

Scottish Government

Review of the 15-24 learner journey

June 2017

What is it?

- A programme of work to review the effectiveness and efficiency of the learner journey for all 15 to 24 year olds.
- It will consider the learner journey from the senior phase (S4-S6) leading to employment, including the stages of further and higher education in college, higher education in university, vocational training and apprenticeships.

Why a review?

***'to review education provision
for all 16-24 year olds
so their learning journey is
as efficient and effective as possible
and
provides stepping stones to success
for those needing most support.'***

Why 15-24?

To ensure full coverage of the senior phase, the age range of the review extends to include 15 year olds.

15-24 is a critical point for young people in their learning journey and is also the point of greatest choice – and therefore potentially overlap - in provision.

The Scottish Government's ambition
is for a
world class learning and skills system.

*All learners are on the right route
to the right career
through the right course
via the right information.*

Puts the learner at the centre

**Prioritises access and works for all learners,
so that non-linear and part-time journeys are
supported and joined up**

**Is straightforward, connected and designed
for the learner**

Our vision:

A learning system which enables efficient and effective learning journeys through:

- informed **decision making** by the learner;
- the **quality**, value and reach of the **provision** on offer to learners;
- straightforward, seamless efficient **connections** between different parts of the system, including recognition of prior learning;
- **equality** of access to these opportunities, including suitable learner **funding**.

How are young people involved?

The Scottish Government is committed to listening to learners and has engaged them directly as part of the review.

This is part of a commissioned piece of research undertaken by **SQW Consultancy in partnership with Young Scot.**

This has investigated the learner experience in detail and will report at the end of June 2017.

How are colleges involved?

Colleges Scotland are active partners in the programme's governance.

In addition we are committed to wider engagement with all college regions and their partners.

Staff from **all** the college regions, along with many of their partners, will have been met before the end of the review.

What are we focussing on?

The review will focus on the development of new strategy, policy and activity...

...which we need to **develop** in order to achieve the desired improvements to the efficiency and effectiveness of the learner journey.

A focus through 5 projects

1 LEARNER CHOICE AND APPLICATION

**Improving
information,
advice and
application
processes**

2 LEARNER CHOICE AND APPLICATION COLLEGES & UNIVERSITIES

**Improving
information,
advice and
application
processes**

3 ACCESS & APPLICATION

**Improving the
ease and equity
with which young
people can apply
to college**

A focus through 5 projects

4 PROVISION TRANSITION/ PROGRESSION

**Improving the design,
alignment and coherence of
the 15-24 learning journey**

**Improving the ease with
which all young people
move through their
learning, regardless of
where they are studying.**

5 FUNDING, STRUCTURES, LEGISLATION

Improving the system.

What do we want to know?

It will seek to address key questions, such as:

- Are learners getting equal access to the full range of qualifications/awards/pathways they need?
- What value, in terms of SCQF level, qualifications, skills, progression, maturity, and job readiness, do the different curricula offers deliver for different learners?
- What recognition for their prior attainment, in terms of SCQF level, do learners receive on different journeys?
- How well do the different parts of the learning system fit together?

What do we want to know?

- Are all users of the system fully aware of the value of different offers and pathways?
- How can we improve the value for different groups of learners in each setting and what can be achieved within current and planned arrangements?
- Is there repetition of learning, duplication and overlap in the offer and level of learning? Why is this occurring and where is this a problem? How should we reduce any duplication of resource and learning where it occurs?
- How should we address duplication of learning and resource, for example, between S6 and year 1 of college and university; between college and university?

What are our options?

1. Maintain existing activity – the status quo
2. Do more with existing partnerships
3. Collaborate in new ways
4. Reconfigure

1. Maintain existing activity

Driving value from the existing system, through improvement plans based on existing structures, levers and arrangements.

Illustrative options:

- Continued growth in school-college collaboration to broaden school choices and to make more pathways available to young people in the senior phase (eg Foundation Apprenticeships)
- Continued initiatives to support some growth in S5-yr1 university progression
- Continued initiatives to support some growth in S6-yr 2 university progression
- Continued initiatives to support some growth in college to university articulation
- Growth in college franchised degrees

2. Do more with existing partnerships

Strengthening and creating new levels of deeper collaboration to deliver and configure existing provision in new ways.

Illustrative options:

- 1. A strengthening of the senior phase with greater and deeper college and university involvement in school**
- 2. Greater articulation from college through an expansion of associate student models and development of new models**
- 3. Increased college delivery of franchised degrees, especially in industries where the recognised qualification for entry is a degree.**
- 4. Increased school, college and employer collaboration to deliver a greater volume of foundation apprenticeships / National Certificates / VQ and HN qualifications in S4 to S6.**

3. Collaborate in new ways with greater agility and flexibility in the system

Make some changes to parts of the existing system, including the possibility of better purposing and establishing new expectations of parts of the system.

Illustrative options:

- Some additional routes could be explored as part of building a more flexible and efficient learner journey, such as:**
- Repurposing existing collaboration between schools, colleges and universities and employers to create new regional partnerships, whereby the senior phase is co-designed and co-delivered**
- New accelerated degree programmes**
- Significant expansion of Graduate Apprenticeships with more significant engagement with and leadership from employers**

4. Reconfigure

The most ambitious approach, making significant changes to the learning system to do new things in new ways.

Illustrative Options:

- **No duplication of SCQF levels at school, college or university; with consistently applied exceptions based on individual need**
- **New Technical Education System with streamlined pathways to skilled employment**

Timeframe

- May – Interim reports from projects
 - May – August – Further project work
 - August – Policy propositions submitted by projects
 - August – Policy propositions considered by LJRG
 - September – Final policy propositions submitted to Ministers
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- The timeframe for Stage 2, which is envisaged as the implementation phase, will be determined following the outputs from Stage 1.

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