of quality paperwork submitted to the college prior to the students commencing the course, showed skill in working with the young people to develop their current and future chances. However,

as wider learning and IDT does not form part of the college's BOIP objectives and reporting, it is not possible to see if this is widespread across the organisation. That said, the college does support the young people in accessing new experiences and opportunities designed to increase their social mobility and knowledge of the world, as demonstrated on the Italian trip.

In Chapter 6, as this research sought to understand how the college supports the young people's current and life changes, and having viewed this through the strategic intent, course staff and the Italian trip, I now seek to view the wider learning and IDT through the eyes and the voice of the students, by exploring four of the nine students' profiles.

CHAPTER 6: The Finding Part 2 –The Students’ Story

6.1 Introduction

Chapter 5 consisted of a review of how the college strategic intent, tutor, LSA and SW sought to support the growth of the students in the Step-up class, followed by an exploration of the experience of the trip to Italy for some of the students. Chapter 6 now turns to the students to give a further perspective and add depth to their learning, to their IDT, and to explore the journey through the students’ lived experience. Although all nine students within this study completed their course and remained part of the study, four were selected as exemplars to give a cross-representation of the class. These students were selected to demonstrate the breadth of student backgrounds involved in the study. Whilst their story has been the focus of the description, mention has been made of other students in Chapter 5 and is also made in this chapter for supporting evidence.

Though all the students’ backgrounds are outlined in Chapter 5, a reminder of the demographics of the four students selected to be exemplars is given below in Table 6.1:

Student	Sex	Nationality	Home Circumstances	SEN	Prior Schooling
H	Male	Asian decent	1 parent	Yes	Special
E	Male	English	Foster care	No	Mainstream
F	Male	Eastern European with ESOL needs	2 parent family	Yes	Mainstream
A	Female	Italian with Pakistani heritage	2 parent family	No	Pupil Referral Unit (prior to attending the PRU attended a Muslim girl’s school)

Table 6.1. The Exemplar Students demographics

For all nine students, their journey was explored through the fieldwork, this was designed to explore the young people’s social life, relationships and career aspirations at the start and end of the course, with behaviours observed during the programme. It

is with this in mind that through the four exemplars, I describe the student journey, starting with the story of student H.

6.2 The Journey of Student H

6.2.1 The Start of the Journey

H is male, 18 years of age and of Asian descent. He has a moderate learning difficulty and behavioural issues and left school with only entry level⁶ qualifications. His college interview form held the comment, “*his mum asked that he be monitored so that he doesn’t get into trouble*” with the interviewer noting that H had enjoyed school but “*messed about*” and could struggle with anger issues when concentrating and being distracted by other students.

In my initial research interview with H, he revealed that he spent most of his time with family, that he was concerned for his own safety, and had no clear plans for his future. He described his life outside college:

Yeah, go shops [sic] and that stuff and um... go to my Grandma’s, Granddad and go to my Aunties, then come back home and then go out with my, with my mother and do some shopping and that stuff. But yeah I’m just thinking that I’m alright with my mum when I go town [sic] and that but my mum doesn’t like trust me to go by myself in case I get killed by a clown, she likes, she likes to stay safe though [...] She protects me.

(Start of course interview, student H)

H, who spent most of his time with his close family members, was demonstrating low levels of social interaction and thus very limited social capital, reinforced by a strong family attachment which seemed to be created by his mother’s protectiveness. It appeared to have given rise to safety issues, as demonstrated through H’s concerns

⁶ Entry level qualifications are below the level of GCSE’s

about the 'killer clown'⁷, and safety appeared to be his reason for not choosing to study at the Further Education Regional College.

I just wanted to come here... because regional College [referring to the local FE College in the city] it's not like my kind of thing, things like you... it's not like a good thing the regional College you might get killed and that stuff [...] There's really bad people in there, yeah [...] because over at that College there's a bit like rough people [...] They think that you're hard and that stuff, a gangster, they just stab you, they don't care about you.

(Start of course interview, H)

H could not articulate his reason for choosing to attend the ACL College or on where his view of the Regional College came from. He was showing a lack of knowledge or reality of the situation. As he could not give a rationale for his choice and with his limited networks, it could be assumed that his mother (or school) made the decision for him or influenced his decision to choose this college, especially as its class sizes were smaller than that of the Regional College. When probing H as to why he had chosen to study at this college, he reiterated that he just wanted to come here.

The family appeared to have significant influence over H, and he saw his mother's protective behaviour as normal and as acting in his best interest. The consequence of this appeared to cause H isolation with lack of social contact outside the family, reinforcing the homogeneity of bonding social capital. The family also influenced H's view of the world of work and society:

Just got to fill loads of that stuff [referring to work] or you're going to be homeless and then your family is gonna [sic] not gonna [sic] care for you but if you get a job your family's gonna [sic] love you and look after you then and they're going to think you're a good person.

⁷The Killer Clown Phenomenon – The craze started in the USA where, people dressed as clowns and began to terrorise children and sometimes attack people. The NSPCC have reported that Childline counsellors had received hundreds of calls from children worried about clowns." (Poole, 2016)

This simplistic view of how society works, although not said directly, could be attributed to H's family. Indeed, it is likely that they had low expectations of H and this was underpinned by his lack of clear direction for his future. H's restricted knowledge of what was needed to develop successful and meaningful life plans was demonstrated by his confused response when asked what job he wanted to do:

Basically, after ICT [...] But I [am] finding it, ICT hard sometimes [...] Yeah, could be working in a shop [...] Selling some food and that stuff, could be any jobs... there's so many jobs around.

(Start of course interview, H)

In order to develop meaningful and achievable future plans, H needed to develop relationships and expand his knowledge of the world, his social, cultural and human capital. But before any of that could be achieved, he had to learn to control his behavioural issues. H had attended a special school for moderate learning difficulties, but since the school had not submitted his paperwork or Education and Health Care (EHC) plan prior to him joining the college, the extent of his behavioural issues was not initially known. The issues soon came to light, materialising in the struggle he experienced in the early days of class, as detailed by the Tutor:

In particular, [H] was struggling massively with the group, as it was, [sic] because he was taking, every time someone was having a bit of a laugh and a bit of a banter, he was taking it really personal. Even when it wasn't about him [referring to the banter] {...} So, he was taking it really personal and it was, [sic] just he couldn't cope, he was on overload. {...} [referring to Student H] Early on it was kind of like... okay he's getting ramped up, you know, move into that [referring to his anger] or when he'd gone out of the classroom [referring to when he just got up and walked out of the room] you would go and deal with him.

(Start of course interview, Tutor)

The behavioural issues were further evidenced when H talked to me about the trouble he got in at school:

Detention and that for mucking around, chucking things, chucking chairs and that stuff, didn't use to listen to my teacher, but my teacher used to hug me still when I used to muck around and that stuff, they used to say that, just calm down, calm down, breathe in and breathe out, I used to be like that and have some drink of water and that, so that used to calm me down.

(Start of course interview, H)

H's ability to cope with his emotions and form relationships was inadequate and this was not helped by his prior school, for his behaviours appeared to be accepted and seemingly not addressed. The teacher at school seemed to only support him with coping mechanisms to calm him down after the event. He lacked a mentor to help him develop socially and to find new ways of behaving. When the college did finally receive H's EHC plan from the school, this confirmed his inability to cope and his anger issues, but it did not record how the school had dealt with these, reinforcing the notion that it was acceptable for him to act in this way.

My initial experience of H and his world demonstrated to me that it was not just his academic development (his human capital), but also growth in relationships (his social capital) and knowledge of appropriate behaviour (his cultural capital) that would need focus during the 9 months of this course. He also needed to feel safe and to learn how to trust, to believe in himself, and to change the views of how others perceived him (his symbolic capital).

6.2.2 Student H's 9 month journey

On my third visit to the class, on 28th September, there was excitement as I was going to be giving cameras to the students that were taking part in the research. When in class the day before, I offered a choice of camera: a digital, a disposable or to use their own phone. On receiving their cameras, the students were given time to go around college and take some photos to practice. However, it came to light through H asking another student about his camera, that he had chosen a disposable camera as he did not know how to use a digital one. He clearly had not been comfortable exposing his lack of technological knowledge by asking for a camera he did not know how to use, further exposing his low levels of cultural capital. He changed to a digital camera

and was shown how use it. This meant that he had not had an opportunity to practice with the digital camera and took it upon himself to walk out of class to take pictures. The tutor signalled to the LSA to keep an eye on him and check he was OK. On his return to class, I observed the interaction in the classroom between the tutor and H:

Tutor goes over to H, and crouches down at his side:

“welcome back, but you did something you shouldn’t have done, do you know what that was?”

H shrugs....

Tutor: *“You left the room without permission and what should you have done?”*

H: *“asked”* [said in a quite yet grumpy voice]

Tutor: *“Yes, well done, you see it’s a good job we saw you leave, so we knew where you where, what was wrong with you not asking?”*

H: *“me being safe”*

Tutor: *“Yes brilliant answer, best reason ever, what should you do in the future.”*

H: *“ask”*

Tutor: *“Yes brilliant, well done.”*

The tutor then talked about safety and what could happen, particularly around fire evacuation safety.

H said: *“I know”*

Tutor: *“Are you cool with that?”*

H: *“no”*.

Tutor: *“why?”*

H: *“cause everyone hates me”*.

Tutor ignores this comment.

Tutor: “so what you want to do now, have some time out of class sometimes”

H shrugs.

Tutor: “I will leave you for 2 minutes whilst you decide what you want to do. Now put your camera away as everyone else has.”

Through the whole conversation, the tutor is constantly praising the photos H has taken. [This non-confrontational approach and asking him what was wrong with his actions appeared to make him act sheepishly rather than confrontational and aggressive]

28/09/18 10am

This conversation became a turning point in H’s behaviour, as he appeared to understand that his actions had not been acceptable, and this brings into question as to whether he had always known he should not do it. Perhaps he had been used to doing it and “getting away” with actions like this in the past. Interestingly, when being questioned by the tutor as to why he should not walk out of class, he attributed it to safety, something he could relate to through his mother’s concerns for his safety. H accepted the conversation the tutor had with him. He acknowledged what was being said without getting upset or having an outburst. Following this conversation, there were no further outburst or issues with him walking out of class for the rest of the course, as he understood that it would not be accepted and why.

H was responding to the praise and recognition the tutor gave for good work and behaviour, reinforcing positive behaviours. She very quickly became a key figure for H, undertaking more than a pastoral role with him. She was undertaking the role that appeared to be lacking elsewhere in H’s life - a mentor. I observed on more than one occasion H wanting her to be proud of him, an example of which is demonstrated below:

H is showing the tutor his work and is enjoying the positive attention. His work includes some Star Wars pictures. Tutor: “*Luke Skywalker, now that’s how to get my attention*”. The tutor has shared prior with the class her love of Star

Wars. H's body language shows he was clearly pleased with this remark. He is responsive and open to her suggestions of how to improve his work.

(9.25am, 27th September).

Within this new community of the classroom, H went on to form relationships with the other students, experiencing new social interactions, growing his social capital. On one occasion, I observed H working productively alongside another student after agreeing to do it their way when the class were preparing themselves a Christmas dinner. This differed from the start of the course, as H would have stormed out of a class if he had not got his own way. He appeared to have grown his interpersonal, social and citizenship skills, as discussed in Chapter 5, as some of the main aims of the course. The tutor also recalled another example of this when discussing H in the mid-year joint tutor/ LSA interview:

[...] to watch it was incredible, just this sort of going back in stages but just playing and pushing each other on the swing and again peer groups I've not seen so there was [redacted] [referring to H] and [redacted] [another student] working together, I'd never really seen that before.

These examples appeared to have been crucial to H's development. For him to be able to accept other people's views as valid and to have the ability to work with people is evidence of his development in forming new relationships and being able to open up, thus showing growth in his social capabilities.

In the final part of the course, the students had arranged a social action project, visiting the local hospital's children's ward. I observed a conversation regarding the visit in the class the day before, which showed H's newfound ability to trust and cope:

H: *"that's where my dad died".*

Tutor: *"how will you feel about that?"*

H: *"I will be sad".*

Tutor: *"Will you be OK?".*

H: "Yes".

Student: I "[redacted]" [referring to H], *I will be there, so if you want to talk you can talk to me*".

The conversation continued and student I offered to talk to H again in the morning.

Class observations, 23/05/17, 10.35

I had not seen this level of friendship and compassion in the group before and H's openness and vulnerability demonstrated what had not been there previously - his feelings of safety. He had grown in his levels of social capital and he was achieving things that beforehand he may not have been able to do on his own. It also demonstrated student I's IDT, as he was another student who joined the course with no friends and limited interactions outside of the family.

My final interview with Student H showed a change in the clarity H had around his future. While initially he did not have a clear sense of what he wanted to do as a career, he now knew he wanted to work with computers and planned to stay on at college for a further two years to progress to study business administration. H started the college course with recorded and exhibited behavioural issues, but by the end of the course he had learnt and understood appropriate behaviour in class and had showed significantly improved behaviour, developing his cultural capital. Furthermore, H had grown his networks from only spending time with his family to developing new friends in his class and spending time with them inside and outside the college (he went trainspotting with Students D and G). By the end of the course, H appeared to have reduced his mistrust of people and had a stronger feeling of safety, for he was confident enough to share with others his concerns around visiting the hospital where his father had died, demonstrating further a trust that was not there before alongside an ability to cope.

Finally, H had travelled from having no clear career aspirations, to a clearer view of what he wanted for a career and what he was going to study over the next two years. As such, he was developing his human capital. For H, IDT had not just been the development of his academic skills, but his increased social capabilities. He showed

a significant positive change in his behaviours, increased his social networks through the development of new relationships and had more realistic plans for the future.

6.3 The Journey of Student E

6.3.1 The Start of the Journey

E is male, 16 years of age and white British. E's application form identifies him as a Looked After Child (LAC), a child that is in the care of the Local Authority and who is the subject to an interim or full care order. The form discloses he is undergoing counselling, has a social worker and records that he attended a mainstream school, leaving with 2 low level GCSEs for Maths and English, an 'A' grade GCSE in IT and a level 2 in Engineering. This revealed that E's academic achievements were higher than that of the other students in the class, but still lower than the national average.

In my initial interview with E, he disclosed that he was bullied at school:

"[Talking about coming to college] Yes, I didn't know anyone,.. was like errr.... this is going to be like school I'm going to have no friends"

(Start of course interview, E).

E did have one friend, but with limited contact:

"No.. just I met one mate, [referring to his friend and when they met] when I was in year 7 and I've been friends with him and his brother ever since."

(Start of course interview, E).

E lived with a foster care family and this home was outside of the city in which he grew up and went to school. This meant that he had to be taxied each day to and from college. In my initial interview with E, he started to describe his relationship with the foster family:

■■■■[referring to his foster sister] *was like “can you,” which is my foster sister, was like “can you put some music on my mp3 player next week”, because I said I can’t, I’m in Wales with your [referring to his foster family] guys, “no you’re not coming”, I was like ok, so ■■■■[foster mum] said ■■■■[foster mum] goes, “wait come here a second I want to talk to you” and I said, is this because I’m not coming to Wales isn’t it and she goes “how did you know”, I said, do you want to hazard a guess at that one?*

(Start of course interview, E)

E clearly expected to go with them on a family holiday and was told he was not, implying that he was not really part of this family. This reinforced his identity as a LAC, embedding further his social isolation. Although living within a family environment some of which was positive for him (for example, being encouraged to join the cadets), E’s negative experiences from his foster family, alongside his geographical location, caused isolation and limited his social interactions.

However, despite this, he had found one ‘out of college’ activity that gave him a sense of pride and belonging, which as mentioned above, was the Army Cadets. Being a cadet appeared to have helped reinforce his own individuality. In fact, this was one of the only occasions a photo was produced by a student during his interview:

In my spare time I do army cadets on a Tuesday night [showing me a picture] [...] I haven’t got my head dress on right, I have a beret I have to wear... But I don’t have that on [...] this was my first annual camp and I camped by 16 Sennybridge[....] Um just it was something I wanted to do at my mum’s, but I couldn’t [referring to him joining the army cadets] [...] And then me and ■■■■ [referring to his foster mum] were talking about it because she’s has got two sons in the army.

(Start of course interview - E)

This one social network was so important to E that he came to my office to show me his cadet certificates (Picture 6.1 below).



Picture 6.1 Student E Army Cadet certificates.

The social interactions and sense of belonging that E enjoyed from the Army Cadets gave E a career pathway that he was considering in his future life plans. Although E was contemplating an Army career and had a sense of what he needed to do, the plans had not been fully explored or refined:

Once I have finished this course I want to go to um [redacted] regional [referring to a local FE College] to do uniformed services. [...] Take that course for two years and then when I'm 19 go and see what available. [...] In err the police force. If not the police force, then the army.

The lack of social interaction, friends and isolation that E was experiencing in his current life appeared to drive E to crave attention and wanting to be liked, especially amongst his peers. I observed an example of this when E was in a verbal exchange with his tutor in class:

The tutor noticed E had his phone out. The tutor said in a loud voice, with a questioning tone, “*E why have you got you phone out?*”. E, in a cheeky tone,

knowing he would not be believed said, “*time check*” [the clock on the wall in the classroom is not working].

(Classroom observation, 9.35am, 27/10/16)

E appeared to be “showing off” to his classmates in that he could misbehave and get away with it, trying to heighten his status. E had intelligence above that of his fellow class members, demonstrated by the qualification he had left school with, in comparison with his fellow classmates. He had the ability to grow further academically, but his low emotional and social capability were limiting this growth. E, as discussed earlier, struggled with the barriers in his home life, not being able to see his friend, and the challenges he faced with him being treated differently to the siblings within his foster family. This meant, apart from his Army Cadets, he had very limited network in place, thus showing a limited social capital. Furthermore, this alongside E’s desire to be accepted by his peer group, which often materialised in him being the class clown or by showing off, also exposed limited symbolic capital in how he perceived himself and of how others perceived him.

E often spoke over people and liked to be the centre of attention. This is summarised by the class tutor, when she reflected back on E in her final interview:

He’s hugely intelligent. He is..... you can have a real conversation with [referring to E] and he can take a conversation to quite a deep level, and yet other times I look at him and I just think ‘what on earth are you doing?’. It’s almost like these two halves and that can be difficult because one minute you can be having a real deep conversation with him, and the next minute he’s doing something that a 5-year-old would do and acting as a 5-year-old would.

E’s journey of personal development started very early on in the course.

6.3.2 Student E’s 9 month Journey

In my early observations of the class, I noticed E trying to find his place in the group and I discussed this with him in his first interview. The context of the conversation was around the splitting of the group into two classes. This took place in the first few weeks

of the academic year as the class recruited additional numbers and became too large. I explored with E how he felt about the split:

Err it's ... to be honest, I kind of like it but don't like it at the same time...err ... I've just lost a few of my friends, like obviously still talk to them but it's not the same without them being in the class [...] [Referring to what he liked about the split] I'm not as immature like, I say immature.... it's not like [I am] messing around as much, so it like [sic] improving my College learning. [...] [referring to how the split had changed his behaviour] I don't know it's different with a [sic] friend group [referring to the friend's post class split] because we're just sat there messing around and we bounce off each other kind of thing, we go out and still have a laugh and joke but instead of being stupid with it, I can get on with my work and still have a joke [...] I can actually work instead of being stupid, just to like... mess around with my mates when that can be done out of College [instead of in class].[...] The one [referring to his preference in his own behaviour] where I am not messing about with all my friends and trying to work instead.

E knew that he needed to use the opportunities at college to improve his academic standing, but this conflicted with having an opportunity to have friends and be liked, to improve his social networks. It was necessary for him to gain the direction needed and develop the ability to grow his social assets, his knowledge, use of skills and develop his understanding, in order to achieve both. E appeared to prefer the new split of the class, as this afforded him the opportunity to do both; grow academically and develop friendships adding to both his human (Schultz, 1961) and social capital (Coleman, 1990). The new class meant he did not have to mess around to fit in, he could gain new friends and be liked. I explored with the tutor how she had chosen who was to be in which class. She explained she had specifically put E in the group he was currently in to give him the best chance to be himself and not feel he had to be what he felt the others wanted him to be in order to be liked.

E was allocated tasks by the tutor that would allow him to take on the role of a leader and one in which he could be stretched and challenged. The students had a planned trip to the library; a trip I was joining them on. E was sent by the tutor to collect me from my office when it was time to leave (class observation, 9.30am, 12/10/16). On

another occasion, I was observing the class and noticed the tutor asking E to write on the board to record the group decisions (class observation, 11.05am, 11/10/16). In this new model, I witnessed the tutor developing E's symbolic capital by increasing his social standing.

These small, yet significant examples, demonstrated a continued approach, used by the tutor as a method to develop E's social capabilities and keep him focused on his own development. The method was undertaken alongside a parallel approach to address E's behavioural issues. The tutor's tactic was to hold direct conversations with E about his ability and his behaviour. Through this approach, E started the development of his social capabilities, understanding better the environments in which he was operating, thus growing his cultural capital. E rose to the challenges afforded to him by the tutor and started to push himself harder. This is evidenced in his decision to go on a student exchange trip to Italy, which was explored in Chapter 5. E showed the ability to reflect on what he had done but needed direction and support in his own emotional development. He needed to learn how to embed the appropriate behaviours within a cultural setting.

By the end of the course, E had not only refined his career plans further, identifying the pathway to his end goal of joining the uniformed services, but had successfully secured a place at the large Regional College to study mechanics. The tutor talks about this in her end of course interview:

He's got a place [referring to the mechanic course at the local large FE College], yes he went had his interview and said to me.... oh they are going to ask you for a reference. [Tutor]

What impressed the tutor about E's chosen route to his selected career was the thought process behind his choice as it revealed a development in his disposition of mind. He was using new acquired skills and understanding. The tutor, clearly proud of what he has achieved, talked about E in her final interview:

I [tutor] mean from the start he's [referring to E] always said he wanted to be in the police or the army [...] but actually, from the start of the year to now, ... he's now got a plan on how he's going to do it and he's actually earned the

next step [referring to his place on the FE College course]... and he [referring to E] articulated to me his rationale as to why he's going to do it at an FE College [referring to mechanic training] rather than do it in the army. So he's [E] obviously very clear, because I [the tutor] said to him, you could join at 16, why are you not going in at 16. [stating E's response to this question] 'No I want to get the trade behind me because I'm not going to stay in the army for that long. And it's something to fall back on', I [the tutor] said what about the police have you forgotten about the police? [E] 'No when I've done my time in the army then I'm going to go into the police because the police like ex-forces people', so he's [referring to E] plotted it out.

Not only had E developed the skills and understanding to decide what success looked like for him in his life plans, he had also been successful in improving his social capability. The tutor picks up the story of this improved social capacity and networks:

The biggest difference I think for [redacted] [referring to E][...] is recognising that it's not just his needs in a class, [but] that there are other people. So he kind of recognised that he can't always be centre of attention. [...] before he'd be very quick to talk over people, so someone else's turn at show and tell, he'd be there over them, and he still does that, but kind of [sic] you can just look at him and just say something and he'll get it and he'll back off. Whereas before he wouldn't back off, he'd still continue to steal their limelight and still talk over them. Whereas now you can just say.... oh hang on a second [redacted] and he will pretty much calm down. [...] Because I try to give him the limelight when it's absolutely deserved.

(End of course interview – Tutor)

In E's final interview, we discussed friendships. E also talked of meeting up with his new friends outside of College, "[we] Meet up in town, go for lunch, things like that." This was a significant development in E's social capital and the tutor recalled the growth of E's new social interaction with him meeting up with student D and G to go trainspotting (Tutor end of course interview). During the nine months E studied at the college, his IDT had an important and significant influence on his future life plans. Student E started the college feeling isolated, with only one friend, who he was unable

to visit. In his final interview, he talked about not just friends he had made in the college, but also those friendships he formed whilst on the trip to Italy, whom he now chatted to on Facebook. These new friendships were developed not just by the opportunities created for E but also because he learnt to change his behaviours.

Regarding the behavioural changes, which started early on with the split of the class, saw the tutor place E in a group that would better support him and not feel he had to be what his peer group wanted him to be. The opportunities for him to take on extra responsibility and to be trusted allowed him to develop new skills and knowledge and be able to learn how to use the intelligence he had. I observed E review his educational options for the future. Through applying and being accepted to study mechanics at an FE College, as opposite to the Uniform Services Course he spoke about at the start of the course or by going directly into the Army, he had developed a plan for an educational route that would afford him long term economic sustainability.

E's IDT had seen him grow. He had developed life plans, which would add to his human capital and increased his social interactions by developing his social network with new friends and contacts, and therefore grow his social capital. Ultimately, exposure to new experiences had further enriched his cultural capital. E, through his improved behaviour, having this recognised and being trusted with additional responsibilities within the classroom, had seen his status grow and this had had a significant impact on his growth of symbolic capital.

6.4 The Journey of Student F

6.4.1 The Start of the Journey

F is male, 17 years of age and of an Eastern European background. He is classed as a new arrival, a term used to describe a person who is not from the UK and has arrived in the country. On F's application form, it stated that English is not his first language, that he had a learning disability, emotional difficulties and a stomach condition. His interview notes held very little additional information, except that he lived at home in a two-parent family and he enjoyed working with computers.

F was one of the quietest students I interviewed, in one of the shortest interviews held. He confirmed that he enjoyed working with computers, “*Yes, [like computers, just the most [sic] like play games on computers]*” and he talked of his career aspirations to work with computers, “*but most I like to be a computer builder*” (Start of course interview, student F).

F’s quietness could be attributed to language barriers but may also have been grounded in his emotional difficulties. I explored this further when discussing friendship with him. F appeared to be happy in the class, “*Yes I enjoyed it, it’s like the better one [referring to the current class he was in] that I enjoyed [sic] it with new friends, with new class [sic]*”. He further went on to explain “*because last year nobody communicate [sic] with me [talked to him] [...]. makes me feel better like [sic], no bullying or insults just like when you start jokes [sic] and respect and College [referring to not being bullied and being the brunt of peoples jokes in his current class].* (Start of course interview, student F).

Social isolation appeared to be an issue for F outside of College. He stated that “*Everyday, just like stay at home [sic] and on a computer because my computer is just my only thing [sic] that I use.*” (Start of course interview - student F). This isolation was further compounded by the area of the City in which he lived, which F deemed at times to be unsafe. “*Because like the gang’s out [sic] and when they were smashing cars [sic] and just like my dad’s car was smashed window [sic] [...] Like car window [sic] was smashed by a brick like during the midnight [sic] and my dad was just really upset.*” (Start of course interview, student F).

What was not clear though was the route of F’s social isolation, whether it was the family being protective, a lack of friendship, his language or learning difficulties. It was apparent he had experienced bullying in the past, lacked friends and spent his time at home, meaning he had limited networks that could support him to achieve things that he could not do on his own (his social capital).

6.4.2 Student F's 9 month Journey

Student F's journey developed more slowly than that of others on the course. This could be attributed to the fact that, at the start of the course, there was less information provided on F than some of the other students. The impact of this was that aspects of knowledge, intellect and understanding that would need to be further developed did not become apparent until part way into the programme.

What was revealed through the interviews was the background of unintentional negative experiences being created from within the family. The LSA explained how she came to identify one of his hidden issues:

He [F] was just chatting and chatting solidly for 20 minutes telling me about his parents and said that they drink quite a bit [...] And on the weekends they try and be like gangsters.

This disclosure started to explain some of F's behaviours, and the reason for him feeling isolated. The LSA further discovered that, *"he [F] can't distinguish between real life and fantasy....he wants to be this hero so then his parents will like him."*

The LSA talked with F about how he wanted to save people and she explained to him that Captain Jack Sparrow is Johnny Depp and is not a real person, and that Johnny Depp goes to work and then he gets into a Captain Jack Sparrow outfit. The LSA said that F's response to that was, *"no"* and she said, *"he wouldn't have it at all."* The relationship the LSA had formed with F had allowed for his voice to be heard and in doing so, revealed an area of cultural capital that needed to be developed. If F could not find a method to distinguish fiction from reality, then it would be difficult for him to understand the behaviours society would expect of him. This, alongside the parental lifestyle that the LSA had uncovered, through the formation of a trusted relationship with F, had allowed for the first step to be made in getting F the professional help he needed.

The impact of F's journey over the academic year is summarised in his own words *"Just perfect, just feels... just like all the time.... just enjoying class and your [sic]*

students, perfect lesson, good teamwork, improving good work everyone helping people” (end of course interview, student F).

F’s positivity about the course, I would suggest, is based in the growth he has experienced and the distance he has travelled. When I asked the tutor, in her final interview who she felt had travelled the furthest in the past year, her response was F. She said *“I saw him [F] produce something today, that was completely independent working [sic], F didn’t have [redacted] [his LSA] sat by him. Now for someone who normally has to have a LSA sat there, or someone guide him, he was the last to finish, but he done it [sic] and it was impeccable, and he said to me at the end, he said ... can I put approved by [redacted] [referring to his initials] on this?”*

His ability to work on his own showed significant development in not just his skills and knowledge but also his economic value, his human capital, as he required less support and had developed status within the cultural group. He had grown his symbolic capital.

My experience of F’s IDT, in the final classroom observations of the Step-up class, reiterates the tutor’s comments and his development. In my first observations of the class, F did not talk, sat on his own with the LSA, quietly trying to complete the work set. In my last observation, F was in the centre of a group activity trying to construct a tower out of paper. It was a competition between two groups and F was coming up with suggestions as to how they could make the construction stronger, he is being listened to by the other group members and they were implementing his ideas. (classroom observation, 25/5/17).

The support and help he had experienced with the class tutor and LSA, had helped him develop new skills through access to new experiences and new ways of working. He had grown his cultural capital. In addition to F improving his social networks, friendships and social standings within the group, he has also learnt some techniques on how to help distinguish fact from fiction, *“and then from the video game I research on Google to see if its real’.* (end of course interview, student F).

Students F's IDT has had three key elements. Firstly, having the barriers identified that were restricting the growth of his social capabilities, especially the fact that he did not have the mechanisms to identify fact from fiction. This was only uncovered through the relationship the LSA formed with F. This allowed professional help to be sought and mechanisms identified to help him differentiate in the future. The second element was the opportunities provided by the tutor and LSA that led to the growth of his networks and social capital. The third is his ability to work independently and function as part of a team through the skills and knowledge he had learnt. This developed his social assets and status within the social construct.

6.5 The Journey of Student A

6.5.1 The Start of the Journey

Student A is female, 18 years old, and her first language is not English. Her application form identifies that she is an Italian citizen of Pakistani heritage, from a Muslim family and needs to pray at lunchtimes. Prior to joining the college course, she had attended a full-time independent Islamic girls' secondary school and then moved to the Pupil Referral Unit (PRU), which is a Local Authority maintained school for children who are excluded, sick, or otherwise unable to attend a mainstream school. It is not known why A was changed from an Islamic school to a PRU. In her interview form, she described herself as having good attendance, is keen to learn, and wishes to become a social worker or a nurse.

A's aspiration to become a nurse was her driver, but she understood that her plans would be influenced by her family, especially her father:

Because erh in Pakistan, I'm from Pakistan, um my aunty's a nurse.....but she says nurses are brilliant, like cause, like job [sic] she says cause if someone in hospital [sic], is good cause its helping someone, you know that, I really like to help someone, [...] I want to be, not a nurse like a doctor [sic], but you now that [sic] but because we are girls, [...], we are different countries [sic] you can do that you know but some parents don't want to, so now I say and my parent agree I can go to College. Cause when we come [referring to the UK] here my dad say no, you are not going to College as girls and boys are mixed so we are Muslim so we can't, so I just go to [redacted] [referring to the PRU] but pray

for one year, that in next year I want to go into College [sic] and now finally my dad and my mum agree. Two years I want to do in this College.

(Start of course interview, A)

A described her barrier to her chosen career as her father and his cultural views. She had identified that not only could the family restrict her ability to have a career pathway but also to remain in education. A described what made her father give his consent for her to study at the college.

Um I changed myself, yeh I change myself. [...] I change unlike... the first time I wear jeans and now I wear a scarf as well [using her hands to move down from shoulder to legs to show she is covered from head to toe]. So my dad say 'OK if you want to do' and I say Ok. I don't care about clothes and things like that, I want to be a nurse and I want to go in College and I want to be ... oh I'm wearing a you know [sic],[referring to her headscarf and more traditional dress] I change myself.

(Start of course interview, A)

A had adapted herself in order to work towards her long-term goals. A was also acutely aware that the family could remove the right for her to study at any time.

6.5.2 Student A's 9 month Journey

With A committed to staying in education, the staff worked with her to ensure they supported her academic achievement, and also with the family. This is described by the tutor:

...she's doing very well [referring to A], I think in her maths and English, I think she's done, she's sort of been able to take some certificates home, I think the tutors [referring to her maths and English tutors] have sort [sic] of been able to send home that she's passed this level and now working towards this level, so I think that's gone down very well, academia for dad is a real, that's why she's there.

(Mid-year interview, Tutor)

Although the family's approach to A's education could be seen as being culturally conventional, it could be viewed as controversial by others. However, the staff and A were committed to work within the family boundaries. This ensured A was able to

continue with her studies and remain in education. The key appeared to be in continuous academic achievement and the reporting of this to the family. For A, this was how she maintained her dad's permission to stay in education. The approach taken by A and the college staff had demonstrated to the family her achievements. This gave A recognition for what she had achieved, giving her social standing in the family, and for the family, building her honour and prestige - her symbolic capital.

My initial exposure to A showed her to be determined to succeed. In field observations, I noted A working hard with the close girlfriends she had made (observation, 23/5/17 at 9.45am) and also fully integrating and working with the whole class on projects (hospital visit, 24/5/17). She demonstrated her ability to move across cultures. She had grown her knowledge and skills to understand the different social constructs, developing further her cultural capital. She had respected her father's wishes in her studies, friendships and dress but also had the ability to fit in and work across the wider group. These skills would be invaluable in her future chosen career.

At the end of the course, A still had the same career aspiration as those at the start of the course, but now understood her route to nursing. A understood that not only would she need to develop her subject knowledge, but that she also needed the family's blessing. This is shown by the tutor when asked about student A's future study plans, "Yes, yes so health and social care [referring to her future studies]. "And she said Dad's very pleased with her?" (tutor end of course interview).

A discussed her father's reaction when she spoke with him about moving onto an apprenticeship in Health and Social care, the next step for her towards nursing:

Err because I work, because my grades in, err good [...]. Like he's [father] happy I passed my Math exam and now level 1. He's so happy now and I talk about, like they are going to give me job [referring to that fact that an apprenticeship pays a wage whilst training] as well because he [father] is like, 'do job, you have to find job' but my friend told me they, the College are going to give you a job as well if you're going to do apprenticeship.... So he [father] was like 'ok then, you can do [sic], practice as well and then you pass that.' ... So he was like, I really, I really down [like] for this College as well and for my

parents as well to get me err, give me one chance to do it and then last month here [sic]and then I will talk to my Dad and he was like yeah, yeah, of course you can do like, err whatever but do job like, do part time not only study.

(End of course interview, A)

When A joined the college, she was very concerned that her father would not let her continue her education, but at the end of the course, she was planning for the future. Her IDT had consisted of increasing her academic ability (her human capital), which the college supported her in doing, alongside creating a communication method back into the family that would help influence her father's decision for her to remain in education.

The college helped her to plan a route to nursing by identifying a career pathway through an apprenticeship which would allow her to earn whilst studying, as her father wished her to work at the end of the Step-up course. A achieved all of this whilst developing skills in cultural capital and working across cultures. This was supported by the college helping her to respect her father's wishes alongside giving her stronger social capital with wider opportunities to work across the whole class group. A had new skills that would be transferable in her future career and of value to her potential employers.

6.6 Summary

In summary, the student profiles have highlighted the journey all four students have been on and their IDT. Each spoke positively about what they had achieved over the nine months of the course. They had received recognition through tutor praise and acceptance from others. They had grown their network through exposure to new experiences and had developed a voice as individuals with a valuable contribution to make, and as such, been given honour and prestige.

There were examples of changes in behaviours, development of their networks, new friendships and increased social interaction. Some students developed new coping mechanisms, and all were more confident in entering new social spaces and understanding how to act. I observed and noted the students review their educational

options and decide on and develop their future career and life plans. All experienced support from the college and its staff in the growth of their IDT. This has included not just academic growth, but their qualification levels⁸ (human capital) as well, which is shown for all students in Table 6.2 below. It also assisted in the development of their social network (social capital) and the ability to operate in new social settings (cultural capital). I also observed a change in how they feel about themselves and how they are perceived by others (symbolic capital).

Student	Level of qualification achieved at school	Qualifications achieve at College	At the end of the course progressed on to	Future career plans
A	Entry 2 for Maths and English	Entry 2 Reading English Skills (ESOL), Entry 3 Functional Skills Maths Entry 3 Certificate in Skills for Employment and Further Learning	Health and Social care Level 1	Nurse
B	No exams recorded	Entry 3 Level Extended Certificate in Skills for Employment and Further Learning	Catering and part-time Employment	Any job
C	Entry 1 for Maths and Entry 3 for English and employability	Level 1 Reading English Skills Entry 3 Extended Certificate in Skills for Employment and Further Learning	Level 1 Childcare. Volunteered at the library in the Children's section	Childcare
D	No exams recorded	L2 Reading English Skills Entry 3 Extended Certificate in Skills for Employment and Further Learning	Level 1 Drama at an FE College	Unsure
E	GCSEs Maths D English C ICT A Engineering at Level 2	iGCSE Maths Level 1 Extended Certificate in Skills for Employment and Further Learning	Level 1 Motor vehicle at an FE College	Mechanic in the Army, then move into the Police
F	Non exams recorded	Entry 3 Reading English Skills (ESOL) Entry 3 Certificate in Skills for Employment and Further Learning.	Level 1 Occupational Studies	Gaming
G	No exams recorded	Entry 3 Reading English Skills Entry 3 Extended Certificate in Skills for Employment and Further Learning	Level 1 Motor Vehicle	Mechanic
H	Entry 3 for Maths and English	Level 1 Reading English Skills Entry 3 Extended Certificate in Skills for Employment and Further Learning	Level 1 Occupational Studies	ICT or Administration
I	No exams recorded	Level1 Reading English Skills Entry 3 Extended Certificate in Skills for Employment and Further Learning	Level 1 Catering – obtained part time work experience paid.	Catering

Table 6.2 Students IDT growth in qualifications, progression and planned careers.

⁸There are 9 qualification levels start at Entry, with three sub-levels - 1, 2 and 3. Entry level 3 is the most difficult. Followed by levels 1-8, with level 8 being the highest at Doctoral level (<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>)

Although in varying degrees, all the students had been on a journey of growth and IDT in which the college and its staff had played a role. Therefore, I now move to discuss in the next chapter how the college has supported the students to grow their human, social, cultural and symbolic capital.

CHAPTER 7: Discussion

7.1 Introduction

In the introduction to this thesis, I explored the notion that young people who are on the margins of education and therefore at risk of being “Not in Employment, Education or Training” (NEET) may need more than academic learning (Gorlich and Katznelson, 2015) in order to move onto the next positive stage of their lives into further learning or work. A review of the literature showed that marginalised young people also often face additional barriers to those of their contemporaries (Reay, 2017). These may need to be addressed in order to support their wider development and learning, therefore demonstrating a requirement for a conceptualisation of learning which challenges the traditional notion of achievement solely determined by academic qualifications. Thus, the aim of this research was to identify what the ACL College did to contribute to the current and life chances for the young people who were at risk of becoming NEET, explored through the voice of the student, identifying if and how the college operates outside the aforementioned traditional notion of education. This study, therefore, sought to show, through the support of the tutor, LSA and SW in a Step-up course, the students’ IDT. This was done in order to aid the understanding of the nature of the students’ acquisitions and learning, and how the college supported this, through the social, cultural, human and symbolic elements framed within a capital assets framework.

Within the study, the students shared a commonality in having multiple barriers to education prior to joining the college. These included being SEN, having ESOL needs, differing ethnic backgrounds, foster care, learners from mainstream and special schools, and mental health issues. These barriers, which in part related to the students’ backgrounds, and in some cases were evidenced to restrict their educational and work opportunities (Royal, 2010), needed to be lessened or addressed in order to improve their current and life chances. The college sought to do this through the design of a “Step-up” course, which gave access to the wider learning needed to mitigate against the students’ constraints. This allowed for broader development and them not being restricted by their educational success to a singular lens of academic achievement. The students’ wider learning, based on their own individual

circumstances, was designed to develop the whole person, and so the discussion in this chapter is themed to correspond to the findings in Chapters 5 and 6.

The starting point of the students' journey demonstrated the limited friendships the students had and the influence their families had on their lives, forming one of the key themes discussed first, "*relationships and networks*". The second theme discussed, operating in a "*wider society and culture*" is an identified theme from the findings in Chapters 5 and 6, both of which revealed the lack of the students' exposure and knowledge outside of their immediate communities, and thus what opportunities could be afforded to them. This leads on to the third theme, "*work and life plans*", explored in the Chapter 6 exemplars and through the table of qualifications and progression (Table 6.2) in Chapter 5. The fourth and final theme, before moving on to discuss how the ACL College and tutor support and facilitate the students' IDT, is how the students have "*found a voice and developed confidence*". This is demonstrated by the students' journeys explored in Chapters 5 and 6. The chapter then ends with a critical discussion on the findings.

7.2 Relationships and Networks

The college, as part of the students' IDT, brought into play one facet of Chapter 3's theoretical frameworks, social capital. When the students started on the Step-up course, many appeared to lack access to the social contacts and networks that would give them a view of and access to the opportunities that could be afforded to them. Their family had provided them with a level of social capital (Coleman, 1988) with family and friends giving the students access to some social contacts and networks (Putnam, 2000). However, this appeared narrow, and it therefore could be argued as being restricting. This meant that the students had limited exposure to different social groups, which in turn appeared to limit their aspirations, potentially exacerbating rather than reducing the inequalities they already faced (Muldoon and Catts, 2012). This disadvantaged them compared with their mainstream peer group due to a lack of exposure and access to wider social networks and social assets (Field, 2003).

The students' social capital limitations could have been fulfilled by friendship groups (Putnam, 2000). However, eight of the nine students who took part in this study arrived at the college with what appeared to be, based on their initial interviews, no social or friendship group outside of their families. The reasons for lack of acquaintances and friendships differed. For student E, it was being in foster care outside of the city, meaning that his geographical location caused isolation with no contact with his only school friend. In contrast, F experienced language barriers and emotional difficulties. For H, it was his family's over-protectiveness. The lack of friends, from very early on in the course, started to be addressed with friendships being established.

The safe environment that the college provided served to bring together students from different backgrounds and circumstances, creating the social space and a new community that allowed for the new social connections to be made (Weller, 2009; 2010), thus developing aspects of their social capital. This was demonstrated by F who arrived at college with no friends and talked of previously being bullied and who sat alone in class. However, by the end of the course, F had friends and was a respected and valued member of the class community. The trips to the library and museum created shared experiences and common interests which featured in the creation of these friendships (Barry, 2012). Common interest identified in class also created new friendships with F, E, D and G transpotting together outside of college. In fact, the teacher, LSA, SW and other adults, and the college itself, also became part of the student's social capital development alongside the visit to the hospital and to Italy, thus developing cultural capital alongside the social capital. Furthermore, the new relationships that were formed exposed the students to each other's worlds including students from other ethnic, cultural and marginalised groups. This also served to develop not just the student's social capital, but also assisted in the development of their cultural capital.

Exposure to new networks, other than college staff and students, stretched across different social groups which included access for all nine students to the city hospital and some of its staff and the city's political leaders. These new networks further contributed to the student's social capital. For students B, C, E and I, it also included the Mayors from Italian cities, and the Italian tutors and students. Fundamentally, what was observed was the students recognising themselves as, "The College Students".

They gained praise and received recognition for the work they did within these new networks, which in turn supported the growth of their symbolic capital. This not only developed their social capital, but also their symbolic capital, as they were being perceived differently with a different status and as individuals in a new social space (Bourdieu, 1993).

The new networks also served to develop their cultural capital. They had a position in the educational and classroom field (Bourdieu, 1986), and it held a value in their culture. The way in which the networks developed through the college gave a holistic approach to growth in their human, social, cultural, and symbolic capital as one appeared to impact the others. Social capital was being developed through the introduction to new networks. The new networks facilitated an understanding of the new cultural space they were entering, developing cultural capital and though the recognition and praise the students received within the new network as college students, their symbolic capital was also being developed.

The college had, through its mission, sought to address the social capital gap as part of the student's IDT and there was a determination by the college and staff to remove some of the inequalities the students had faced. The students on the Step-up course required and received a model of learning that expanded their networks and view of the world, facilitating their relevant IDTs. This in turn enabled the students to understand and become part of a wider community, and this wider community included new social connections and friendships. What was not evident though, was the sustainability of what the students had achieved once they had left the course, especially as many came from backgrounds that had not experienced what they had had exposure to on the Step-up course.

7.3 Operating in a Wider Society and Culture

The ability to operate in new social spaces was an important factor for the student's IDT. Access to new opportunities facilitated growth in their cultural capital and was key to developing the student's "cultural mobility" (Anderson and Jaeger, 2014). However, accessing the new opportunities, operating and being accepted in a new cultural space, would require, for most, new ways of behaving.

The role the tutor played in developing the young person's ability to behave differently was fundamental to the work the college undertook in supporting the students' development and IDT. Over the nine months of the course, the students' profiles in Chapters 5 and 6 described examples of changes in the individual's behaviour. This stretched from small changes in the classroom, including B rolling a cigarette and E getting his phone out, to more significant ones like H's outburst and walking out of class. The actions taken by the tutor and LSA in reengineering the students' behaviour was teaching them to behave in a way that gave them a level of cultural capital which would be needed in order to allow them to prosper in the future, ultimately enabling them to cross class boundaries (Lee and Chen, 2017). However, making the behavioural changes may in itself have provided a challenge for the young people, for as they accumulate new cultural capital, they may be developing a level that is higher than that of their families. What was happening was that education was taking on the role of socialisation, but it may not have been a level of socialisation that was reinforced when back in the home environment.

Some behavioural changes, as with Student H, were of importance, as his changes were fundamental in the basics of accepted behaviours and in conforming to the rules of the class (Bourdieu, 1993). H needed to make the change in order to become part of his new class community, for it was the other students that had the power to befriend or exclude him from their peer group (Cross *et al.*, 2012), just as it would be once he stepped out of the classroom. What had appeared to be the catalyst of change for H had been the tutor not challenging or accepting his behaviours, but instead facilitating a discussion and exploring behaviour with him, why he had acted in a certain way, and what this meant to him and others. The tutor, through her actions, was undertaking transformational learning (Mezirow, 1991), which led to a brokering of the student relationship with others. Subsequently, this gave closure to the disconnect in the social structure of the class (Schuller *et al.*, 2000). For H, this had been caused by his inappropriate behaviours.

The positive change in the students' behaviour seemed to come from the fostering by the tutor of their self-concept and their own decision-making ability (Leonard, 2002). This, alongside a genuine desire to learn, as shown towards the end of the course in the students' final interviews and observed within the field, demonstrated that the

students were starting to bestow value on their education. The set of learnt practices with which they arrived at the college and the way in which they had been navigating the world was changing, causing a shift in their habitus and field (Bourdieu, 1993). These changes aided the development of the students' cultural and social capital cementing a link between the two (Bourdieu, 1986). They had learnt how to behave and act in new settings, which in turn developed their symbolic capital by improving their prestige in the field, becoming members of new communities.

Their community membership and roles grew throughout their time on the course and included the classroom community, the city community and for some, an international community. The classroom was the first new community of which the students became members. It was the social space in which they started to find their place (Burke, 2016). One significant event in the first few weeks of the course was the splitting of the class. Recognising the impact the dynamics of the classroom community had on some students, for example E, thought was given by the tutor as to who to move to a new class. The new classroom structure served to support and facilitate E's reflections on who he wanted to be and how he wanted to behave. The tutor's carefully considered actions in the structuring of the class social space afforded the students the legitimate space needed to allow the accumulation of prestige, celebrity, honour and recognition for symbolic capital to exist (Bourdieu, 1993). In short, it gave the students an opportunity for a different social structure to be constructed and it was one that served to support and facilitate IDT.

During the course, new experiences were accessed which included the library, museum and a social action project at the City Hospital. As a result of this, the students started to become part of the city community. Working together in their new network exposed them to bridging social capital, which in turn saw their social capital develop further (Putman, 2000). The college resources activated social capital for the students though the focus given on the wider learning, which played a part in their IDT. Access to new experiences were developed through non-formal learning to support new cultural experiences, which in some cases, for example during the Italian trip, gave them new social connections, which Weller (2009) claims supports the creation of their identities. Being part of new communities and undertaking new experiences granted the students access to the power needed to recognise and perceive something as

desirable (Bunar and Ambrose, 2016), raising aspirations and giving them a different view of the world.

7.4 Work and Study Plans

In order for the students to be able to maximise their current and future educational experiences, they needed to have considered their career choice and plans. The development of the students' knowledge and skills would give them an economic value (Johnson, 1960) which employers would demand. Correspondingly, the students would also benefit from growing their human capital as they would be able to increase their earning potential (Becker, 1994).

However, the aforementioned knowledge and skills, career or even life plans were not something that the students appeared to have considered in any formal or structured way prior to their arrival at the college. Nor did they, in their initial interviews, discuss exams or academia. The lack of future plans was evident in the initial interviews, as seven of the nine students had limited or no career aspirations or work plans. However, by the end of the course, seven of the students had been able to identify a career pathway and knew what they needed to do in order to start their journey *en route* to employment. Whilst on their Step-up course at the College, they had also experienced different cultural spaces which may have served to increase aspirations by seeing the world through a new lens and by having others, (namely the tutor and then LSA) believing in them and what they could achieve. The students appeared to be addressing some of the inequalities they had encountered in the past. However, in all cases, in order for the students to realise their career aspirations, they needed to progress on to further formal learning, study and education and factored this into their plans.

Towards the end of the Step-up course, I observed the students show a belief in themselves and their life plans, with a desire to achieve more and developing their own perceptions of personal progression (Macintyre, 2012). At the end of the course interviews, the students discussed with me their grades, what they had achieved and more importantly their career plans and aspirations, and where and how through further study and education they were going to achieve them. The learning they had

undertaken was changing habits of mind (Kegan, 2000), with the students taking control of their futures with realistic and achievable plans, as with A and her plan to enter nursing and E going into mechanics. Their education had become part of their human capital and the growth of this assisted in their overall wider learning and future plans. They had their own views and ideas; they were finding their voice.

7.5 Finding a Voice and Developing Confidence

The students needed to establish a stronger position in society through more social recognition (Crossley, 2012) and to be able to have an understanding of what the education system could offer them to reach the target of completing education and ultimately moving into the labour market (Gorlich and Katznelson, 2015). To achieve this, the students needed to develop trust in the tutor and their peers, as well as confidence in themselves. This was achieved, as the research analysis showed, with trust and confidence growing during the course. The first step towards this was with the students having their views and ideas valued. All the Step-up students were encouraged to participate in class discussions, as with the camera ethics discussion, and all views were valued, thus creating the tolerance of each other's views and thinking. The way in which the students were encouraged to support each other and have confidence to give their views was born from the tutor genuinely wanting the students to grow and to hear what they had to say. To put it another way, it was the tutor's person-centred approach (Belanger, 2011) to the Step-up students that gave them self-awareness and developed their decision-making ability (Leonard, 2002).

For the students in this study, having a voice and being treated as equals played an important part in developing their confidence. With student feeling listened to, the relationship the tutor had with the students was one of mutual trust and respect (Miller *et al.*, 2015) and mutual obligations (Coleman, 1990) within the Step-up social space. This linked back to the behaviours the students exhibited at the start of the class and how the mutual obligations (Coleman, 1990) changed these. The tutor's approach to informal learning with the continued reinforcement of acceptable behaviours encouraged the students (and herself) to reflect on the impact they had on themselves and others. She was helping them to determine values and expectations, which ultimately helped with motivation and the raising of aspirations (Rogers, 2014). Although this could be said to be obvious, what should not be overlooked is the way

in which this was exercised. An illustration of this, as shown in Chapter 5, was when the tutor felt she had not acted in the best possible way and therefore apologised to the class for her actions and explained why she was apologising. This showed genuine respect for her students, which was reciprocated.

The respect given to the students gave them confidence to give their views, and this was a critical first step in the development of their symbolic capital. This in turn facilitated growth to their wider skills, which allowed them to access new spaces (cultural capital), with a newfound ability to foster new friendships and network (social capital) skills, thus giving a greater feeling of equality. What appeared to have happened in the classroom space was a demonstrated commitment to all students being seen as and feeling equal to their peers and tutor (Bunar and Ambrose, 2016), developing their symbolic capital.

For the students in this study, the accumulation of new social networks whilst at the college, new experiences, new friendships and having their views sought and listen to meant that their symbolic capital had been advanced. The accrual of social, cultural, human and symbolic capital had been embedded in the students' IDT and growth and facilitated by the college tutor.

7.6 The Role of the college in the Students' Development

Although for many years, as discussed in Chapter 2, various governments have looked to introduce policies to address some of the challenges faced by young people at risk of becoming NEET, it is unclear as to whether the policies had an impact on the reduction in NEETs. It is not disputed that NEET figures are low, (expected to rise during and post the current Covid19 pandemic) but the cause of the low numbers remains unclear. Is it successful government policies, the changes in the reporting criteria for NEETs (see Chapter 2) or the tenacity of some post-16 providers to challenge, through their delivery model, the traditional notion of individual achievement as solely determined by academic qualifications?

Regardless of the NEET statistics, however, this study reports a strong emphasis within the ACL College for the students to not "become NEET". The college, through

the Step-up course, focused on widening the young people's horizons, increasing the set of opportunities and choices they had at their disposal to a) recognise what they could do (factual potential) and what they could aspire to do (future potential). In addressing these two aspects, the chances of the young people becoming NEET was reduced. The college, by not just focusing on academic achievement but by recognising the importance of the broader dimensions of wider learning (Howard, 2010), supported the students to identify their future plans and helped them onto the next positive stage of their lives (as demonstrated in Table 6.2). The need to undertake the role to widen the nine students' horizons was evident from the interviews that revealed that career and life plans had not been realised through their prior schooling or families.

The college, recognising the role it had to play in social change (Crowther and Martin, 2010), created a learning environment, which, by being linked to its values of facilitating each student to develop and achieve personal, social, academic and economic skills, (XXXXXXXXXX, 2015), gave a safe space in which each student developed new social connections (Smith and Khanom, 2005). The tutor encouraged, allowed and gave freedom for curiosity to grow, giving permission for questions to be asked and new areas to be explored (Belanger, 2011). The way the tutor engaged with the nine students demonstrated, though the four student exemplars, her understanding of their needs (O'Neill and Thompson, 2013). Through individualising and contextualising her approach to each of the students' different circumstances, she ensured their needs were best met (Bong and Skaalvic, 2003). The extent to which the tutor believed in the students and their capabilities, celebrating with them every little success, meant that the students started to believe in themselves and what they could achieve, impacting on the growth of their symbolic capital. However, it is not clear if the lack of information provided by the schools prior to the students starting the course could have impeded this process. Furthermore, it is not clear, why when the paperwork had not been received, the college did not chase this.

The Step-up course had, however, given the nine students the space and opportunity to reassess their reality and change habits of mind (Kegan, 2000). The extent in which this was achieved can be seen within the four exemplars in Chapter 6, supporting their desire to become active members of new communities. A space had been created

within the classroom, in which the students could reflect on their own reality and transform their opportunities (Mezirow, 1991). The students were creating a desire and a set of tools that would support them to control and to be active participants in their future. This had been supported by the college staffing structure and by giving the staff the ability, through the college strategy, to operate in an environment that allowed for them to explore the wider learning of behaviour, friendships, networks and culture, alongside informal learning, supporting growth in their abilities and knowledge (Rogers, 2014).

However, although the college strategy fully supported wider learning, it had failed to make itself fully accountable for this outcome. The college, when reviewing and reporting on its performance to the GB through its key performance monitor, the BSC, still showed the main focus, and therefore what could be bias, towards academic achievement (Chapter 5). Although the strategic direction of the college supported wider learning, it had been trapped by the performance reporting being dictated by the government's and Ofsted's single lens of academic success. The college did not recognise the other aspects of wider learning in its own performance reporting at a strategic level.

7.7 A Critical Discussion of the Findings

This study's findings have demonstrated the wider dimension of learning by exploring the factors that are barriers or enablers through the notion of IDT. The study conceptualised these barriers and enablers within a set of capitals: social, cultural, symbolic and human. These are shown in Figure 7.1 below, which demonstrates that *all* aspects are needed, not only a limited appreciation of learning as in academic achievement, namely, human capital.

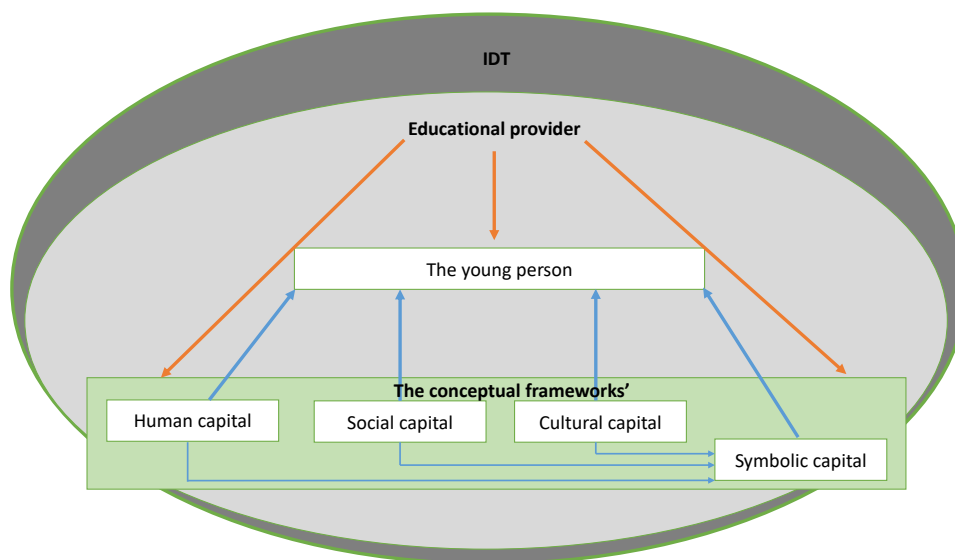


Figure 7.1. Base for development of IDT theoretical framework (Author, 2019)

In order to realise the change needed in education, recognition to create a system that focuses on a flexible approach to learning is required. There was and still is, however, a tension within the college as the government's and Ofsted's measure of educational success is mainly through the academic achievement of the individual, not the IDT of the student. The pressure this measure puts on educators and institutions could be argued as the reason for this approach to continue focusing only on academic achievement. As the Principal, I see the need for a business model for the college to ensure sustainability, designed on frameworks intended for industry, for example, the Balanced Score Card. However, as the researcher, I observe the competing pressures between the government's measures and the college's values, which forces behaviours that do not always align to the vision and values of the college and learning. A case in point being that there is no recognition to wider learning and IDT in the college BSC, reporting to the GB only the areas easy to record and those which can be measured. This provides a challenge to an important discourse of IDT versus measurable metrics, and therefore an area that the college needs to address to fully realise its core values and mission.

Although not recorded in its performance reporting at a strategic level, the concept of flexible and wider learning (Rogers, 2014) is one that is embraced by the ACL College.

The remit of the college and the staff is to support the student to the next positive stage of their life and facilitate their wider learning. Despite the government measures of educational success, the staff were true to the college values, "To provide a welcoming environment that inspires people to develop and achieve personal, social, academic and economic skills" (XXXXXXXXXX, 2015: p1).

This study identified that, when afforded the space, and in being supported to experience new opportunities, the students were able to develop and form their own role within new and different communities. The tutor gave the students access to new connections and facilitated the growth of their knowledge and skills in these new cultural spaces. The consequence of this was in starting to help to address the larger matter of the inequalities the students had faced though having low levels of social, cultural, human and symbolic capital. They had been given honour and recognition for the work they did and praised for how they were able to represent themselves in these new communities. However, what is unknown is if it is adopted across all the classes in the college or just in this class, and if it can be sustained once the students leave the college when they move on to the next stage of their lives. Indeed, the impact within their family relationship is also untested as to whether the family can support their newfound knowledge or as to whether this will result in conflict as the students may have advanced further socially than their families.

The students in this study, being young people from marginalised groups deemed to have not been successful at school meant they were identified as being at risk of becoming NEET. Ultimately, the students' futures were at stake together with the role they would play in their community. If their education had continued in the same vein as previously, it was likely that they would have drifted through the remainder of their compulsory education with no aspirations or life plans. The college created an environment that allowed for relationships that facilitated wider learning. The tutor did not tell or instruct, but facilitated the individuals to develop knowledge, explore and debate for themselves, giving them a voice and supporting the development of their symbolic capital.

The time the students spent at the college and the support they had received in the development of their IDT was designed to be an investment destined to have an influence on their future.

During the nine months of the course, the students facilitated a number of factors through their IDT. These included developing new relationships and friendships (their social capital) and creating future plans and career pathways (their human capital). Additionally, they had become part of and active in their local, and in some cases international, communities (their cultural capital): All of these elements served to change the perception of the student, as seen by both themselves and others (their symbolic capital).

The whole of the 9 month programme gave the students an experience in which they had developed learning as evidenced by their IDT. The course opened new opportunities and embedded change that would empower them to develop realistic plans for the future. The students had been given a new foundation on which to start their transition into adulthood with some of the skills and knowledge required to do put this into effect.

I started this chapter by stating that for young people, a singular lens in which to view development, i.e. academic achievement, is not enough. What is needed is a framework in which the growth of their wider learning, their IDT, can be viewed. The findings show that IDT requires more than one lens. As identified in Chapter 3, the lens of the four differing capitals of (human, social, cultural and symbolic) can be viewed together to provide a framework (Figure 7.1 above) in which this aspect can be considered.

CHAPTER 8: Conclusion

8.1 Research Conclusion

This research provided an insight into the Step-up course that was run by the ACL College, in a department specifically designed to work with young people who are at risk of becoming NEET. The research explored and explained through a capitals-based framework of how the ACL College contributed to the current and life chances for the young people at risk of becoming NEET and in how it facilitates their IDT. It explored what the Step-up course did and how the young people developed skills and attitudes, and how experiencing new social and cultural spaces contributed to their wider development, supporting them onto the next positive stage of their life. In doing so, this study acquired knowledge that could be advanced to improve the facilitations of the NEET young people's wider development and Individuals Distance Travelled (IDT).

The study recognised that although it is "easy" to measure and report on success using quantitative data, for example the achievement of academic grades, it concludes it is also the cognition of the broader notion of achievement which is needed to advance young people and help prevent them being NEET. The ACL College created an environment through its values, mission and staffing structure that allowed the tutor, LSA and SW to facilitate the students' wider development in the Step-up course. The college did this by taking into account the factors needed to a) support the young people through an individualised provision, and b) to determine the enablers or barrier to achievement and attainment. Through exploring how the Step-up course took account of these factors, the study developed an innovative way to look at the complexity of the IDT through a framework that explored the capitals of social, cultural, human and symbolic. Within this framework, the notion of wider learning and IDT was recognised, demonstrating an interplay created by the wider learning of the four capitals in the young person's development.

Accepting that it is in its infancy and that it will require boarder research and discussion to develop this concept further, I would suggest that these findings have important

consequences for the broader domain of how success should be viewed in an educational setting.

8.2 Research Contribution

This Professional Doctorate aspires to serve as a contribution to theory and practice by evidencing the need for a theoretical framework for IDT and takes the first steps towards developing one. In addition, the study has revealed the elements of the college and classroom teaching that can develop an individual's wider learning and IDT, whilst also identifying areas for practice development, thus providing a contribution to practice. Finally, there is a message to the policy makers in giving recognition to the wider learning needed to elicit social change for young people at risk of becoming NEET.

8.2.1 Contribution to Theory

The literature explored in this thesis implies that there is a need for education to develop an individual socially, including (but mainly as a singular) their social, cultural, human and symbolic capitals. However, what appeared to be lacking in the current literature was the interplay of how the aforementioned different capitals collectively impact on a young person's IDT. Although the various capitals are already present in Bourdieu's (1986) writing and the work of other academics, what is further lacking is a comprehensive framework using all the four various capitals for the students who are at risk of becoming NEET in an ACL setting. Therefore, this will be the basis for an original contribution to theory.

This research has shown that the college and the teaching staff can play a role in developing the four aforementioned capitals holistically. Therefore, it is a starting point on which to build and further explore how ACL, as the educator, can influence the development of social, cultural and symbolic capital alongside that of human capital. This then, leads on to the conclusion that reviewing IDT could be seen as an important factor when looking at the success of an educational establishment, and as such requires further development.

In summary, this study has identified a lack of literature on the impact of how the four capitals of social, cultural, human and symbolic work together in the context of a young person who is at risk of becoming NEET and their IDT in an ACL setting. As such, the study recommends the need for a conceptual framework in which to do this. The framework identified in Chapter 3 to discuss IDT, and as referred to in Chapter 7, could therefore be the base on which to develop the theoretical framework for exploring IDT, thus giving a contribution to theory.

8.2.2 Contribution to Practice

Turning to the contribution this study makes to practice, the research has shown that the college has supported the growth of the IDT of the young person. The college, through the tutor, LSA and SW facilitated the students' development of relationships and friendships and of their career and future plans. Although this was achieved through the college mission supporting the concept of IDT, it was not reported on at the board level, and thus demonstrated the tension between the business aspect of the college, which needs to adhere to the funder's requirements and the pedagogical aspect which is there to serve in the best interests of the students. That said, the college strategy created a thread that gave permission and a structure for the support of wider learning and IDT at all levels. Thus, a recommendation of this study is for the college to develop a method in which the wider learning and IDT can be owned and reported on at strategic level, therefore fully reflecting the college mission.

When in the classroom environment, the tutor facilitated and supported the young people to explore, debate and understand better the world around them through individualised and contextualised learning. However, there was a challenge due to the lack of prior information on the students' backgrounds, thus limiting the knowledge of the students' barriers and enablers when they joined the course. Although gaining access to this information may not be easy, I maintain it is required and needs to be addressed in order to afford the students the best chance to develop their wider learning. Therefore, a recommendation for practice is that all Education and Health Care Plans' (ECHP) and student background reports are submitted to the college prior to the course starting so that barriers or the individualised provision and determining factors to enablers can be identified. A further recommendation would be that if the

paperwork is not provided in advance of the student commencing the course, then the college establishes a practice which enables this. This would allow for the college to be the expert “adult”, with the knowledge and expertise required for the development and support needed, especially if the young person lacks parental guidance.

Furthermore, once the students leave the course and the college, there is no formal tracking mechanism in which the college can determine if the students continued on their trajectory of wider learning, or in fact they achieve their long-term plans. Therefore, a recommendation is to develop a method in which this can be achieved. The way in which the college facilitated the students’ IDT, alongside the pre-course required information, provides a way in which the sustainability of the students wider learning can be tracked post-course. The college’s recognition of IDT through its strategy and associated policies means that this study has revealed the basis for a potential “best practice” approach, as shown in Table 8.1 below as the original contribution to practice.

This approach could be the basis on which other educational establishments could develop their model when working with young people on the margins of education who are at risk of becoming NEET.

The approach identified to support wider learning and IDT.	Guidance on organisational leaders and Governing Bodies in how to embed.
Strategy	<i>Develop a strategy that recognises and supports the students IDT, incorporating both academic achievement and the wider learning of personal and social development</i>
Key Performance Measures	<i>Ensure that the organisations key performance measures include wider learning, giving equal weighing to academic and the wider social development.</i>
Course Design	<i>Ensure that courses are design to not just develop academic learning, but also include opportunities to: develop networks and relationships; give time to new experiences, developing new behaviours; give space to develop future plans and career pathways and makes opportunities for the young people to become part of new communities.</i>
Staffing	<i>Ensure students received adequate support though having a staffing structure that gives equal weighting to student support staff and teaching staff.</i>
Environment	<i>Develop and invest in a safe environment, that fosters trust, mutual respect and gives all learners an equal voice.</i>
Information	<i>Ensure that EHCP's and background information is supplied by the schools prior to the commencing of the course and if not that the ACL collage put a practice in place to chase.</i>
Continuation	<i>To develop a method in which students can be tracked post course to see if what has been developed via IDT has been sustained and if their plans have been realized.</i>

Table 8.1. Recommendations for a “best practice” approach for educational providers for young people on the margins of education who are at risk of becoming NEET.

Finally, reflecting on my role as a researcher, I have identified that as the Principal, I had lost contact with the daily interactions of the college and I would recommend that all Senior Officers spend more time embedded in the daily interactions of the staff and students.

8.2.3 Contribution to Policy

When reviewing policy, this research suggests a change to the way success in education is viewed by embracing a wider conceptualisation of learning which transcends and challenges the traditional notion of individual achievement as solely determined by academic qualifications. Policy makers should recognise the potential

long-term influence wider learning and IDT could have on stopping a young person becoming NEET and an individual's career prospects. Therefore, policy makers should ensure that future policy recognises how education can deliver wider learning alongside academia to be more impactful, transitioning young people on the margins of education into being more confident and skilled with a future and value in the workplace. Finally, a recommendation emanating from this research is that as a Principal, researcher, and officer within the Local Authority, that these findings should be shared locally through the political access my post affords me in order to influence, challenge and change local policy on this matter.

8.3 Research Limitations and Areas for Further Research

The logic for this research methodology and its validity sit within the approach of critical ethnography. Although this method has offered me an opportunity to experience the world through the world of the students, it also meant that the study was viewed from one course, with its limited number of students, raising the topic of representation. Therefore, there is a need to expand the study's participant size, as this research was limited to nine students, one tutor, LSA and SW. However, this method did offer an in-depth exploration of those students' experiences whilst on that course, and therefore the study gives a basis on which further research can be developed.

This research has demonstrated a direct relationship to practice, especially as it was conducted from an insider's view with the professional knowledge and understanding of the subject that this brings. However, recognition is also made to the position I as an insider hold in the organisation, especially as the college's most senior officer. Although I strived to ensure mitigation when reviewing the college as a researcher, there may have been limitations in what has been revealed to me in this context.

Nevertheless, the study suggests a way to look at the complexity of the IDT through a framework that explored social, cultural, human and symbolic capitals, citing their interplay and how this impacts on young people's IDT. However, this concept needs further testing with more students in a variety of educational settings in order to explore further the influence of wider learning on post-16 students. Therefore, there is a need

to build on this research further to fully develop the contextual framework to recognise and explore IDT.

A further development of the aims of the study is to gain a greater understanding of the notion of wider educational success for this study focused on only one particular type of course in one type of educational setting. Notwithstanding the identified unrealistic expectation of Ofsted on the students in their distance travelled when studying GCSE in the 9 months of the college course, the Step-up class was selected for this research as the aims of the class lent themselves to the wider learning and IDT that this study sought to explore. Although this study is informative in its findings, it has only explored one course and one cohort of students, and thus gives a narrow view on a complex notion which requires further exploration. Therefore, what is required to build on this study is further research into the knowledge and understanding of the influence of other types of courses in an ACL setting, alongside other post-16 provision, on the IDT of young people who are at risk of becoming NEET. What could also be said to be lacking from this research was the involvement of the families and the student's schools, which could be an aspect for possible future research into the college's practice.

The sustainability of these newfound social skills, once the students leave the college and the level of support that would need to be given in order to both sustain and further develop them requires more exploration. This would give further understanding as to the influence an ACL can have on supporting young people who are at risk of becoming NEET.

Finally, from a leadership view, a point for future research is to carry out a study looking at practice from the perspective of the teachers and educators. Could it be that the educators are also trapped in the same limited social and cultural capital restrictions? A further recommendation would also be that research is undertaken to understand if the governors and senior management comply with the government's view of educational success or uphold the ACL ethos of wider learning.

In summary, the role of post-16 education, particularly for an ACL provider in the context of developing wider learning for NEET young people and marginalised groups,

was explored in this study. Although the study does not provide a way in which to record this across the college and ACL sector, it is a basis on which to build further research and to develop my framework further.

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Appendices

Appendix 1 - College objectives

To advance education;

To relieve unemployment;

To relieve poverty;

To advance health;

The promotion of community participation in healthy recreation in particular by the provision of facilities for the playing of sports and related activities;

To promote for the benefit of the public the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants;

To promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

College objectives ([REDACTED], 2015)

Appendix 2 - Table of Main Government Policy, Initiatives and Strategies since 2010 that impact on NEETS

Date	Policy, Initiative and Strategy	Department
August 2010	Foundation Learning	DfE
November 2010	Skills for Sustainable Growth Strategy	BIS
2011	The National Citizenship Service	Cabinet Office
March 2011	Positive Youth Summit	DfE and Voluntary Youth Council
March 2011	Review of Vocational Education - The Wolf Report	Bis and the DfE
September 2011	Introduction of Bursary replacing the EMA	DfE
December 2011	'Positive for Youth: a new approach to cross-government policy for young people aged 13 to 19'	Cabinet Office and the DfE
December 2011	Building Engagement, Building Futures	DWP, DfE and BIS
October 2012	No Stone Unturned: In pursuit of Growth	BIS
October 2012	The raising of the participation age	DfE
November 2012	Richard Review of Apprenticeships	BIS
March 2013	The future of apprenticeships in England	BIS and the DfE
April 2013	Rigour and responsiveness in skills	BIS and the DfE

July 2013	Positive for Youth: progress since December 2011	Cabinet Office and DfE
August 2013	Study Skills	DfE
March 2014	The Youth Contract	Education Funding Agency
May 2016	Success as a knowledge economy	BIS
July 2016	Innovation and Skills: Post-16 skills plan and independent report on technical education	BIS
April 2017	The Youth Obligation	Department of Work and Pensions (DWP)
December 2017	The Industrial Strategy	Department for Business Energy and Industry Strategy

Appendix 3 - Participants Information Sheet

Please note the language used in this letter is of a level suitable to the potential participant's academic levels.

In addition to the letter thy will also be invited to a more informal presentation that will allow the students to ask questions and also inviting them to ask questions in private.

Study Title:

A NEET Ending - The impact of Adult Community Learning on supporting a young person who is Not in Employment, Education or Training on their journey to become an active democratic citizen.

Purpose of the research/ Study

During the course at the College, which usually run over 6 to 9 month, the college works with young people and helps them move onto the next positive stage of their life, for example; further education, training, volunteering or employment.

This research is to find out how the College does this when working with young people and the impact it has on individuals' distance travelled including social and emotional development (this means what else is learnt and achieved apart from the qualification).

This study is therefore to understand how this has been achieved and if the culture (how we are and act with you), environment (the College) and staff of the College play a lead role in this success.

Who is the researcher?

The researcher is Pat Carrington, who is the Principal of the College. She has worked at XXXXXXXXXXXX for 12 years and for the past five has been the Principal.

What the study involves:

The study involves the researcher (Pat) spending time with students in their class to see the journey the young person and the group go on. There will be conversations with the students about what they think. Each person in the group will be given a camera to use to take pictures

that represent how they feel. The pictures can then be talked about with the researcher (Pat). This will be repeated at stages during the course to help to identifying the distance travelled and the changes in behaviour and feelings and the overall educational experience.

This study will also involve observation and discussions with the tutors and support staff.

What will happen to me if I take part?

You will be given a camera to take photos that represent how you feel, you will have the opportunity to discuss what you feel and think about how the College and staff help you, this will happen two or three times during your course.

You will sometimes be joined in your class by the researcher (Pat) for her to see what happens in the class.

Anything you say will not have your name next to it (anonymous) and will be kept completely confidential (secret). The final report will not have your name in it and no one will be able to tell you were involved.

You will be invited to see the final findings of the study and how what you have said have been included in the report.

What are the risks?

There are no risks in you taking part within the study. You only take part if you want to and you are free to withdraw at anytime, without giving reason until the time at which the research is written up. When you are talking to the researcher (Pat) you are not talking to her as the Principal but as a researcher, so what you say will not be shared or acted upon. If though, you say something that makes her think you are not safe or in trouble, something called safeguarding, then she has a duty to look after you and report this or deal with it. This is also true if she finds out about something that is illegal.

What happens if I have a problem or issue as being part of the research?

Then you can contact the researcher (Pat) and you will have her contact details so you can do this or if you prefer you can talk to someone else who is from the university either Dr Cristina Devecchi or Dr Sandy McDonald who contact details you will be given.

What will happen to the information?

All the information given will be stored in a locked filing cabinet in Pat's office (which also locks). Everyone that takes part will be kept anonymous (no one will know its you), so when you are written about you will be given a number rather than using your name.

This information is for the research only and will only be used in the interest of the young people that take part (you).

Not sure about participating? Or Do I have to take part?

You do not have to take part and if you decide to but change your mind at any time before fieldwork observations, interviews or group interviews take place, just tell the researcher (Pat) and your involvement will stop, you are free to withdraw at any other time after that, without giving reason, but understand that any fieldwork observations, interviews or group discussions that have already taken place may still be use. If you feel better by having someone with you when you are talking to the researcher, then you can also choose to do that.

Do you want to be involved?

If so, please complete the forms attached (or if you want help with the form let Pat know and she will organise help with the form) and send to Pat in the envelope provided.

████████████████████[XXXXXXXXXXXXXXXXXXXXXXXXXXXX](#)

Phone ████████████████████

Appendix 4 - Participant Consent Form

CONSENT FORM

Full title of Project: A NEET Ending - The impact of Adult Community Learning on supporting a young person who is Not in Employment, Education or Training on their journey to become an active democratic citizen.

Name, position and contact address of Researcher:

Name Pat Carrington

Email: [REDACTED]

Address: [REDACTED]

[REDACTED]

[REDACTED]

Telephone: [REDACTED]

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free at anytime, without giving reason but understand that any but any fieldwork observations, interviews or group discussions may still be used.

3. I agree to take part in the above study.

4. I agree to the interview / group discussions being recorded

5. I agree to the use of anonymised (your name will not be used) quotes in publications

Name of Participant

Date

Signature

Name of Researcher

Date

Signature

Appendix 5 - Step up Learner Information Sheet

As part of your Step-up programme you are being given the opportunity to take part in a research project. The project is called A NEET Ending. The project is looking at young people and their journey in Further Education.

Who is the researcher?

The researcher is Pat Carrington, who is the Principal of the College. She will be spending time with you and your class to look at the journey that you and your classmates go on.

What will happen to me if I take part?

You will be given a camera to take photos that represent how you feel, you will have the opportunity to discuss what you feel and think about how the College and staff help you, this will happen two or three times during your course. You will sometimes be joined in your class by the researcher (Pat) for her to see what happens in the class.

Will my name be used?

Anything you say will not have your name next to it (anonymous) and will be kept completely confidential (secret).

The choice is yours

You do not have to take part and your involvement is completely voluntary. If you have any questions at any time you can speak to your tutor or contact Pat directly. You can withdraw at any time. However, any work you have already done up to that point may still be used.

Do you want to be involved?

If so, please complete the forms attached (or if you want help with the form let Pat know and she will organise help with the form) and send to Pat in the envelope provided.

Email: [xxxxxxxxxxxxxxxx](#)

Phone: 

Appendix 6 - Student Interview Questions

1. Ok, have you chosen the picture(s) you want to share with me?
2. Tell me about the picture(s)
3. What's it like being a young person in [REDACTED]?
4. Who is important to you?
5. What's it like being at this College on this course?
6. Why did you chose [REDACTED]?
7. What do you want to get out of being at College?
8. What do you want to do after this course?
9. If you could do anything.... What would you do?

Appendix 7 - Staff Interview Questions

1. What do you feel are the values of ■■■ College and how do these, in your opinion meet the needs of the young people you are supporting.
2. How does the work you do support the young people in expanding their experience and networks outside or the academic work.
3. What changes have you seen in the young people you are supporting in this first half of the first term?
4. What do you think has contributed to this change?
5. What do you think is the positive aspect of the Step-up class?
6. What do you think is a negative aspect to the Step-up programme?
7. The class that started has been split as it was too big, who and how was it decided who was to be in which class?

8. (Tutor and support worker only only). In one of the early classes [REDACTED] had a temper outburst. What was the cause of it, how did you deal with this and has this reduced?

9. (Tutor and support worker only only) You mentioned the friendship that were forming that you observed coming back from the museum, are these still the same.

10. (Tutor only) – last week whilst showing the war video [REDACTED] came back into class 15 mins late. You spoke to him outside, what was said?

11. (Tutor only) – I notice that you teach with the door open, why is this?

12. What made you choose to work at [REDACTED]?

13. What do you feel makes a good tutor/LSA/Support worker?

14. What would you deem to be a success of a young persons time at [REDACTED]?

Appendix 8 - Student Interview Statement

As you know I have been sat in your class for the past few weeks to see what it is that happens in your class.

Before I started this, I told you about my course and the research I am doing, and you agreed to help me with this. One of the ways was that you were going to take some pictures and we were going to have a chat about these and what they mean to you and then chat some more.

What you have to say and what you think is really important to me and to make sure I don't miss anything, I will be recording this interview. Anything you say is in confidence (secret), unless what you tell me makes me feel you are not safe, and any quotes I write up in my course work will be anonymous (not have you name on it).

If at any time you feel uncomfortable with the tape on, just tell me and I will turn it off.

Once I have typed it up, if you want, I will share with you what was said. Do you have any questions? I that OK?

Name _____

Signature _____

Date _____

Researcher Pat Carrington

Appendix 9 - Staff Interview Statement

As you know I am undertaking research as part of a Professional Doctorate at Northampton University. The aim of my research to assess the impact xxxx xxxxxxxx has on working with young people.

You agreed to be part of this research (thank-you) and as part of that, I would like to interview you to get your thoughts and views on this and to understand further some of the things I have observed as part of the field work I am undertaking.

What you have to say and what you think is really important and to make sure I don't miss anything, I will be recording this interview. Anything you say is in confidence and any quotes I write up in my course work will be anonymous.

If at any time you feel uncomfortable with the tape on, just tell me and I will turn it off.

Once I have typed it up, if you want, I will share with you what was said. Do you have any questions? I that OK?

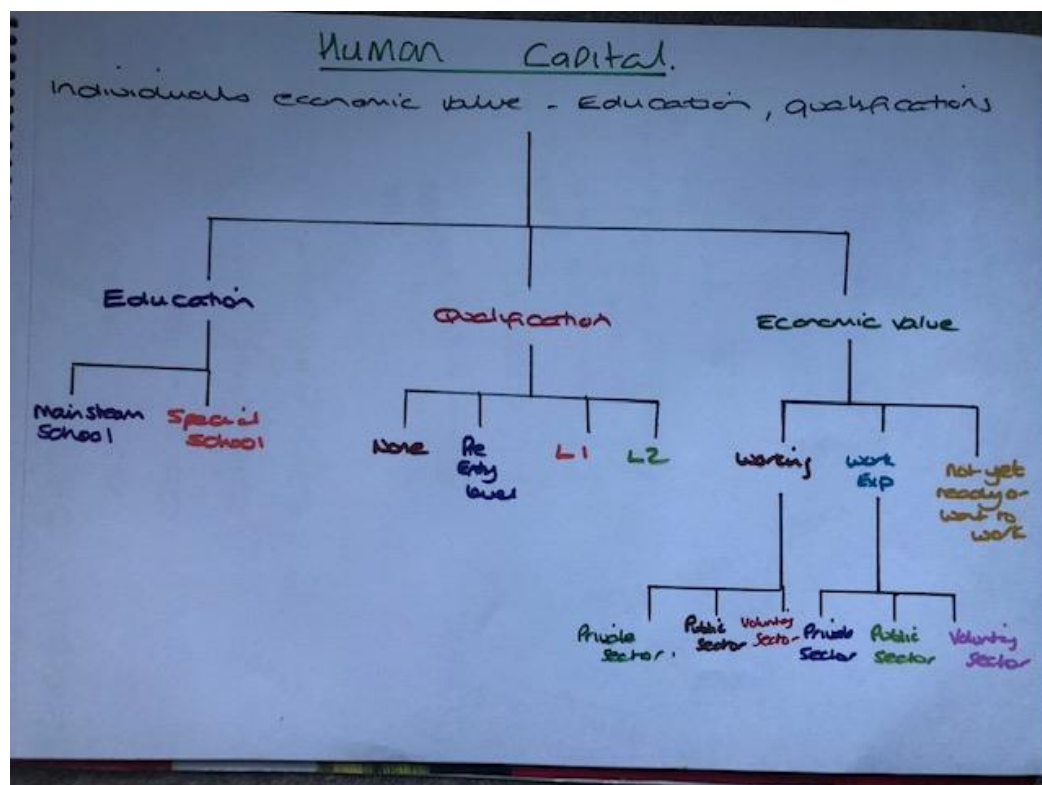
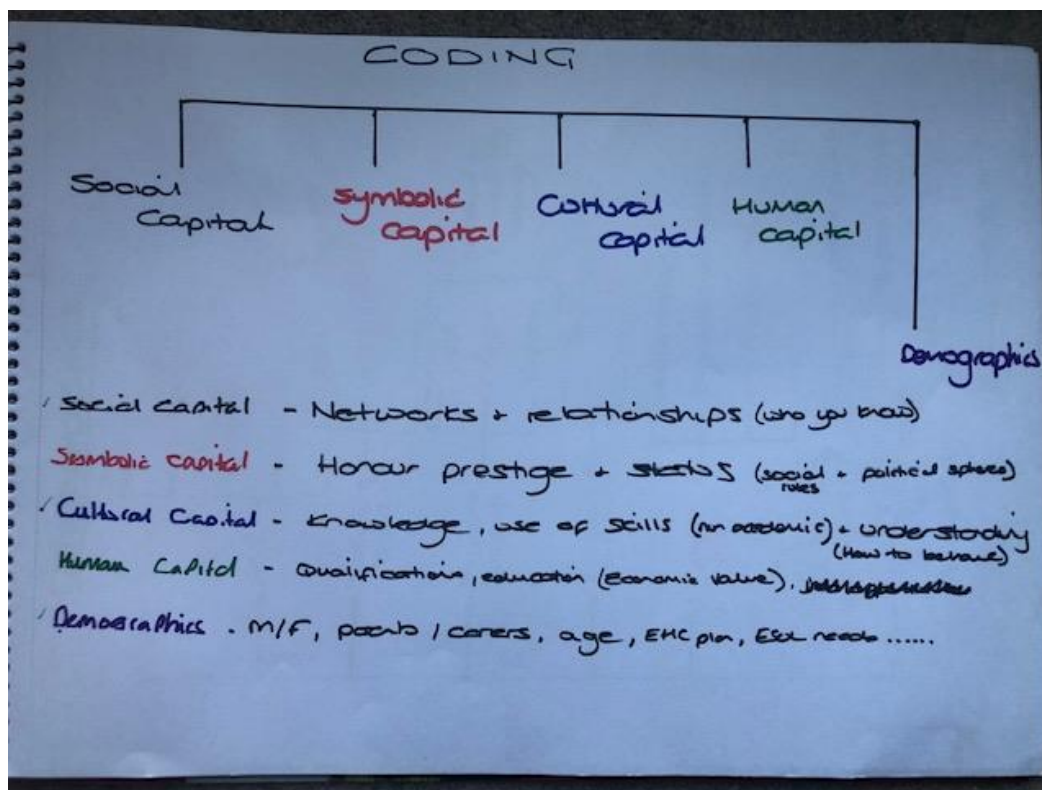
Name _____

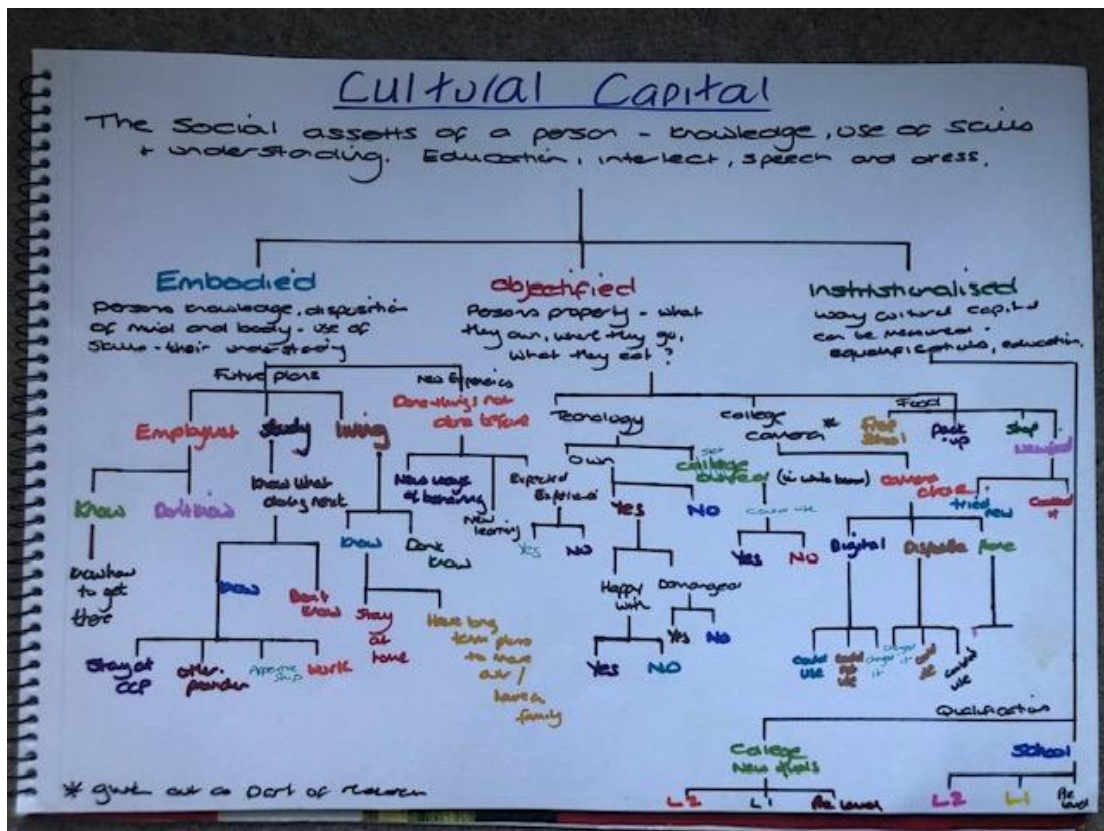
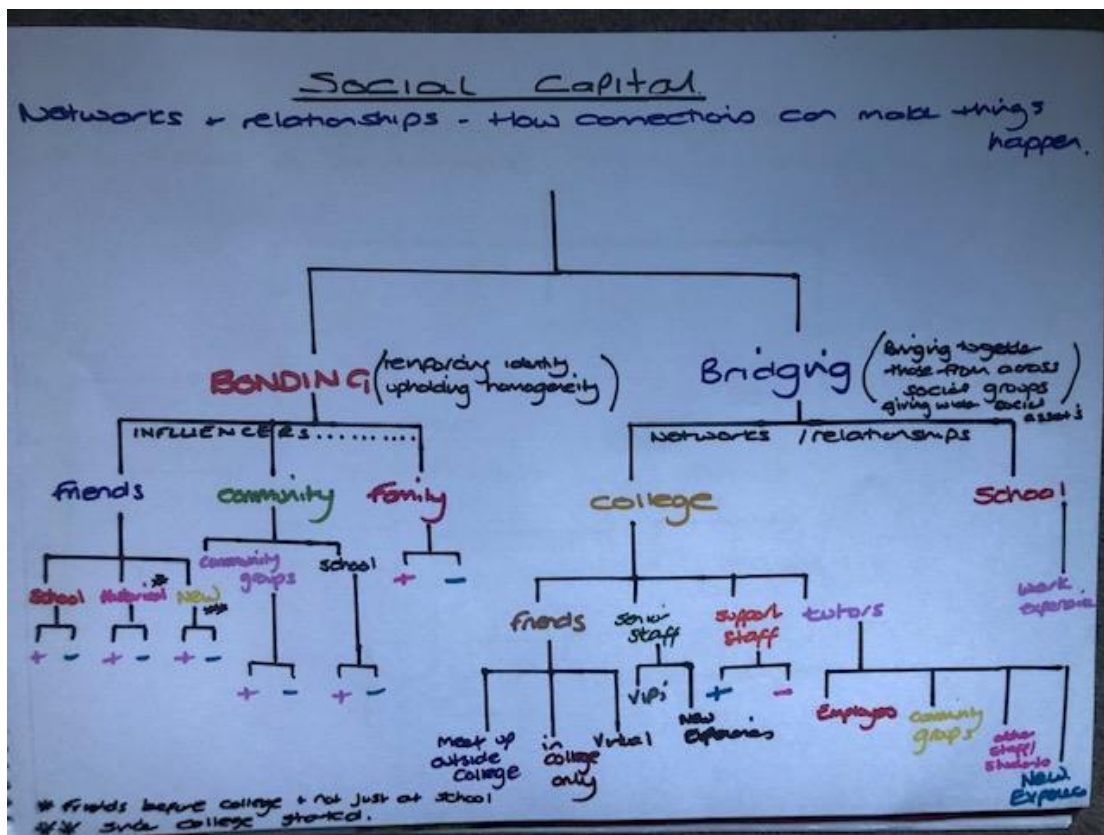
Signature _____

Date _____

Researcher Pat Carrington

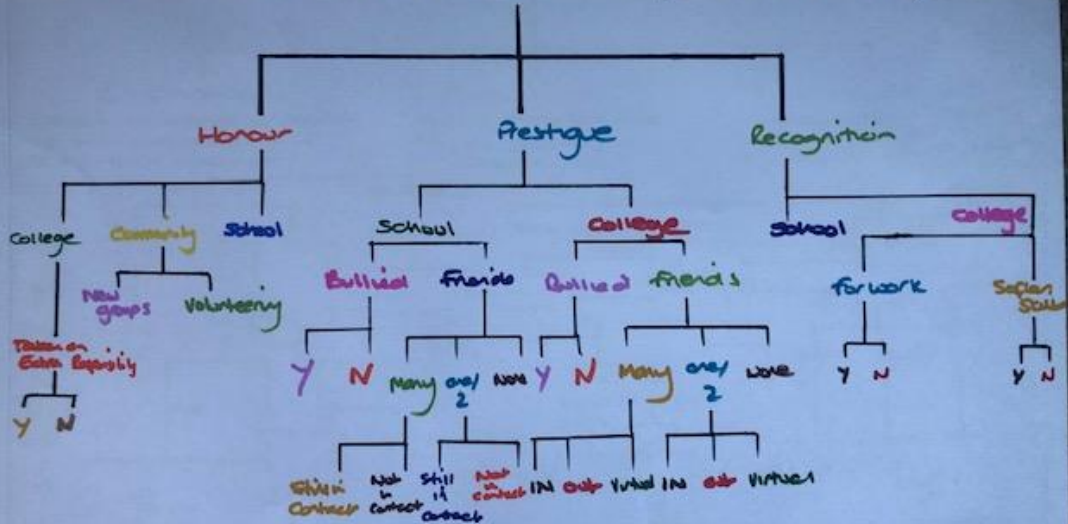
Appendix 10 – Research Coding



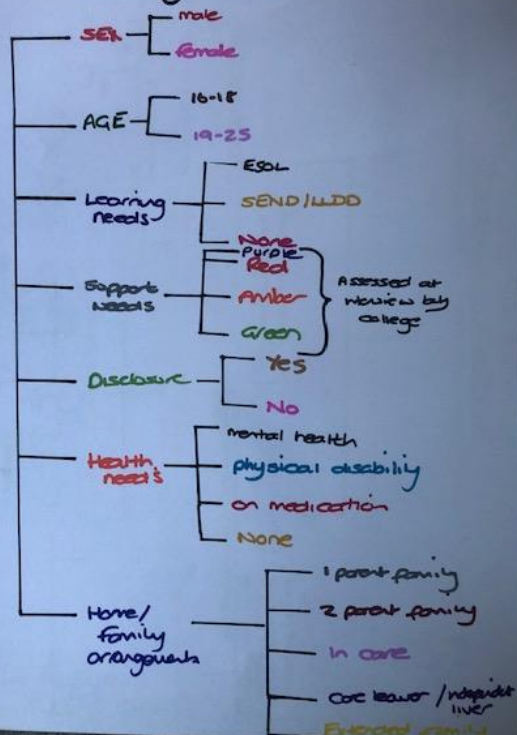


Symbolic Capital.

Honour, prestige, status, recognition - the value one holds in a culture. Their position in the field



Demographics .



Data Analysis Example of the Interplay Across the Codes

When coding the data, the interplay across the capitals started to be identified, an example of which is shown below from a classroom observation.

The coding maps were originally developed prior to the study commencing and were added to as new areas were identified.

The colour coding on the extract from the notes of a field observation below shows which coding map it links to as per the photographs of the coding map on pages 182-184.

Cultural Capital **Green** Social Capital **Blue** Symbolic Capital **Yellow**

Extracts from the field notes

9.25 H and G have chosen disposable cameras and are playing with them taking pictures. It is clear that they have no idea that there is a limited no of pictures you can take with a disposable camera and H is struggling using it and winding on the film. H thinks his camera isn't working, so he has been given another one. He is sat on his own and will not ask any of his peers for help. He has the same problem again. On opening the camera's packaging, it has generated a lot of rubbish that is on the desk. Tutor asks G to put the rubbish in the bin, but H gets up and does it for him. He is clicking away with the camera again and getting stuck. The tutor pulls a chair up opposite him on the other side of the desk

Tutor "Do you want a digital one instead?" H put his head down on the desk on top of his folded arms saying quietly and in a stroppy voice "I don't know how to take it" Tutor "shall, we do it together, I can show you". H, "ye" Tutor "go and choose one then" H goes and gets one and takes it back to his seat.....

9.40 Tutor “Now for a change of task, can you put your camera away and get your folders out” “Listen Up” it goes quiet and they are all listening except H who is quiet but focused on taking photos, he is in his own zone. H walks out of the room with his camera.....

10am. H comes back into the room and sits down in his usual chair. Tutor goes to him and crouches down at his side. “welcome back, but you did something you shouldn’t have done, do you know what that was?’ H shrugs. Tutor “You left the room without permission and what should you have done?” H “asked” [said in a quite yet grumpy voice] Tutor, “Yes, well done, you see it’s a good job we saw you leave, so we knew where you were , what was wrong with you not asking?” H “me being safe” Tutor “Yes brilliant answer, best reason ever, what should you do in the future.” H “ask” Tutor “Yes brilliant, well done.” Tutor then talked about safety and what could happen, particularly around fire evacuation safety. H said “I know”. Tutor “Are you cool with that?” H “no”. Tutor “why? H “cause everyone hates me”

Cultural Capital Green

As shown above, H is demonstrating limited cultural capital that forms part of the objectified state though the lack of technology and in not being able to use a digital camera. He also demonstrated, through this observation, that he was not operating within the rules of the classroom (this was a section added to the Cultural Capital coding map)

Social Capital Blue

H is demonstrating limited social capital that aligns to bonding through friendships. He is sat on his own and has not yet established friendships or relationships and therefore did not ask for help. However, he appears to be

trying to establish a friendship with G by taking the rubbish for him. H also shows his limited relationships in his last comment.

Symbolic Capital Yellow

H demonstrates low symbolic capital in his last comment but also appears to be trying to develop his symbolic capital through wanting to please the tutor by gaining recognition for acting quickly and placing the rubbish in the bin. The tutor also starts to raise his symbolic capital by giving him praise, therefore promoting his prestige (this was a section added to the Symbolic Capital coding map).

Demonstrated Interplay

The interplay between the capitals is demonstrated as H did not know how to use a digital camera (cultural capital) and this stopped him from selecting one as he had not yet made friends (symbolic capital), so could not ask friends for support.

H's limited cultural capital was also demonstrated by not understanding (or conforming) to the classroom rules, but on return, his cultural capital is starting to be developed by the facilitation of him learning the classroom rules and with him getting praise for doing so, thus also starting to develop his symbolic capital.

Appendix 11 -Ethics and Research board submission

Ethical Consideration

1. Data Collection	Ethical Considerations
1.1 Access and recruitment.	<p>1.1.1 Approval gained from the Corporate Director with the statutory responsibility for NEETS.</p>
	<p>1.1.2 The research will be undertaken with students at the College campus in which they are based.</p>
	<p>1.1.3 It will be voluntary for students and staff to involved in the research.</p> <p>1.1.4 A letter of introduction to the research will be produced and also an “easy read” version for those with low literacy skills and there will be an opportunity for this to be explained verbally and for any questions.</p> <p>1.1.5 Written consent will be obtained prior and there will be a “cooling off period” before any research is undertaken.</p> <p>1.1.6 Students and staff will be able withdraw from the research up until the time that the research is written up.</p> <p>1.1.7 The development of a communication strategy will be developed in advance of the research and reviewed throughout the process.</p> <p>1.1.8 Meetings will take place with the Unions and HR prior to any research being undertaken to ensure all consideration has been given to the positionality of the researcher inline with her position of Principal of the</p>

	<p>College and to mitigate and recognise any power dynamics that be perceived.</p>
<p>1.2 Video and tape recordings.</p>	<p>1.2.2 Any recording will only be undertaken with the permission of those involved (or parent/carer as appropriate) and consideration will be given for the need for those concerned to understand what this means.</p> <p>1.2.3 In advance of the recordings being undertaken a set of protocols will be developed and explained to those involved.</p> <p>1.2.4 Any transcripts will be anonymised for confidentiality.</p> <p>1.2.5 Any individual recording will be shared with the delegates for their permission for it to be used.</p> <p>1.2.6 Any group recordings will not be shared without the approval of the whole group.</p>
<p>1.3 Storage.</p>	<p>1.3.1 Data will be stored in line with Data Protection Act.</p> <p>1.3.2 All data will be stored on [REDACTED] secure server with restricted access for the researcher only through the University's secure space on Tundra.</p> <p>1.3.3 Any papers that are not to be used will be sent for secure shredding.</p> <p>[REDACTED] Any papers that are to be kept or whilst being used during the research will be stored in a lockable cabinet within a lockable, restricted access room, within [REDACTED]</p>

1.4 Data Analysis and Reporting.	<p>1.4.1 All details will be anonymised, unless permission is obtained to name the organisation or reveal names.</p> <p>1.4.2 The Data Protection Act will be observed.</p> <p>1.4.3 Details will be held confidentially and securely as covered in 1.3.2, 1.3.3 and 1.3.4.</p>

2. Ethical Considerations for participant involvement

Issues	Strategies
2.1 Preliminary papers and authority.	<p>2.1.2 The researcher will have documentation for identification through an introduction letter, a university student identification card and a [REDACTED] [REDACTED] identification card.</p> <p>2.1.3 The researcher holds an enhanced Disclosure and Barring System (DBS) check and the original is with [REDACTED] [REDACTED]. A copy is attached to the research proposal, appendices 1.</p> <p>2.1.4 Permission will be gained from the organisation and participants as covered in 1.1 above.</p>
2.2 Choice/recruitment of participants.	As covered in 1.1

	<p>Nb – no incentives have been planned for this recruitment process</p>
<p>2.3 Training.</p>	<p>2.3.1 There will be a need for additional training to be undertaken by the researcher and this will be identified and developed, discussed with the supervision team throughout the research.</p>
<p>2.4 Involvement.</p>	<p>2.4.1 As the Principal of the organisation in which the research will be undertaken it is critical that it is and seen as voluntary to be involved in the research. In order to do this the researcher will undertake the guidance covered for working with employees in the Association of Social Anthropologists of the UK and Commonwealth ethics code. There will be clear guidance given as to how the role of a research is different from that as the researcher position as the Principal. This will be agreed with the Unions and HR to ensure significant ethical consideration is given to the positionality and power dynamics.</p> <p>2.4.2 A guidance set will be produced for employees and students what will cover the role of researcher and state that what is said in research remains in research unless certain things are observed or uncovered for example safeguarding. This will be agreed with the HR</p>

	<p>department and Unions in advance of the research being undertaken.</p> <p>2.4.3 Where interviews are undertaken, questions will be shared in advance of the interview.</p> <p>2.4.4 All research will be overt.</p> <p>2.4.5 The researchers position of power within the organisation will not be used to pressure any participation nor will any reward be offered.</p> <p>2.4.6 Participants can have a friend/ colleague or representative with them at any time.</p> <p>2.4.7 There will be a very clear complaints process in place.</p>
<p>2.5 Rights, safety and wellbeing of participant and researcher.</p>	<p>2.5.1 All research will be undertaken on the [REDACTED] [REDACTED] campuses where the students' study. A College Health and Safety officer covers both sites and they are subject to [REDACTED] annual Health and Safety compliance checks alongside all statutory tests and check. These are managed and monitored robustly and reported on at the Governing Board meeting. As the researcher is the Principal of the College, she is ultimately responsible for the health, safety and wellbeing of the site, staff and students.</p> <p>2.5.2 The very nature of this research could bring out sensitive areas or disclosure and if any of these are revealed during the research then</p>

	<p>appropriate action and support by professionals will be in place to allow the young person to deal with these.</p> <p>2.5.3 With the researcher employed in the organisation in which the young person studies then there will be access to the young person's support worker and councillors that the College employs should they be required or the resources to allocate them if they are not already in place.</p> <p>2.5.4 Consideration will be given at all times to ensure the questions asked are of value to the research.</p>
<p>2.6 Permission from immediate authorities.</p>	<p>2.6.1 Consent is in line with what is covered in 1.1 above</p>
<p>2.7 Suitability of premises.</p>	<p>2.7.1 All the research will be undertaken on [REDACTED] [REDACTED] premises and they are all Disability Discrimination Act (DDA) compliant.</p> <p>2.7.2 The research is being undertaken on the College premises in which the participants are familiar, this will help to ensure ensure the participants feel more comfortable.</p>

2.8 Method of interview.	2.8.1 The research will be a critical ethnographical study and will undertake interviews that are of the most appropriate method for the participants. This will include individual and group.
2.9 Method of recording data.	<p>2.9.1 Consent for any recording will be as covered above in 1.2.</p> <p>2.9.3 The most appropriate methods of recoding for the participants will be undertaken as part of the critical ethnographical study and will include, photograph, video and tapes recording, written notes and journals.</p> <p>2.9.3 Intellectual property rights and data protection rules will be observed.</p>
2.10 Interviewers.	2.11.1 The interviews will be conducted by the researcher, the Principal of the College.
2.12Transcribers.	<p>2.12.1 The recordings will be transcribed by the researcher or appropriately trained person who will hold the appropriate security checks including DBS checks and will be subject to upholding data protection.</p> <p>2.12.2 Copies of the transcripts will be shown to the participant for approval.</p>

2.13. Translators.	<p>2.13.1 Although unlikely, some participants within the group may not have English as a first language, if this is the case, specialist tutors will be in place to ensure that they fully understand and are able to participate should they wish to do so.</p> <p>2.13.2 Any transcript of the interviews if needed, will be translated in order to allow the participant to check and agree the content.</p>
2.14 Attendees.	<p>2.14.1 All participants will attend on voluntary basis or be conducted within their normal study working hours and should it be required they can be accompanied in the interviews.</p> <p>2.14.2 Attendees consent will be as covered in 1.1</p>
2.15 Consent.	2.15 Consent will be as covered above in 1.1, 1.2, 2.1, 2.4, 2.5, 2.8 s Participant Information Sheet are in section 3 and Participant Consent Form are in section 4 below.
2.16 Confidentiality and Anonymity.	2.16.1 Confidentiality and anonymity will be as covered above in 1.1, 1.2.4, 1.2.6, 1.4.1, 1.4.2.

	<p>2.16.2 The Data Protection Act (1998) will be observed.</p> <p>2.16.3 The data will be exempt from Freedom of Information requests.</p>
<p>2.17 Issues arising from the activity.</p>	<p>2.17.1 Issues arising from the activity will be managed as covered above in 1.2.1,1.2.3, 2.4.1, 2.4.2, 2.4.7, 2.5.2 and 2.5.3.</p> <p>2.17.2 The researcher, as Principal of the College has a statutory duty under safeguarding and prevent. Should this or any illegal activity be disclosed, this will be deal with inline with her professional status and statutory responsibility. This will be laid out in the guidelines and protocols of the research and will be shared in advance with the participants.</p> <p>2.17.3 With a camera being given to the students as part of the research, this will be ethically managed by co-designing, with the young people, an ethical code in relation to the pictures they take.</p> <p>2.17.4 Should anything be uncovered that is to the detrimental to the organisation, then this will be discussed with the Research Supervisor and Corporate Director in the Council and the Colleges Chair of Governors in line with the Councils policy on Whistleblowing, Code</p>

	<p>of Conduct and the University's Code of Ethics.</p>
<p>2.18 Feedback.</p>	<p>2.18.1 Contact details of the researcher and a summary of the research will be given to the participants.</p> <p>2.18.2 It will be made clear, in simple to understand language, that these details can be used should any subsequent issues arise.</p> <p>2.18.3 There will be a complain procedure in place and it will be shared with the participants.</p> <p>2.18.4 The finding of the research will be shared with the participants.</p>

Appendix 12 – Local Authority Approval

Telephone: [REDACTED]
Facsimile: [REDACTED]
E-Mail:
Please ask for:
Our Ref:



To The University of Northampton Research Board and the Ethics Board

I am the Corporate Director of People and Community at [REDACTED] I hold, amongst other areas, the statutory responsibility for the City's NEETs.

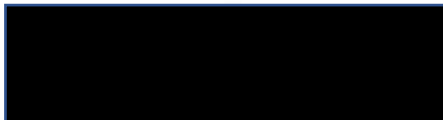
I have reviewed the research Patricia Carrington wishes to undertake with the NEETs at [REDACTED] and I am happy for this research to be undertaken and understand that she has committed to carry out the research with:

- The safeguarding of the learners being the overarching consideration of this research at all times.
- Appropriate relationship with the participants which will be undertaken with respect, justice, beneficence and non-maleficence.
- Social awareness and consideration.
- In line with the University of Northampton Ethics Code and Procedures.

She has also committed to ensure that all aspects of the research will be undertaken both ethically and morally.

Patricia is fully trained in safeguarding and prevent duties and has a current enhanced Disclosure and Barring Service check and has access to and is able to deal with any aspects that may arise in this area.

Yours sincerely



Corporate Director, People and Communities



Appendix 13 – Data and Baring Service Check Certificate

DBS Fee Charged	Certificate Number	001513421713
	Date of Issue:	10 DECEMBER 2015
Applicant Personal Details		Employment Details
Surname:	CARRINGTON	Position applied for:
Forename(s):	PATRICIA ANN	PRINCIPAL / HEAD OF SERVICE CHILD AND ADULT WORKFORCE
Other Names:	[REDACTED]	Name of Employer:
Date of Birth:	[REDACTED]	[REDACTED]
Place of Birth:	[REDACTED]	Countersignatory Details
Gender:	[REDACTED]	Registered Person/Body:
		[REDACTED]
		Countersignatory:
		JANET BRISTOW

Police Records of Convictions, Cautions, Reprimands and Warnings NONE RECORDED

Information from the list held under Section 142 of the Education Act 2002 NONE RECORDED

DBS Children's Barred List information NONE RECORDED

DBS Adults' Barred List information NONE RECORDED

Appendix 14 – College Staff Job Role Breakdown

College Staff by Department and Job Type										
	Tutors	LSA's	Assessor	Support workers	Care workers	Mentor	Service Assistants	Administrators/ Technicians	Managers	Totals
16-19 provision*	22	19	0	3	0	0	0	4	3	51
Adult Skills provision (19+)	48	23	0	0	0	0	0	4	4	79
Apprenticeships	0	0	6	0	0	0	0	2	1	9
Day Opportunities (provision for adults with learning difficulties)	0	0	0	0	45	8	9	3	8	73
Back room services	0	0	0	0	0	0	0	28	3	31
Leadership team	0	0	0	0	0	0	0	1	6	7
	70	42	6	3	45	8	0	42	25	250

* Department in which the study was undertaken

Appendix 15 - Business Operating Implementation plan - August 2016

S O	Actions	Measurable Outcomes	By whom and when	Re vie we d by
C 2	Improve the quality of provision and the learning experience (increase areas of outstanding)	<p>Restructure the quality team</p> <p>Ensure succession planning by offering selected tutors the opportunity to become observers</p> <p>Arrange training and development for new and existing observers</p> <p>Agree and implement a programme of shared practice with Quality Manager for Cambs. Adult Learning Service</p> <p>Review the quality structure to ensure that sufficient resources are available and deployed for a cross College perspective</p>	<p>October 2016</p>	

		<p>Agree schedule of content for Senior Quality Group meetings to increase scrutiny on selected areas</p> <p>Commission additional training offer as needed in areas such as planning and assessment and feedback</p> <p>See also actions for:</p> <p>Be 2 day ready</p> <p>Maximise the use of Digital</p>	<p>Senior Quality Group summer and autumn 2016</p>	<p>SL T</p>
	<p>PROGRESS UPDATE</p>			
<p>C 1</p>	<p>Improve the service to Day Opportunity Service Users</p>	<p>Provision of complex needs support, based at Kingfisher Centre, but integrated with people with less support needs and in the community</p> <p>To increase the number of supported people in employment activities</p> <p>To provide education options integrated with the offer</p>	<p>■ August 2017</p> <p>■ Ongoing</p> <p>■ Ongoing</p>	<p>SL T</p>

		To provide up to 4 hubs with access to changing places and food preparation provision as well as preventative and commissioned support on site and in the community	████ August 2017	
	PROGRESS UPDATE			
L2	Be devolution ready	<p>lead on a City-wide skills strategy</p> <p>To advise and support the LA and LEP on the devolved skills budget</p> <p>To be City lead on Area Reviews</p> <p>To align provision to City need.</p> <p>Introduce new fess policy</p>	<p>████ continuous</p> <p>████ up to Sept 2018</p> <p>████ Oct 2016 – April 2017</p> <p>████ 2016 and 2017 curriculum</p> <p>████ Sept 2016</p>	<p>GB</p> <p>GB</p> <p>GB</p> <p>GB</p> <p>GB</p>
	PROGRESS UPDATE			

L1 L2	Lead on the City's Skills Strategy	<p>To report on and update strategy and to take to scrutiny and Cabinet.</p> <p>To align provision and serves to the strategy</p> <p>To review strategy groups success to deliver on the strategy</p>	<p>■ Feb 2017</p> <p>■ Sep 2016</p> <p>■ September 2017</p>	<p>Chair</p> <p>Chair</p> <p>GB</p>
PROGRESS UPDATE				
L1	Marketing	<p>Raise the profile and brand attraction of CCP Group through a range of communication tools</p> <p>Review and update existing Marketing Strategy</p> <p>Develop an external facing perspective for the College</p> <p>To restructure Marketing Dept</p> <p>Set up a marketing Task group</p>	<p>■ April 2017</p> <p>■ December 2016</p> <p>■ December 2016</p> <p>■ December 2016</p> <p>■ from Nov 2016</p>	<p>ESLT, SLT & GB SC</p>

		Review the way in which we communicate and celebrate success	█ from Oct 2016	
		Source and capture market intelligence including city data and internal and external surveys	█ April 2017	
PROGRESS UPDATE				
F1	Ensure Financial Stability (including managing income generation and new forms of funding)	Set a balanced budget for 2016/17	█ June 16	GB Finance SC
		Monthly budget review meeting with managers	█ ongoing	GB Finance SC
		Meet funding targets	█ ongoing	GB
		Investigate potential partnerships and mergers	█ ongoing	GB
		Identify new sources of income	█ ongoing	GB

		Produce Income Generation Strategy	January 2017	
	PROGRESS UPDATE			
L2	Be 2 days ready	<p>Raise the profile of the Skills Development Plan by tasking managers to ensure that every tutor has completed and is using one</p> <p>In completing the above, review the plans and the VLE to track access to training opportunities</p> <p>Monitor completion of the 2-day scheduled checks list (newly introduced)</p> <p>Liaise with managers and observers to ensure that tutors in need of coaching are taking up the offer</p> <p>Plan and carry out a mock inspection</p> <p>Establish the extent to which all those on the 2-day action plan are aware of their responsibilities</p>	<p>Assistant Principal and Managers 30/04/16</p> <p>Assistant Principal and Managers 30/04/16</p> <p>ESLT summer 2016 and ongoing thereafter</p> <p>Assistant Principal 30/04/16</p> <p>SLT annual from 2016</p> <p>Assistant Principal April 2016 and termly checks thereafter</p>	ESL T and SLT

		Devise a peer critique sheet and ensure that robust SAR/QIP review updates feature at ESLT meetings.	SLT summer 2016 and termly thereafter	
	PROGRESS UPDATE			
L3	Manage the build project	<p>To identify 3 Community Serve hubs</p> <p>To develop Kingfisher Centre to support people with complex needs incorporating a hub and/or a supported enterprise</p> <p>To provide suitable site and facilities for the Industrial hub</p> <p>To start the work on xxx xxxxxxxx xxxx</p>	<p>██████████ November 2016</p> <p>██████████ – January 2017</p> <p>██████████ – January 2017</p> <p>██████████ – November 2017</p>	SL T

	PROGRESS UPDATE			
L4	Maximise the use of Digital	<p>Raise the profile and visibility of eLearning</p> <p>Develop independent learners by enhancing VLE use</p> <p>Use Proachieve to support student tracking, progress and monitoring</p> <p>Extend technology in the classroom</p> <p>Enhance electronic initial assessment, feedback and end-based assessment</p> <p>Implement ePortfolio innovations</p> <p>Enhance blended learning solutions</p> <p>Develop an online teaching and learning community</p> <p>Optimise systems and support structures (eg online registers)</p> <p>Develop online CPD (eSafety/Prevent/Safeguarding)</p>	<p>ESLT/Quality/VLE coordinator – ongoing throughout 2016/17</p>	<p>SL T</p>

		Develop Apple based and 3d design curriculum courses Facilitate Digital CV project for Day Opps Service Users		
	PROGRESS UPDATE			
L3	Manage the SuperKitchen/Charity	Write a strategy for the CCPF Roll out SuperKitchens in line with Community Serve Work in partnership with other similar projects across the city to ensure no unnecessary duplication of provision and maximise impact for those in need	██████████ April 2017 ██████████ 2017 ██████████ 2017	CCPF Board █ █
	PROGRESS UPDATE			
L2	Capture learner destinations	Review and update the Learner Destination Strategy	█ and Managers November 2016	

		Set targets	█ and Managers November 2016	SL T
		Monitor and review	█ and Managers ongoing	SL T
	PROGRESS UPDATE			
L2	Improve the English and Maths skills of staff and students	Review whole organization English, Language and maths Strategy and update action plan	Task Group Nov. 2016	SL T
		English and Maths requirement in all JDs.	SLT ongoing	SL T
		English, Maths and Language offer to all staff	SLT / ESLT ongoing	SL T
		Marking Policy to be produced with minimum standards for marking English grammar, spelling and punctuation	VP and Quality team by March 2017	SL T
		Further training on embedding Maths and English tutors.	ESLT ongoing	SL T

		English and Maths cross-organization awareness -raising event	ESLT March 2017	SL T
	PROGRESS UPDATE			
L2	Plan for apprenticeship delivery and funding changes	<p>Model existing funding profile into new funding methodology for both levy and non-levy employers</p> <p>Complete the Register of approved training providers PQQ and ITT due diligence to apply for fit for purpose financial allocation from May 2017 – July 2018.</p> <p>Develop a strategy for conversion of all Frameworks to Standards with a clearly defined timetable and have the staffing expertise to deliver Standards</p> <p>Evaluate current delivery staff's competence and skills capabilities around new apprenticeship standards and up skill where necessary</p>	<p>██████ May 2016</p> <p>██████ November 2016</p> <p>██████ December 2017</p> <p>██████ March 2017</p>	<p>SLT/ GB</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>

		Review end point assessment methodology to select an appropriate partner agency to validate end of standard competency	████ January 2017	SLT
		Investigate becoming an end point assessment centre	████ March 2017	
		Develop an organisational strategy to implement the apprenticeship reforms from May 2017	████ during September 2016	SLT
		Set up and provide apprenticeship candidates to public sector bodies (Local Authority)	████ By April 2017	SLT/GB
		Re-engineer back office services to deal with internal compliance funding systems	████ March 2017	
		Incorporate a target operating model into the employer engagement strategy for levy and non-levy paying employers		
		Review marketing materials to be updated to reflect the new apprenticeship system.		
		Register with the Digital Apprenticeship Service and the Institute for Apprenticeships when they are online.	████ By February 2017	SLT

		Work with schools to raise awareness of new apprenticeship standards to gain a commitment to refer into VET where appropriate for post 16 students	██████████ during 2017	SLT
	PROGRESS UPDATE			
F2	Retain the Matrix award	Produce action plan for annual check	Task Group by Nov. 2016	SL T
		Submit improvement progress to Matrix Assessor in advance of check	██████ by Jan. 2017	SL T
		Pass check and retain accreditation	Task Group Jan. 2016	SL T
	PROGRESS UPDATE			
F1	Retain Environmental Green award	Produce and review action plan	Task Group April 2017	
		Achieve Green Award and retain accreditation		
	PROGRESS UPDATE			

C 2	Community Serve	Setting up of the community led steering group	██████	Nov 2016
		Establish 3 Local Action Groups	████	ongoing
		Recruit Area Co-ordinators for each area	████	January 2017
		Engage with Ward Councillors	██████	Nov 2016
		Set up Community Hubs	██████	Jan 2017
		Develop Community initiative	██████	Nov 2016
	PROGRESS UPDATE			

Appendix 16– The College Balanced Scorecard

Balanced Scorcard 2016/2017												Report Date:
Core Measure	Link to Strategy	Target 2015/16	Actual 2015/16	Target 2016/17	1/4 ly targets and actual							
			Actual		Q1 Target	31/10/2016 Actual	Q2 Target	31/01/2017 Actual	Q3 Target	30/04/2017 Actual	Q4 Target	31/07/2017 Actual
Meet funded targets	F1	EFA £ SFA ASB classroom £ SFA Community £ Apps 16-18 £ Apps 19+ £		EFA £ SFA AEB Classroom £ SFA AEB Community £ SFA AEB Mental Health £ Apps 16-18 £ Apps 19+ £ TOTAL £	EFA - £ SFA AEB Classroom £ SFA Community £ SFA AEB Mental Health £ Apps 16-18 - £ Apps 19+ - £ TOTAL £		EFA - £ SFA AEB Classroom £ SFA Community £ SFA AEB Mental Health £ Apps 16-18 - £ Apps 19+ - £ TOTAL £		EFA - £ SFA AEB Classroom £ SFA Community £ SFA AEB Mental Health £ Apps 16-18 - £ Apps 19+ - £ TOTAL £		EFA - £ SFA AEB Classroom £ SFA Community £ SFA AEB Mental Health £ Apps 16-18 - £ Apps 19+ - £ TOTAL £	
Meet co-funded fees target	F1	ASB £ Community £		EFA LDD £ SFA AEB Classroom £ Apps 19+ £ TOTAL £	EFA LDD - £0 SFA AEB Classroom £ APPS19+ - £ TOTAL £		EFA LDD - £0 SFA AEB Classroom £ APPS19+ - £ TOTAL £		EFA LDD - £0 SFA AEB Classroom £ APPS19+ - £ TOTAL £		EFA LDD - £0 SFA AEB Classroom £ APPS19+ - £ TOTAL £	
Non government funded provision	F1	£		Full fees 19+ £ Full Fees TM £ Commercial £ Projects & bids £ Day Opps £ Community Serve £ TOTAL £	19+ £ Full Fees TM £ Commercial £ Projects/bids £ Day Opps £ Comm Serve £ TOTAL £		19+ £ Full Fees TM £ Commercial £ Projects/bids £ Day Opps £ Comm Serve £ TOTAL £		19+ £ Full Fees TM £ Commercial £ Projects/bids £ Day Opps £ Comm Serve £ TOTAL £		19+ £ Full Fees TM £ Commercial £ Projects/bids £ Day Opps £ Comm Serve £ TOTAL £	
Maintain active employer numbers (individual employers worked with this year)	I1	xxx Businesses	xxx	xxx	xxx		xxx		xxx		xxx	
Increase the number of active partnerships (delivering a course with or at this year)	I1	xx organisations	xxx	xxx	xx		xx		45		xxx	
Reduce course cancellations	C1	15%	16%	15%	10%		12%		13%		15%	
Improve attendance	C1, C2	19+ 87% CL 88% 16-18 78%	19+ 88% CL 88% 16-18 79%	19+ 87% CL 88% 16-18 80%	19+ 87% CL 88% 16-18 95%		19+ 87% CL 88% 16-18 89%		19+ 87% CL 88% 16-18 84%		19+ 87% CL 88% 16-18 80%	
Improve retention	C2	19+ 95% CL 98% 16-18 89%	19+ 97% CL 99% 16-18 89%	19+ 95% CL 98% 16-18 92%	19+ 95% CL 98% 16-18 98%		19+ 95% CL 98% 16-18 96%		19+ 95% CL 98% 16-18 94%		19+ 95% CL 98% 16-18 92%	
Improve success rates	C1	16-18 - 80% 19+ - 86% CL - 88% App succ - 82% App timely - 80%	16-18 - (Predicted approx 75%) 19+ 80% CL - 96% App succ - 80% App timely - 75%	16-18 - 85% (vocational) 16-18 - maths 65%, English 70% 19+ - 86% CL - 88% App succ - 82% App timely - 78%	16-18 Too early to measure 16-18 - maths 65%, English 70% 19+ 86% CL 88% App Success 75% App timely 50%		16-18 Too early to measure 19+ 86% CL 88% App Success 78% App timely 60%		16-18 Too early to measure 19+ 86% CL 88% App Success 80% App timely 70%		16-18 - 85% (vocational) 16-18 - maths 65%, English 70% 19+ 86% CL 88% App succ - 82% App timely - 78%	

Improve progression rates (overall Rate) Into employment Into education and training Into volunteering		19+ Employment: 30% Education 12% CL Employment 20% Education 10% Volunteering 5% Apprenticeships 87% positive outcomes, with a 67% progression to a higher level rate Study programmes 76% positive progression	19+ Employment: 22% Education: 23% CL Employment: 22% Education: 38% Volunteering: 4.5% Apps - employment - 96% Study Programmes - 76% (Predicted)	19+ Employment 25% Education 25% CL: Employment 20% Education 40% Volunteering 5% Apprenticeships: 87% positive outcomes, with a 67% progression to a higher level rate Study Programmes too early to measure	19+ & CL too early to measure Apprenticeships: 87% positive outcomes, with a 67% progression to a higher level rate Study Programmes too early to measure	19+ Employment 25% Education 25% CL: Employment 20% Education 40% Volunteering 5% Apprenticeships: 87% positive outcomes, with a 67% progression to a higher level rate Study programmes: 77% positive progression	19+ Employment 25% Education 25% CL: Employment 20% Education 40% Volunteering 5%	19+ Employment 25% Education 25% CL: Employment 20% Education 40% Volunteering 5% Apprenticeships: 87% positive outcomes, with a 67% progression to a higher level rate Study programmes: 77% positive progression		
Review and use gap analysis data in terms of success	I1	19+ English and Maths: 25-59 year olds' success rates: 82% 80% looked after children succeed and progress to a positive destination	19+ currently 93% Looked after children progression is predicted to be 100%. Success predicted to exceed 80%	19+ No significant achievement gaps 16-18: Ex-offenders – 60% success Learners with support needs under the umbrella of mental health – 60% success	19+ No significant achievement gaps	19+ No significant achievement gaps 16-18: Ex-offenders – 60% success Learners with support needs under the umbrella of mental health – 60% success	19+ No significant achievement gaps 16-18: Ex-offenders – 60% success Learners with support needs under the umbrella of mental health – 60% success	19+ No significant achievement gaps 16-18: Ex-offenders – 60% success Learners with support needs under the umbrella of mental health – 60% success	19+ No significant achievement gaps 16-18: Ex-offenders – 60% success Learners with support needs under the umbrella of mental health – 60% success	
Percentage observations good or excellent	C2	No observations - going ungraded	Grade Point Average = 2.0	90%	90%	90%	90%	90%	90%	
Learner survey 1. Increase the number of responses 2. Quality of Teaching and Learning and assessment 3. Overall experience	C1	1. 45% 2. 97% 3. 90%	1. 53% 2. 94% 3. 87%	1. 50% 2. 95% 3. 90%						
Day Opportunities Surveys - scope, design and implement a suite of surveys for People we support; parents / carers; and, employers. Survey response data targets to be agreed at a later date.	L1									
Partner survey Overall experience		90%		Overall experience 90%						
FE choices employer survey		8.6/10	FE Choices results - 8.4 / 10	FE Choices - 8.6 / 10						
Rooming clients survey 1. Increase the number of responses 2. Quality of facilities and service provided 3. Overall experience		1. 60% 2. 97% 3. 90%	1. 51% 2. 96% 3. 95%	1. 60% 2. 97% 3. 95%	1. 60% 2. 97% 3. 95%	1. 60% 2. 97% 3. 95%	1. 60% 2. 97% 3. 95%	1. 60% 2. 97% 3. 95%	1. 60% 2. 97% 3. 95%	
Organisation running costs	F2	0%	29%	27%	28%	27%	27%	27%	27%	
Permanent staff turnover (excluding redundancies)	L1	10%	12%	10%	1. 10%	10%	10%	10%	10%	

1. Reduce staff sickness days 2. Reduce short term sickness occurrences	L1	1. 3% 2. 160	1. 3.5% 2. 216	1. 3% 2. Average of 1 occurrence p.a., per salaried staff	1. 3% 2. 48		1. 3% 2. 96	1. 3% 2. 144		1. 3% 2. 192	
Improve staff survey feedback 1. Increase responses 2. Overall satisfaction 3. Review and implement a new way of collating feedback	L1	1. 55% response 2. 96% enjoy their job	1. 37% 2. 96%	1. 44% response 2. 96% enjoy their job							
Day Opportunities				Hours of support 1. Commissioned Day Support 731 hrs pw 2. Non Commissioned 95 hrs pw 3. Commissioned Employment Support 286 pw 4. Non commissioned employment support 63 hrs pw Total 1175 pw Job Outcomes (Work Choice) 1. Job starts (75% programme starts) 2. Job outcomes (80% of 1) 3. Progressions (75% of 2) 4. Sustains (75% of 3)	Hours of support 1. Commissioned Day Support: 731 hrs pw 2. Non Commissioned: 95 hrs pw 3. Commissioned Employment Support: 286 pw 4. Non commissioned employment support: 63 hrs pw Total 1175 pw Job Outcomes (Work Choice) 1. Job starts: 15 2. Job outcomes: 11 3. Progressions: 9 4. Sustains: 8		Hours of support 1. Commissioned Day Support 731 hrs pw 2. Non Commissioned 95 hrs pw 3. Commissioned Employment Support 286 pw 4. Non commissioned employment support 63 hrs pw Total 1175 pw Job Outcomes (Work Choice) 1. Job starts: 7 2. Job outcomes: 8 3. Progressions: 6 4. Sustains: 6	Hours of support 1. Commissioned Day Support 731 hrs pw 2. Non Commissioned 95 hrs pw 3. Commissioned Employment Support 286 pw 4. Non commissioned employment support 63 hrs pw Total 1175 pw Job Outcomes (Work Choice) 1. Job starts: 4 2. Job outcomes: 8 3. Progressions: 3 4. Sustains: 8		Hours of support 1. Commissioned day Support 731 hrs pw 2. Non Commissioned 95 hrs pw 3. Commissioned Employment Support 286 hrs pw 4. Non commissioned employment support 63 hrs pw Total 1175 pw Job Outcomes (Work Choice) 1. Job starts: 5 2. Job outcomes: 4 3. Progressions: 3 4. Sustains: 6	
Community Serve 1. the setting up of the community led steering group 2. the number of people that engage in the hubs 3. the number of carers engaged with 4. the number of community serve points set up 5. the number of hours in the time bank 6. the amount of digital activity on the council website 7. the number of initiatives implemented 8. the number of social enterprises set up. 9. the number of older people that have community friends and / or support				We will monitor and implement a target part way through the year.							