Bridge to Employment Year 2 Evaluation Report: Bracknell

September 2018 to June 2021

International Centre for Guidance Studies, University of Derby

Kedleston Road

Derby

DE22 1GB

Lewis Clark

Date submitted: 30/09/2020

Executive Summary

Bridge to Employment (BTE) is a three-year work readiness programme operating in several countries to date. In the UK, BTE is currently operating at East Hampstead Park Community School (EHPCS), having previously been completed in several other education providers around the country. The current BTE programme at EHPCS began in July 2018 and concludes in September 2021. The site coordinator for the BTE programme in EHPCS is *MyKindaFuture*; a social enterprise that gives young people the power and opportunity to kick-start their career and shape their future.

Year 2 of the BTE programme was run from September 2019 through to June 2020. From September through to February, BTE students engaged in a range of successful activities including: project management sessions, Dragon's Den style presentations, LinkedIn surgeries and project implementation sessions, among others. However, the delivery of the second half of the programme was significantly impacted by COVID-19 and subsequent global pandemic. In the U.K, the government implemented a nationwide lockdown from March 2020, limiting citizen to only leave their house for exercise and/or essential shopping. Restaurants, bars and non-essential shops, among other businesses were instructed to close, and schools, colleges and other education providers were instructed to close and move to online provision where possible.

As a result of the lockdown, the second half of the BTE programme had to be adapted. All face-to-face activities that had already been planned were postponed and replaced with new online sessions. This new method of delivery caused a number of significant challenges, particularly around student engagement, student behaviour and volunteer engagement. That said, the team were able to run a number of sessions such as mental health and wellbeing sessions, digital check-ins, live surgeries and Instagram competitions for those that were still engaging with the activities.

Alongside the BTE programme delivery, the annual evaluation was also significantly impacted by the pandemic. The implementation of the lockdown meant that the standardised mixed-methods approach of distributing surveys and running focus groups with the BTE students was challenging and unsafe – the Johnson & Johnson team therefore instructed all BTE evaluators around the globe to refrain from collecting this data. As a result, the Year 2 evaluation report set out below does not include any survey or focus group data for the second year of the programme, meaning any potential progress from Year 1 to Year 2 cannot be mapped and the potential achievement of any short-term outcomes that are identified in the programme model cannot be identified.

Introduction

The National Curriculum of England guides the education system in the United Kingdom. The National Curriculum introduced subjects and standards in both primary and secondary schools in order to standardise learning across the country. Learning in the national curriculum is assessed across key stages and is organised as follows:

Table A. Assessment across key stages.

Age	Year	Key stage	Assessment
5-6	Year 1	KS1	Phonics screening
6-7	Year 2	KS1	National tests and teacher assessments
7-8	Year 3	KS2	
8-9	Year 4	KS2	
9-10	Year 5	KS2	
10-11	Year 6	KS2	National tests and teacher assessments
11-12	Year 7	KS3	
12-13	Year 8	KS3	
13-14	Year 9	KS3	
14-15	Year 10	KS4	Some children take GCSEs
15-16	Year 11	KS4	GCSEs
	Year 12	KS5	A-Levels/BTEC
	Year 13	KS5	A-Levels/BTEC

Source: Department for Education (2017).

Community schools managed by local governments must follow the national curriculum however other state maintained or private schools do

not have to follow the national curriculum. For example, academies do not follow the national curriculum but their students are assessed at each of the key stages.

In 2015, it became compulsory for young people over the age of 16 to be in either education or training until they turned 18. There is a range of education and training options after the age of 16 in the UK. Students can go on to their school's sixth form or to a further education college to complete A-levels. These are the qualifications necessary for a successful application to University. Students also have the choice to complete a Business and Technology Education Council (BTEC) diploma. BTECs offer practical hands on learning alongside more theoretical content (UCAS, 2017). They can be taken full-time or in combination with other qualifications like A-levels or an apprenticeship. There are 2,000 BTEC qualifications across sectors like business, childcare, ICT, engineering and media. Students can also opt to take up a National Vocational Qualification (NVQ) in a further education college or with a training provider. An NVQ qualifies students in a variety of trades such as plumbing, childcare and joinery, among others. The UK government has also re-introduced apprenticeships at all qualification levels including to bachelor degree level. Since 2017, all large corporations are levied to encourage the take up of apprentices in business. Apprenticeships are available in a wide range of sectors but it is still a relatively new post-16 option for young people.

In 2017-2018 there were approximately 2.34 million students enrolled on an undergraduate higher education course in the UK (HESA, 2019). From 2017 to 2018 there were 164 Higher Education institutions that received public funding from the UK government (Universities UK, 2017). Universities are either typically referred to as pre-1992 or post-1992 "modern" universities. Post-1992 universities are former polytechnical institutes that were given University status in 1992. Pre-1992 universities also include Russell group universities (research-intensive universities) as

well as Oxbridge (elite universities of Oxford and Cambridge). As a result of the 1992 legislation creating the modern university there has been a push by successive government to prioritise widening participation to increase higher education participation for young people with specific initiatives targeting historically underrepresented groups.

EHPCS is a comprehensive school located in Bracknell for pupils aged 11 - 18. EHPCS has a secondary school and a sixth form for its students to go on to study A-levels. In 2018, EHPCS had 815 pupils on roll and their latest OFSTED report in 2016 rated the school as Good overall (DFE, 2019). EHPCS operates an academic year over three terms: Autumn, Spring and Summer. The year starts in September and ends in July. There is a total of 195 days in the academic calendar.

Table B presents a profile of EHPCS for the 2017-2018 school year. One measure of attainment in England at the school level is measured by the percentage of pupils earning English and Maths GCSEs with the grade of 5 or above. In 2018, 41.6% of pupils achieved a grade 5 or better in English and maths which is slightly lower compared to England overall (46.5%). The absence rate for EHPCS was 6.6% defined as "percentage of possible mornings or afternoons recorded as an absence from school for whatever reason across the full academic year." Approximately 12.3% of students were eligible for free school meals (FSM) which was slightly lower than the national average of 12.6%. Approximately 2% of students were recorded as having a statement of special educational needs (SEN) or an education and health care (EHC) plan. EHPCS had a lower than average number of students with English as an additional language (9.9%).

Table B. Profile of Bracknell Academy 2015-1016.

	Bracknell	**National Average**
Attainment		
Overall (5 A*-Cs)	41.6%	46.5%

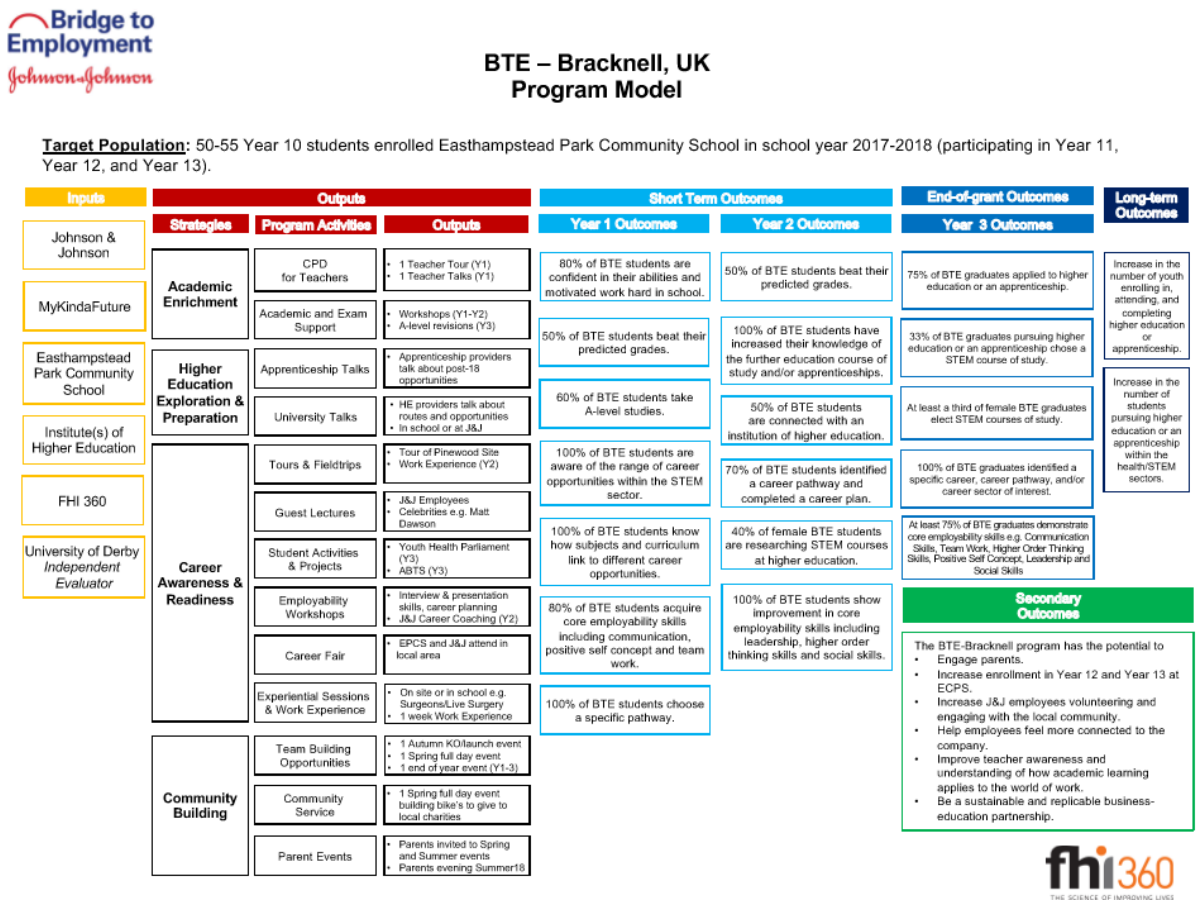
Absence rate	6.6%	5.5%
% free school meal eligible	12.3%	12.6%
% SEN statement or EHC plan	2%	4.4%
% English as additional language	9.9%	16.5%

BTE began in EHPCS in July 2018 and concludes in September 2021. The site coordinator for the BTE programme in EHPCS is MyKindaFuture[1]. MyKindaFuture is a social enterprise that gives young people the power and opportunity to kick-start their career and shape their future. They work with thousands of schools, colleges and universities to connect students to employers who are looking for their next generation of talent. They exist to build students aspirations, knowledge and networks and inspire them to embark on an exciting career journey by working closely with some of the UKs biggest employers.

The figure below is the BTE program logic model which sets out the program activities as well as short term and end of grant outcomes.

[1] https://www.mykindafuture.com/

Figure 1. Bridge to Employment Bracknell Programme Model.



Evaluation design and methods

Participants

BTE participants were recruited using a selection process designed by the school and site coordinator. Students were recruited in Year 10 to begin the programme in Year 11. The recruitment drive was launched via a presentation at a school assembly. Interested students were encouraged by the school to complete an application. After applications were completed, EHPCS engaged in targeted individual recruitment where students were categorised and chosen based on key demographics:

- low-income households,
- special educational needs (SEN),
- English as an additional language (EAL), and
- gifted and talented students.

Students whose applications were not successful were monitored as part of the control group. The table below displays the BTE and comparison group demographics at baseline.

Table 1. Baseline demographics for the report sample

Topic	Survey Q#	Participant Group	Respondent n =	Baseline
Gender	1a	BTE	53	Female 57.4% Male 42.6%
		Comparison	16	Female 31.3% Male 68.8%
Age Mean (SD)	1b	BTE	44	14.8
		Comparison	16	15.1

Mother's Ed Level Mode (%)	1c-mother	BTE	54	Degree Level 20.4%
		Comparison	16	Don't Know 50%
Father's Ed Level Mode (%)	1c-father	BTE	52	Degree Level 25.9%
		Comparison	16	Don't Know 50%

The gender split of the successful BTE students at baseline was 57.4% female and 42.6% male whereas the gender split for the comparison students was 31.3% female and 68.8% male. The average age of both groups was around 15 years old. The most common education level of BTE students' parents was degree level whereas comparison students did not know the highest education level of their parents.

Method

The BTE evaluation is conducted using a mixed-methods approach with four data collection points: (1) student survey, (2) student focus group, (3) attainment and absence data and (4) a volunteer survey.

A student survey was sent out to both participant and control groups prior to the start of the BTE programme to collect quantitative data about student demographics, extracurricular activities, self-report perception of work readiness skills, career planning skills, health and science sector awareness and knowledge, and higher education awareness. This survey is then administered again at the end of each BTE programme year in order to map any change across the length of the programme. At the end

of each year, an annual focus group facilitated by a researcher is also run with the BTE students in order to gain qualitative feedback on the programme.

Unfortunately, as a result of the current pandemic the evaluation team were instructed by Johnson & Johnson to refrain from disseminating the annual survey or conducting the focus group for the Year 2 evaluation. This report therefore does not include Year 2 student survey or focus group data, however the tables presenting the student survey outcomes from Year 1 have been left in this report to remind readers of the progress that was made up to this point.

This Year 2 report does include the quantitative attainment and absence data and volunteer survey data.

Academic measures

This section sets out the findings of the attainment and absence data that was collected at baseline, Year 1 and Year 2.

Unfortunately, the nationwide lockdown meant students could not undertake their end-of-year exams. The academic data presented for Year 2 is therefore based on students predicted grades (i.e. the grade that their teacher predicted they should achieve based on the work they have completed). This causes some challenges when comparing the Year 2 data to previous years because for many students their predicted grades might be lower than what they could have achieved if sitting an exam, while for others their predicted grades might be higher than what they would have achieved if sitting an exam.

Further to this, in Year 2 some participants progressed onto courses that varied in qualification type and level. For example, GCSE's are graded on a scale of 1 (lowest) to 9 (highest) while A-Levels are graded from A* (highest) to G (lowest). BTECs are graded on a scale of Near Pass, Pass, Merit and Distinction and vary from Level 1 to Level 3. As a result, it is difficult to accurately compare GCSE, A-level and BTEC results across the

three programme years. Some of the remaining BTE students did not progress onto a Maths, Science or English course meaning there was no data at these subject levels. Comparing Year 2 data to previous years and drawing conclusions from this should therefore be approached with caution.

Due to low number of responses from the comparison students, significance testing cannot be undertaken.

Table 2. Academic achievement and attendance

Topic	Survey Q#	Participant Group	Baseline (predicted grade)	Year 1 (GCSE results)	Year 2 (A-Level results)
Maths Grade Mean	NA	BTE	6	5.5	5.2
		Comparison	4.2	3.5	N/A
Science Grade Mean	NA	BTE	3.2	5.1	5.3
		Comparison	3.4	3.4	N/A
Language Grade Mean	NA	BTE	5.7	5.6	5.2
		Comparison	4.3	3.7	N/A
GPA (Mean)	1	BTE	5	5.3	5.6
		Comparison	4	3.5	N/A

Survey measures

As previously explained, student survey data for Year 2 was not collected. The tables below only present the survey data collected at Baseline and Year 1 of the programme. For further explanation on these two data points, please refer to the Year 1 evaluation report.

Table 3. Student Activities

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2
Students Participating in:					
Clubs % (n=)	2a	BTE	40.7% (n=54)	48.3% (n=29)*	N/A
		Comparison	25% (n=16)	4.5% (n=22)	N/A
Religious Activity % (n=)	2b	BTE	5.6% (n=54)	6.9% (n=29)	N/A
		Comparison	6.3% (n=16)	0% (n=22)	N/A
Sports % (n=)	2c	BTE	27.8% (n=54)*	17.2% (n=29)	N/A
		Comparison	0% (n=16)	0% (n=22)	N/A
Part-time Job % (n=)	2d	BTE	9.3% (n=54)	13.8% (n=29)	N/A
		Comparison	12.5% (n=16)	9.1% (n=22)	N/A
Tutoring % (n=)	2e	BTE	0% (n=54)	0% (n=29)	N/A
		Comparison	6.3% (n=16)	0% (n=22)	N/A
Volunteering % (n=)	2f	BTE+	7.4% (n=54)	0% (n=29)	N/A
		Comparison	6.3% (n=16)	9.1% (n=22)	N/A
Other Activities % (n=)	2g	BTE	7.4% (n=54)*	6.9% (n=29)	N/A
		Comparison	0% (n=16)	4.5% (n=22)	N/A

Not participating in any activity % (n=)	2h	BTE+	31.5% (n=54)	41.4% (n=29)	N/A
		Comparison	50% (n=16)	54.5% (n=22)	N/A

+ Difference between baseline and year 1 is statistically significant ($p < 0.05$).

*Difference between BTE group and comparison groups is statistically significant ($p < 0.05$).

Table 4. BTE Attitudes and Motivation

Topic	Survey Q#	Baseline	Year 1	Year 2
BTE of Students "Agreeing" or "Strongly Agreeing" the BTE Experience:				
Will motivate (B)/Has motivated (Y1-3) to work harder in school % (n=)	Ie	90.6% (n=54)	N > 5	N/A
Will help (B)/Has helped (Y1-3) feel good about the future % (n=)	If	92.6% (n=54)	N > 5	N/A
Will provide (B, Y1-2)/Provided (Y3) an advantage when applying to FE, HE or job % (n=)	II	79.6% (n=53)	N > 5	N/A

Table 6. Rating of Work Readiness Skills

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2
Students Rating as "Good" or "Very Good" Their Work Readiness Skills, Including:					
Decision Making	6a	BTE	68.6%	63.5%	N/A

% (n=)			(n=54)	(n=29)	
		Comparison	75% (n=15)	81.8% (n=22)	N/A
Time Management % (n=)	6b	BTE	63% (n=54)	69% (n=29)	N/A
		Comparison	75% (n=15)	63.6% (n=22)	N/A
Leadership % (n=)	6c	BTE	55.6% (n=54)	69% (n=29)	N/A
		Comparison	57.5% (n=15)	68.1% (n=22)	N/A
Work Independently % (n=)	6d	BTE	81.5% (n=54)	93.1% (n=29)	N/A
		Comparison+	87.6% (n=15)	90.9% (n=22)	N/A
Team Work % (n=)	6e	BTE	79.7% (n=54)	96.5% (n=29)	N/A
		Comparison	75.1% (n=15)	95.5% (n=22)	N/A
Resourcefulness % (n=)	6f	BTE	73.1% (n=54)	79.3% (n=29)	N/A
		Comparison	75.1% (n=15)	59.1% (n=22)	N/A
Reading % (n=)	6g	BTE	79.6% (n=54)	86.2% (n=29)	N/A
		Comparison	75% (n=15)	81.8% (n=22)	N/A
Writing % (n=)	6h	BTE	59.3% (n=54)	51.7% (n=29)	N/A
		Comparison	31.3% (n=15)	31.8% (n=22)	N/A

Presentation Skills % (n=)	6i	BTE	72.3% (n=54)	62.1% (n=29)	N/A
		Comparison	62.5% (n=15)	45.4% (n=22)	N/A
Problem Solving % (n=)	6j	BTE +	81.5% (n=54)	89.6% (n=29)*	N/A
		Comparison	81.3% (n=15)	83.3% (n=22)	N/A
Creative Thinking % (n=)	6k	BTE	62.1% (n=54)	86.2% (n=29)	N/A
		Comparison	72.1% (n=15)	63.6% (n=22)	N/A
Math Problems % (n=)	6l	BTE	69.4% (n=54)	62.1% (n=29)	N/A
		Comparison	56.3% (n=15)	59% (n=22)	N/A
Scientific Experiments % (n=)	6m	BTE	69.4% (n=54)	65.5% (n=29)	N/A
		Comparison	43.8% (n=15)	36.4% (n=22)	N/A
Computer Programs % (n=)	6n	BTE	87.1% (n=54)	79.3% (n=29)	N/A
		Comparison	72.1% (n=15)	50.2% (n=22)	N/A

*Difference between BTE group and comparison groups is statistically significant ($p < 0.05$).

+ Difference between baseline and year 1 is statistically significant ($p < 0.05$).

Table 7. Confidence in Career Planning Skills

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2

Students "Agreeing" or "Strongly Agreeing" that They Are Confident in Their Career Planning Skills, Including:					
Conducting Career Research % (n=)	5e	BTE	76% (n=53)	89.7% (n=29)	N/A
		Comparison	75% (n=16)	77.2% (n=22)	N/A
Talking to Adults in Field of Interest % (n=)	5f	BTE	61.1% (n=53)	44.8% (n=29)	N/A
		Comparison	62.5% (n=16)	50% (n=22)	N/A
Matching Career Choice with Interests % (n=)	5g	BTE	77.8% (n=51)	79.3% (n=29)	N/A
		Comparison	87.5% (n=16)	90.9% (n=22)	N/A

Table 8. Health and Science Sector Awareness and Knowledge

Topic	Survey Q#	Participant Group	Base-line	Year 1	Year 2
Students "Agreeing" or "Strongly Agreeing" with Positive Statements About Their:					
Health Career Awareness % (n=)	4b	BTE	31.5% (n=54)	48.3% (n=28)	N/A
		Comparison	50% (n=16)	50% (n=21)	N/A
Knowledge of Skills Needed for Health Careers % (n=)	4c	BTE+	83.4% (n=53)	48.3% (n=28)	N/A
		Comparison	31.3% (n=16)	31.8% (n=21)	N/A

BTE Students "Agreeing" or "Strongly Agreeing" that the BTE Experience Will Increase (Baseline) or Has Increased (Year 1, Year 2, Year 3):					
Knowledge of Why Science/Math Skills Important for Health Career % (n=)	Ia	BTE	94.5% (n=54)	N > 5	N/A
Health Career Awareness % (n=)	Ib	BTE	90.7% (n=54)	N > 5	N/A
Science/Math Career Awareness % (n=)	Ic	BTE	90.7% (n=54)	N > 5	N/A
Knowledge of Health, Science, Math Career Planning Steps % (n =)	Id	BTE	88.9% (n=54)	N > 5	N/A

*Difference between BTE group and comparison groups is statistically significant ($p < 0.05$).

+ Difference between baseline and year 1 is statistically significant ($p < 0.05$).

Table 9. Connections between Youth and Adults in the Workplace

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2
Students Gaining Career Advice from:					
An Adult % yes (n=)	3	BTE+	94.4% (n=54)	58.6% (n=28)	N/A
		Comparison+	93.8% (n=16)	59.1% (n=21)	N/A
A J&J Employee	3a	BTE	N/A	16.8%	N/A

% yes (n=)				(n=28)	
		Comparison	N/A	N/A	N/A

*Difference between BTE group and comparison groups is statistically significant ($p < 0.05$).

+ Difference between baseline and year 1 is statistically significant ($p < 0.05$).

Table 10. Plans to Pursue a Health/Science Sector Career

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2
Students Planning:					
A Career in Health/Science % yes (n=)	8	BTE	16.7% (n=53)	27.6% (n=29)*	N/A
		Comparison	N >5	22.7% (n=21)	N/A
Among Students Reporting Not Wanting or Being Unsure about Health/Science Career, % of Students Reporting Particular Reasons:					
Want to Do Something Else % yes (n=)	8b1	BTE	37.7% (n=45)	63.6% (n=22)	N/A
		Comparison	88.8% (n=9)	47% (n=17)	N/A
Not Enough Knowledge of Health Jobs % yes (n=)	8b2	BTE	42.2% (n=45)	16.6% (n=21)	N/A
		Comparison	11.1% (n=9)	17.6% (n=17)	N/A
High Cost of HE % yes (n=)	8b3	BTE	0% (n=45)	0% (n=21)	N/A
		Comparison	22.2% (n=9)	0% (n=17)	N/A
Low Salary	8b4	BTE	0%	4.7%	N/A

% yes (n=)			(n=45)	(n=21)	
		Comparison	0% (n=9)	0% (n=17)	N/A
Bad Grades % yes (n=)	8b5	BTE	22.2% (n=45)	9.5% (n=21)	N/A
		Comparison	11.1% (n=9)	17.6% (n=17)	N/A
Lack Skills % yes (n=)	8b6	BTE	25% (n=44)	19% (n=21)	N/A
		Comparison	0% (n=9)	29.4% (n=17)	N/A
Personality Mismatch % yes (n=)	8b7	BTE	15.5% (n=45)	14.2% (n=21)	N/A
		Comparison	11.1% (n=9)	23.5% (n=17)	N/A
Preparation Time is Too Long % yes (n=)	8b8	BTE	13.3% (n=45)	9.5% (n=21)	N/A
		Comparison	0% (n=9)	11.7% (n=17)	N/A
Too Difficult % yes (n=)	8b9	BTE	15.9% (n=44)	23.8% (n=21)	N/A
		Comparison	11.1% (n=9)	17.6% (n=17)	N/A
Other % yes (n=)	8b10	BTE	2.2% (n=45)	4.7% (n=21)	N/A
		Comparison	0% (n=9)	17.6% (n=17)	N/A

Table 11. Awareness, Confidence, and Intentions Pertaining to Higher Education (HE)

Topic	Survey Q#	Participant Group	Baseline	Year 1	Year 2
Students "Agreeing" or "Strongly Agreeing" that They Are Aware of:					
FE and HE Opportunities % yes (n=)	4a	BTE+	94.4% (n=54)*	86.2% (n=28)	N/A
		Comparison	93.8% (n=16)	86.4% (n=21)	N/A
Students "Agreeing" or "Strongly Agreeing" They Have Confidence in Their Ability to:					
Use Knowledge & Skills to Attain Educational Goals % yes (n=)	5a	BTE	83.4% (n=53)	79.3% (n=29)	N/A
		Comparison	81.3% (n=16)	72.7% (n=22)	N/A
Understand FE and HE Planning Steps % yes (n=)	5h	BTE	74.1% (n=53)	82.8% (n=29)	N/A
		Comparison	68.8% (n=16)	72.7% (n=22)	N/A
Apply to FE and HE Institution % yes (n=)	5i	BTE	59.2% (n=53)	79.3% (n=29)	N/A
		Comparison	50.1% (n=16)	72.7% (n=22)	N/A
Attend FE and HE Institution % yes (n=)	5j	BTE	74.1% (n=53)	89.7% (n=29)*	N/A
		Comparison	54.6% (n=16)	63.6% (n=22)	N/A
Immediately After Secondary School, Students Planning to:					
Attend an FE or HE Institution % yes (n=)	7	BTE+	70.4% (n=54)	75.8% (n=29)	N/A
		Comparison	56.3%	50%	N/A

			(n=16)	(n=20)	

*Difference between BTE group and comparison groups is statistically significant ($p < 0.05$).

+ Difference between baseline and year 1 is statistically significant ($p < 0.05$).

Table 14. Status of BTE Outcomes

Target Year 2 Outcomes	Data and Findings	Status
50% of BTE students beat their predicted grades	N/A	Undetermined
100% of BTE students have increased their knowledge of further education and/or apprenticeships	N/A	Undetermined
50% of BTE students are connected with a higher education institution	N/A	Undetermined
70% of BTE students identified a career pathway and completed a career plan	N/A	Undetermined
40% of BTE students are researching STEM courses at higher education	N/A	Undetermined
100% of BTE students show improvement in core employability skills including leadership,	N/A	Undetermined

higher order thinking skills and social skills		

Johnson & Johnson Employee Survey Findings

Eight Johnson & Johnson employees responded to the survey.

Four of the respondents have been volunteering with the BTE programme for between two and three years, one respondent has been volunteering for between one and two years and three respondents started volunteering in the last twelve months (i.e. Year 2 of the programme).

When asked how much time was spent volunteering with the BTE programme in the last twelve months, including preparation and implementation time, five respondents estimated between one and twenty hours, two respondents estimated between forty-one and sixty hours, and one respondent estimated between sixty-one and eighty hours.

Role of participants/volunteers

Table 15 below displays the different roles that volunteers have undertaken within the BTE programme and the number of volunteers that have undertaken each role in the last twelve months.

Table 15: Number and Role of Volunteers

Role of Volunteers	N
Helped with programme planning	5
Led a company tour	1
Chaperoned student field trip	2
Served as a guest lecturer/speaker	3
Facilitated workshops for students	6
Helped with a student-based project	3
Judged a student competition	4
Conducted informational interviews with students	0

Served as a career coach/mentor/navigator	1
Provided academic tutoring	0
Hosted a job shadow opportunity	0
Supervised a student intern	0
Reviewed/helped develop curriculum	2
Other	1

The most common voluntary roles within the Year 2 BTE Bracknell programme were helping with programme planning (5 out of 8), guest lecturing (3 out of 8), facilitating workshops for students (6 out of 8), helping with student-based projects (3 out of 8) and judging student competitions (4 out of 8), among others.

All respondents 'strongly agreed' that Johnson & Johnson provide sufficient opportunities for them to volunteer, however only five out of nine respondents 'agreed' they would be more likely to stay at Johnson & Johnson because of the volunteering opportunities it provides them.

Most of the respondents recognised the benefits that the second year of the programme continues to have on not only themselves, but also the community and the young people involved.

Personal

The BTE programme benefitted the volunteers professionally and personally. Some respondents mentioned how it helped them to connect and work with young people, build relationships with colleagues that they often would not interact with on a daily basis, and develop leadership skills. Other respondents mentioned how it put them out their comfort zone, improved their ability to communicate with young people and gave them fulfilment when helping young people "think about their next steps in careers". Further to this, all seven respondents 'agreed' or 'strongly agreed' that they feel they have made a difference in a young person's life by participating in the BTE programme.

Respondents were sked to respond to seven statements about the personal impact that volunteering on this year's BTE programme has had on them. Table 16 below displays the results.

Table 16: Personal Impact of Programme on Volunteers

I believe the BTE programme…	Strongly Disagree	Disagree	Agree	Strongly Agree
Gave me new ideas or fresh perspectives on work processes	0	1	0	7
Enhanced my own professional development	0	0	3	5
Improved my cross-cultural communication skills	0	1	5	2
Improved my ability to work with people	0	0	6	2
Improved my leadership skills	0	0	5	3
Improved my project management skills	0	0	7	1

Enhanced my ability to supervise / coach people	0	1	5	2
Made me more effective in my job	0	3	4	1

Most respondents 'agreed' or 'strongly agreed' that the programme enhanced their own professional development, improved their ability to work with other people, improved their leadership skills and improved their project management skills. No respondents 'strongly disagreed' with any of the seven statements.

Community

All six respondents 'strongly agreed' that the BTE programme benefits the local community. Respondents 'agreed' or 'strongly agreed' that the programme helped them to gain a better understanding of the issues facing their community and a better understanding of the young people in their community. They also 'agreed' that they plan to participate in or volunteer for other community service opportunities in the future.

Young People

All respondents 'agreed' or 'strongly agreed' that (1) students were prepared for their activities, (2) they wore the correct attire for the activities, (3) they seemed interested in the activities, (4) the majority of BTE students possess the employability skills needed to be successful in higher education or the workplace and (5) BTE students gained skills they can use in the future through the activities offered by their company.

Discussion and Conclusion

This year, BTE in EHPCS was unlike no other. The global pandemic severely disrupted the programme delivery for almost half of the academic year. That said, those involved did an excellent job in adapting to the circumstances by offering BTE students the chance to participate in a range of activities online. Although engaging students through online activities was challenging, the team persevered and were able to learn some valuable lessons for the delivery of BTE in its final year.

Unfortunately, due to the circumstances a robust evaluation was not undertaken, meaning the true impact of the programme on the BTE learners and the disruptions that the team had to overcome, could not be explored fully. Further, the progress against each Year 2 target outcome could also not be explored. Any conclusions drawn from this report should therefore be considered within the context of the challenges that were faced.

References

Department for Education. (2017). East Hampstead Park Community School. Available at: https://www.compare-school-performance.service.gov.uk/school/136858 Accessed: 19 September 2019

Department for Education. (2017). The National Curriculum. Available at: https://www.gov.uk/national-curriculum Accessed: 22 September 2017.

HESA. (2017). Students and Graduates. Available at: https://www.hesa.ac.uk/data-and-analysis/students Accessed: 22 September 2017.

UCAS. (2016). BTEC Diplomas. Available at https://www.ucas.com/ucas/16-18-choices/search-and-apply/qualifications-you-can-take/btec-diplomas Accessed: 22 September 2017.

Universities UK. (2017). Higher Education in Facts and Figures. Available at: http://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Pages/facts-and-figures-2016.aspx Accessed: 22 September 2017.