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Equality and Diversity in Further Education

Sheine Peart
Series Editor Susan Wallace
Contents

Meet the author vi
Meet the series editor vii

1 Introduction: equality and diversity in Further Education 1
2 Professional responsibilities of tutors in Further Education 5
3 Race and disability in Further Education: international and national perspectives 16
4 Meeting the needs of adult learners 36
5 Working with younger learners and the impact of youth on learning 50
6 Meeting the needs of transient populations 68
7 Working with cross-cultural groups 80
8 Integrating offenders in Further Education 94
9 Managing gender and sexual orientation issues 112
10 Managing equality and diversity in Further Education 128

Glossary of acronyms 143
Index 146
Sheine Peart

I have worked in schools, colleges, local authorities and youth and community settings. I have taught on various vocational programmes, working with challenging students, within Further Education (FE) for 15 years. I held the post of the college equalities manager for eight years and also managed a local authority education team dedicated to raising the achievement of African and Caribbean pupils. In my current post at Nottingham Trent University I teach on the pre-service full-time PGCE, Professional Graduate Certificate in Education, and the Certificate in Education for the Lifelong Learning Sector as well as managing the Masters in Education courses. I am currently engaged in supporting one large urban college in developing a dedicated in-house student support group for Black male students, called ‘Black on Track’.
Meet the series editor

Susan Wallace

I am Emeritus Professor of Education at Nottingham Trent University where, for many years, part of my role was to support learning on the initial training courses for teachers in the Further Education (FE) sector. I taught in the sector myself for ten years, including on BTEC (Business and Technology Education Council) programmes and Basic Skills provision. My particular interest is in the motivation and behaviour of students in FE, and in mentoring and the ways in which a successful mentoring relationship can support personal and professional development. I have written a range of books, mainly aimed at teachers and student teachers in the sector, and I enjoy hearing readers’ own stories of FE, whether it’s by email or at speaking engagements and conferences.
Introduction: equality and diversity in Further Education

1 Introduction: equality and diversity in Further Education

Structure and organisation of this book

Chapter summaries

The equality and diversity landscape in FE
Chapter aims

This book has been written for all staff who work in a teaching, training or supporting learning capacity in Further Education (FE). The overall purpose of this book is to alert you to some of the historic and contemporary discussions regarding equality and diversity and to give you an opportunity to formulate your personal responses to these issues. This book cannot provide an answer to each and every situation you may encounter in your working life. However, the critical thinking tasks and case studies embedded throughout the book will help you to work through how you might manage these issues, where you could go for support and how to build yourself a firmly base from which you can challenge inequality and discrimination.

The function of this chapter is purely to provide you with a map to navigate the rest of the book. While it is hoped you will want to read the entire book, it is almost inevitable that you will find some chapters more useful than others. Appreciating that FE tutors are busy people with multiple demands on their limited time, this chapter will enable you to make informed decisions regarding which chapters you will read and in what order you need to read them.

The equality and diversity landscape in FE

FE is the most diverse of all education sectors. It welcomes students of all abilities from those working at pre-entry level to students studying degree-level programmes; anyone over the age of 14 can attend college, including adult returners and students who have been excluded from schools, and there is no official upper age limit. This book examines the needs of these groups and extends the diversity debate to enable you to review your role as a tutor when working with different learners.

Effectively managing diversity and promoting equality (a legislative requirement of the 2010 Equalities Act) is a significant challenge for all teaching staff who have been given the responsibility of turning statute into reality, with very little advice. This book provides practical suggestions on how FE tutors can begin to meet these challenges.

Structure and organisation of this book

Each chapter in this book is organised in the same way. This is to support ease of use and to enable you to develop rapid familiarity with the text. All chapters begin with a visual map of the chapter contents. If you have very little time, simply consulting this map may be sufficient for you to decide whether or not you wish to read the chapter. However, the visual maps only provide the briefest information and do not give a detailed description of the chapter sections.

Directly following the map, specific chapter objectives are given. These chapter objectives list the skills you will have developed and knowledge you will have gained by working through the chapter contents. To support you in developing your skills and understanding, embedded throughout each chapter you will find a number of critical thinking tasks, case studies and discussions. Each of these different scenarios is drawn from a real situation or is based on an actual event. While some of these situations may be alien to you personally, they
represent the range of different incidents that can occur in a college setting. Reading these case studies and carefully considering how you would respond will equip you to effectively manage similar situations should you encounter them in the future.

The critical thinking tasks are a particularly important feature of each chapter. Based on the information you have been given, the tasks invite you to engage both practically and intellectually with how to handle a particular challenge; you are asked to consider the impact and outcome of actions and events; and, most crucially, what such situations mean for you in the context of your working life. For most of these tasks there is no single right answer. Each answer will be, and should be, contextualised. What may seem appropriate in a large, multi-site general FE college may not be suitable in a small, single site, specialist institution. However, regardless of the location, size or type of college, every FE tutor is legislatively bound by the 2010 Equalities Act to work to promote equality of access for all learners, and to promote positive relationships between different groups of college users.

Each chapter also has at least one discussion. The discussions provide a response to the critical thinking tasks. They are not the only response that could be made and there may be other suitable actions or replies. However, they provide a clear summary of an educationally suitable, equality relevant response.

Chapter reflections at the end summarise the key points of the chapter. You are then invited to assess your own learning using the learning review audit. This tool may also help you to plan your own professional development needs by highlighting any areas where you need to complete more work. If your college has an appraisal system you may choose to take copies of some of these audits to discuss with your managers or peers. To support and encourage your further development a short list of further useful reading and websites is given at the end of each chapter.

Chapter summaries

Chapter 2 begins by explaining the requirements on all tutors working in FE, the legislative requirements imposed on those working in the public sector and by organisations such as Teaching Unions and the Institute for Learning (IfL). The IfL is responsible for conferring Qualified Teacher Learning and Skills (QTLS). While it is not obligatory for FE tutors to gain QTLS, it is advisable because it demonstrates professional commitment and competence, and from the 1 April 2012, IfL members with QTLS status are also recognised as qualified to teach in schools (IfL website). The IfL thus remains an important and influential organisation for all teaching staff in FE and its role is discussed in this chapter.

Chapter 3 provides a contextual framework for diversity and equality. International and UK national perspectives and agendas are discussed, and pivotal events such as the Little Rock Nine dispute, the Swann Report, the Warnock Report and the Salamanca Conference are described. Historically it considers the impact of the US Civil Rights movement and the politicisation of race issues. It reviews how these arguments transferred to a UK context and charts how the United Kingdom has edged its way towards embracing a race equality agenda. It reviews the politicisation of organisations for people with disabilities and the changing representations of people with disabilities in education through the lens of empowerment, rights and entitlement.
Adults, that is anyone over the age of 18, form the majority student group in FE colleges. Additionally, many courses in FE are taught on a part-time basis. However, sometimes adult learners appear to be an almost invisible population, with their needs being prioritised below that of the full-time 16 to 18 year-old learners. Chapter 4 examines how you can work to ensure that the distinct needs of adult learners are not overlooked and they are not subsumed into a generic youth based culture.

Younger learners may be transferring to FE straight from school and may be used to a tightly structured environment where their time is strictly managed. Chapter 5 considers the support that younger learners might need in order to make a successful transition from being a child instructed what to do at school, to being a young adult capable of making reasoned, rational decisions. It reviews how to build appropriate professional relationships and your legal responsibilities when working with young people.

Chapter 6 examines the needs of transient student populations. In relation to students in this category, you could be working with a group in September who will have left by November. The very nature of being a temporary student means this group can easily be forgotten and as such is a vulnerable group. Three particular groups are considered in this chapter: apprentices, overseas students, and refugees and asylum seekers. The different needs of each are detailed and information which challenges popular reporting is presented.

Chapter 7 considers the implications of working with different cultural groups. It revisits the definition of a culture and provides contemporary examples of new and emerging cultures. It examines equality legislation and the different characteristics which are protected under UK legislation as well as the opportunities and challenges this poses for education.

Chapter 8 examines tutor responsibilities when working with offenders within a college environment. This chapter considers the organisation and structure of the judiciary and how college users may come into contact with different parts of this organisation. The chapter also considers how tutors might respond to potentially challenging or compromising situations.

Homophobic attitudes are still apparent in general society and in education. Chapter 9 examines how tutors can work in a positive way with college users to challenge negative gender stereotypes and to ensure that the requirements of the 2010 Equalities Act are adhered to.

Chapter 10 discusses managing equality and diversity in colleges. To achieve this task colleges need a fair and transparent management system where the needs of all college users are considered within the context of the legislative framework. This chapter evaluates what this means in practice for college users, how the senior management team needs to structure their response to equality issues, departmental action and individual tutor responses to diversity.

A glossary of all acronyms is provided at the end of the book which explains all abbreviations used in these chapters.

References

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Index

academic ability, 97
Adult Court, 100, 101
adult education, 38
  and external influences on tutors, 43–44
  Foster review, 39
  for individuals and employers, 38–39
  learning technologies, 45
  purpose of FE, 43
adult learners, 4
  characteristics of, 39–42
  decision making process, 40
  learning communities, 45
  learning technologies, use of, 45
  levels of understanding, 40
  needs of, 44–45
  purpose of teaching, 37–38
  with special educational needs, 30
  strategies to support, 44–45
adult teaching, assumptions for, 46

African Americans
  No Child Left Behind legislation, 19
  racial segregation in the US, 19
  right to integrated education, 17–19

African slaves, in England, 20

andragogy (theory of adult learning), 46, 51, 55

anti-Black riots (1958), London, 21, 87
anti-racism educational charity, 24

Anti-Social Behaviour Orders (ASBOs), 107

apprentices, 4, 77
  academic qualifications, 70
career/employment decision, 71
levels of study, 70
National Vocational Qualifications (NVQs), 70
  in UK education system, 69
vocational education, 69
wages, 70
working with, 69–70

assessment, 8, 28, 118, 119
  Associate Teacher Learning and Skills (ATLS), 11
  Association for Science Education (ASE), 11
  asylum seekers, 4, 77. See also refugees
    bogus, 72
    global asylum applications, 72
    safe havens, 76
    working with, 71–73

behaviour
  student behaviour, 47
tutor behaviour, 56–57
bilingual schools, 31
bind-overs, imposition of, 107
bi-sexuality, 122
Black people. See African Americans
Board of Education, 51
Boyle, Edmund, 21
Boyle’s Law, 21

Boys into Books initiative (2007–08), 114
British Computing Society (BCS), 11
British Horse Society (BHS), 11
British Overseas Territories, 74
buddy system, 54

Cameron, David, 72, 88
career choices, 116–17
Caribbean Society, 75

Charter of Rights and Freedoms (1982), Canada, 31
Cheyney University, Pennsylvania, 19
Citizens’ Advice Bureau, 91
citizenship rights, in Britain, 21
City and Guilds qualifications, 70
Civil Rights Act (1964), US, 19
classroom management, 8, 40
Coard, B., 22
code of conduct. See student code of conduct
Code of Professional Practice, 11  
colonialism, impact of, 21  
Commission for Racial Equality (CRE), UK, 22  
communities of practice, 45  
compensation, 107  
Confederation for British Industry (CBI), 77  
conflict of interests, 57  
Constitution Act (1982), Canada, 31  
corporal punishment  
   abolition of, 52  
   for enforcing discipline, 52  
County Court, 100  
court costs, 107  
creative learning opportunities, 131  
crime management, role of judicial agencies in, 98–101  
criminal careers, risk factor in, 97  
criminal lifestyle, 97  
criminal responsibility in the UK, age of, 100  
cross-cultural groups  
   and college communities, 91–92  
   cultural identity, 91  
   cultural location, 87  
   and equality legislation in the UK, 83–84  
   meaning of, 81–82  
   membership of, 87  
   race in education, 88–89  
Crown Court, 99–100, 101  
culture, meaning of, 81–82  
curfews, 106  
curriculum, 37, 43, 51, 62, 76  
cyber-bullying, 59  

data management systems, 115  
decision-making, 28, 40  
Department for Children, Schools and Families (DCSF), 23, 114  
Department for Communities and Local Government, 91  
Department for Education and Employment (DfEE), 38  
Disability Discrimination Act (1995), UK, 32, 84  

East Midlands Development Agency (EMDA), 77  
Education Act (1880), UK, 20  
Education Act (1944), UK, 25, 27, 38, 52, 62  
education and social networking sites, 57  
education system, 18, 97  
apprenticeships, 69  
dependency model, 25  
discrimination against Black people, 17–19, 22  
elementary, 29  
equality and diversity policies, 6, 11  
progressive stages of, 25  
state education, 51  
Eisenhower, President, 18  
e-learning, 45  
electronic monitoring. See tagging  
elementary education, 29  
Employment and Support Allowance (ESA), 73  
End Racism This Generation’ campaign, 24  
English for Speakers of Other Languages (ESOL), 73  

Equalities Act (2010), UK, 2, 3, 4, 28, 32, 83–84, 87, 119, 122, 123, 140  
characteristics protected by, 84  
Equalities Challenge Unit, 115, 119  
equality and diversity, in Further Education  
   challenges associated with, 135–36  
   college responses to, 129–31  
   implementation of, 139  
   minority perspectives, accommodation of, 140  
   policy development and implementation, 132–33  
equality of opportunity, 25  
equality, concept of, 6, 24  
European Economic Area (EEA), 74  
European Union (EU). See European Economic Area (EEA)  
extra-curricular activities, 19  

Family Courts, 101  
Faubus’ school closure law, 18  
FE colleges, 4, 11, 38, 103, 115, 125  
   charter, 59  
   curriculum, 37  
   duty of care standards, 57–58  
   equality and diversity in, 4  
   equality policy, 130, 136, 140  
   leadership and management, quality of, 131  
   transition from school to, 52–54  
FE tutors, 123  
adult education influence on, 43–44  
assessment of learner progress, 8  
behaviour, 56–57  
classroom management skills, 8  
Code of Professional Practice, 11  
equality and diversity, importance of, 6, 11  
   legislative boundation, 3  
   peer support, 13–14  
   professional expectations, 8–9, 10  
   residential trips, 7–8  
   responsibilities, 4, 8–9, 10, 103, 137  
   role conflict, 103–104  
   subject knowledge of, 8  
   teaching ability, 10  
feedback, 45  
femininity, normative models of, 118  
fines, for offence in Further Education, 105  
Finnish sign language, 31  
Foundation Degrees (FdAs), 70  

Gender Agenda initiative (2008–09), 114  
gender and sexual orientation, issue of  
   career choices, 116–17  
   gender and achievement, 115  
   gender and education debates, 113–14  
   gender, expressions of, 123–25  
      transgender students, 124–25  
ladette behaviour, 117–18  
male/female achievement and engagement, 113–14  
pregnancy and maternity, 119–21  
public reactions to pregnancy, 119  
sexuality, expressions of, 121–23
gender and sexual orientation, issue of (cont.)
  heterosexuality, 121–22
  homosexuality, 123–25
  teenage pregnancies, 19
  gender dysphoria, 124
  gender identity, 124
  General Certificate of Education (GCSEs), 120
  Gillborn, D., 129
  government agencies, expectations of, 10–11
  hepatitis, 75
  heterosexuality, 121–22
  High Court, 100
  higher education, 29
  Higher Education Act (1965), US, 19
  Higher National Certificates (HNCs), 70
  Higher National Diplomas (HNDs), 70
  Historically Black Colleges and Universities (HBCUs), 19, 24
  Home Office, 98, 99
  homosexuality, 123–25
  human rights, 30
  Increased Flexibility Programme (IFP), 52, 53, 62
  Inner London Education Authority (ILEA), 22
  Institute for Learning (IfL), 3, 11
  interactive human community, 82
  international perspectives, on students with disabilities, 29–30
  Jobseekers Allowance (JSA), 73
  judicial agencies, role in crime management, 98–101
  Adult Court, 100
  County Court, 100
  Crown Court, 99–100
  Family Courts, 101
  High Court, 100
  Magistrates’ Court, 100
  National Probation Service (NPS), 101
  police and security forces, 99
  Youth Court, 100–101
  junior academies, 63
  Kansas Board of Education, 18
  Knowles, Malcolm, 46
  Kotter, J., 132
    model of equality and diversity, 132–33
  Lamb report, 28
  laws and legislation
    Boyle’s Law, 21
    Civil Rights Act (1964), US, 19
    Constitution Act (1982), Canada, 31
    Disability Discrimination Act (1995), UK, 32, 84
    Education Act (1880), UK, 20
    Education Act (1944), UK, 25, 27, 38, 52, 62
    Equalities Act (2010), UK, 2, 3, 4, 28–29, 32, 83–84, 119, 122, 123, 140
    Higher Education Act (1965), US, 19
    No Child Left Behind legislation, 19
  Race Relations Act (1965), UK, 32
  Race Relations Act (1976), UK, 84
  Sex Discrimination Act (1975), UK, 32, 84
  Voting Rights Act (1965), US, 19
  Learning and Skills Improvement Service (LSIS), 11
  learning technologies, 45
  LGBT (lesbian, gay, bi-sexual, transgender) groups, 123, 134, 136, 137
  Lifelong Learning UK (LLUK), 10
  Little Rock Nine dispute, 3, 18–19
  Local Education Authorities (LEAs), 52
  Magistrates’ Court, 100
  Mechanics’ Institutes, 38
    agendas of, 38
  Merkel, Angela, 88
  minority communities, 91
  multicultural societies, 88–89
  mumps and rubella (MMR), 75
  National Association for the Advancement of Colored People (NAACP), 18
  National Institute for Adult and Continuing Education (NIACE), 38
  National Occupational Standards, 11
  National Probation Service (NPS), 98, 101, 105, 106
  National Vocational Qualifications (NVQs), 52, 62, 70
  No Child Left Behind legislation, 19
  offending, in Further Education
    background to, 96–98
    community sentences, 105–106
    custodial sentences, 105
    suspended, 105
    doing the right thing wrong, 104
    FE tutors, role conflict, 103–104
    fines, 105
    judicial agencies, roles of, 98–101
    offence, types of, 96
    other orders and requirements, 106–107
    personal responsibility factors, 97
    questionable offerings, 108–109
    reports of, 95
    second chance, 103
    sentencing options, 104–105
    societal factors, 97–98
    in the UK, 95–96
  Ofsted, 6, 29, 115, 130, 131, 133, 139
  overseas students, 4
    academic support, 75
    accommodation, 75
    banking services, 75
    educational goals and aspirations, 76
    escaping, 76–77
    friendship groups, 75
    health services, 75
    safe havens, 76
    vaccination, 75
    working with, 74–75
pedagogy (art and science of teaching children), 46
people with disabilities, 25
police and security forces, role in crime management, 99
policy, education, 11, 28, 140
development of, 132–33
on equality, 130
implementation of, 91, 129, 132–33, 135
on multiculturalism, 88
‘no phones in classroom policy’, 47
for primary education, 51
significance of, 129
poverty, 98
Prison Reform Trust, 97
problem solving, 13, 135
professional responsibility, of FE staff, 4, 8–9, 10, 43, 65, 76, 103, 119, 131, 137
Qualification and Credit Framework (QCF), 60
qualifications offered in schools, 60
Qualified Teacher Learning and Skills (QTLS), 3, 11
Quality Assurance Agency (QAA), 76
race and education, in the UK
Black North Africans, 20
Boyle’s Law, 21
British colonialism, impact of, 21
colonial migrants, 21
education at British universities, 21
equality, promotion of, 24
and global perspectives on racism, 24
history of, 20–26
progressive stages of education, 25
racial segregation, 21
racial tension, in the UK, 21–22
responses to disability in education
dependency model, 25
Equality Act (2010), 28–29
Lamb report, 28
Tomlinson report, 27–28
towards entitlement, 26
Warnock report, 27
schooling of Black children, 22
segregation, stereotyping and schooling, 22–23
slavery, abolition of, 20
race and education, in the US
African Americans. See African Americans
discrimination against Black people, 17
equality, principle of, 17
history of, 17–19
Little Rock Nine dispute, 18–19
No Child Left Behind legislation, 19
racial segregation in schools, 18
slave trade, 17
Race Relations Act (1965), UK, 32
Race Relations Act (1976), UK, 84
racial discrimination
in education, 17–19, 21
in employment, 19, 21
in schools, 18
racial tension, in the UK, 21–22
racism, global perspectives on, 24
Raising Boys’ Achievements project, 114
Rampton, Anthony, 22
Refugee Council, 76
refugees, 4
country of origin, 72
definition of, 71
working with, 71–73
residential trips, 7–8
Revised National Policy on Education (RNPE), Botswana, 30
right to education, 29
Runnymede Trust, 24
Salamanca conference (1994), 3, 30, 32
School Library Association (SLA), 114
school–college transition, 52–54
segregated schooling, idea of, 18, 22, 24
self control, lack of, 97
self-concept, 63
self-esteem, 63
self-supporting learners, 48
Severus, Septimius, 20
Sex Discrimination Act (1975), UK, 32, 84
sex education, 114
sexual attraction, 122
sexual difference, social and cultural aspects of, 123
Show Racism the Red Card’ organisation, 24
Skills Funding Agency (SFA), 72
slave trade, 17
slavery, abolition of, 20
social exclusion, 24
special educational needs, 30
staff–student relationships, 7
starting teaching, 10
state multiculturalism, doctrine of, 88
student behaviour, 47
student charters, 59, 64
student code of conduct, 59, 64, 65
student integration, academic and social, 64–65
students with disabilities, 6, 27
decision making processes, 28
education for, 32
international perspectives on, 29–30
responses to
Equality Act (2010), UK, 28–29
Lamb report, 28
Tomlinson report, 27–28
Warnock report, 27
rights of, 29
students’ union, 115
subject knowledge, 8
Swann Report, 3, 22
Swann, Michael, 22
tagging, 106
teacher training course, 40
teaching
methods of, 41
starting, 10
teaching abilities, 10
teaching organisations, expectations of, 10–11
teaching unions, 3, 11, 13
Think Global, Act Local, concept of, 24
Tomlinson report, 27–28
Tomlinson, John, 27
transgender students, 124–25
transient populations
career choices, 71
financial gain, 71
vocational education, 69
working with
apprentices, 69–70
overseas students, 74–75
refugees and asylum seekers, 71–73
UK Civil Rights movement, 19
UN Universal Declaration of Human Rights, 29
United Kingdom Border Agency (UKBA), 74
United Kingdom Council for International Student Affairs (UKCISA), 75, 76
United Nations High Commissioner for Refugees (UNHCR), 71
University and College Union (UCU), 11, 12
US Civil Rights movement, 3, 18, 19
vaccination, of overseas students, 75
values and teaching in FE, 55
vocational learning, 52
Vocational Qualifications (VQ), 60, 62
vocational training, 38, 69
Voting Rights Act (1965), US, 19
wages, 70
Warnock Report, 3, 27
Warnock, Mary, 27
recommendations for FE, 27
work based learning (WBL), 60
young and younger learners in colleges
academic and social integration of, 64–65
background of, 51–52
buddy system, 54
building relationships and maintaining professional boundaries, 54–55
code of conduct, 59, 64, 65
duty of care, 57–58
entitlements and responsibilities, 59
impact on learning, 63
induction programme, 54
modes of study available to, 62–63
personal tutors, 54
qualifications available to, 60–62
safety issues, 58–59
school–college transition, managing, 52–54
signpost students and information points, 54
tutor behaviour, 56–57
Youth Court, 100–101
youth unemployment, 117
YouTube, 58