

## REVIEW OF THE LEARNER JOURNEY UPDATE

### Summary Update for Access Delivery Group

#### Background

- The Scottish Government is committed to a world class education and skills system.
- In delivering this, and in addition to the work already underway, for example, on access and on DYW, the Government has established the 15-24 Learner Journey review to improve the experience of 15-24 years olds. This is, in part, in recognition that this is a critical point for young people in their education and skills journey, being the point of greatest choice – and potentially, therefore, overlap - in provision.
- The review has been taken forward through 5 projects, covering careers advice; access; provision; transitions & progression; and funding.
- These projects are now concluding; each were led from within Government, with an external critical friend and with membership drawn from across the education and skills system.

#### What have we done?

- The review runs from September 2016 to end 2017.
- Substantive piece of research with young people completed in first 6 months.
- Extensive engagement and development of evidence and ideas since March 2017.
- 5 projects developed and completed
- A Senior Review group has provided guidance.
- College and partners regional sessions held in every college region.
- DYW employer group sessions.
- Young people workshop, involving engagement with the Minister for Further Education, Higher Education and Science Shirley-Anne Somerville.
- Extensive one to one engagement with Universities Scotland, Colleges Scotland, increasingly unions (and others).

#### What have we learnt?

- High performing system, with good outcomes for learners but can be improved to deliver greater efficiency and equity for learners.
- The system has evolved over time, duplicates SCQF credit levels and could do more to better meet the needs of the learner and or the economy.
- Learners need to be fully informed and supported to make the best choices. The system needs to be equipped and supported to help them to do this
- The best way to make the system more efficient and to remove unnecessary duplication is to ensure that learners are supported to make the correct choices in the first place.

#### Some key facts and figures

*Most school leavers in Scotland go into further study*

- In 2015/16 37.3% of all school leavers went on to Higher Education, 22.4% into Further Education, 28.7% into employment.

*A significant proportion of Higher entries are from S6 pupils*

- In 2017, 52.0% of total Higher entries were from S5 pupils and 39.6% were from S6.

- *The vast majority of year one HE entrants from school are from S6 compared to S5.*
- In 2015/16 9.2% (1,208) of S5 leavers went to HE compared to 54.8% (18,198) of S6 leavers.

*Over the past 17 years, there has been a significant decline in the numbers of school leavers going from S5 to year 1 at university*

- In 2000/01 1,150 individuals aged 17 and under entered university falling to 385 by 2015-16. This equates to 4.0% and 1.1% respectively of all Scottish Domiciled individuals going to university.

*There is limited progression from S6 to year 2 at university, including from learners with advanced Highers.*

- Of those progressing from S6 to university, only around 1.4% enter at year 2 of university. At the same time, 12,004 learners achieved at least one Advanced Higher qualification (around 36.7% of all S6 pupils) of which 1,945 learners achieved 3 or more AH qualifications (around 5.9% of all S6 pupils).

*Many learners in college don't complete at the first go*

- In 2015/16, the completion rate for full-time FE courses was 65.5 per cent (and partial success completion rate of 9.0 per cent)

*More than half of college learners repeat a level of study at university*

- In 2014-15, 8,402 HNC/D students progressed onto university. Of this number, 4,008 (48%) articulated with Advanced Standing (where their credit was fully recognised); 863 (10%) with Advanced Progression (only some of their credit was recognised) and 3,515 (42%) with Progression (their credit was not recognised).

*Winter leavers have poorer outcomes than other learners*

- There is evidence to suggest that S4 and S5 statutory winter leavers have worse outcomes than both summer leavers and post statutory leavers.

### **3. What could improvement look like in the short, medium and long term?**

#### Short term

- Policy propositions are to be identified for improving the learner journey based on assumptions about the current education and skills system. It is clear that journeys could be improved.
- For young people entering Higher Education, improvement can be achieved by maximising the multi-entry points of a four year degree which, arguably, are currently under-utilised both from school and from college. Whether from school or from college, recognition of prior learning should work effectively for learners.
- For young people on other pathways, for example statutory leavers, the key to improvement is ensuring that we make their learner journey smoother/more stable, ensuring they have fewer transitions after leaving school.

## Medium – Longer Term

To improve outcomes for learners and make their experience more valuable, coherent and effective, we need to strengthen collaboration between all partners involved in post -15 education.

To do this we will need to:

- purpose the post-15 learning system, and be clear on its effectiveness
- enable greater alignment toward a more unified senior phase that meets the needs and supports progression for all learners, building on the DYW model for a senior phase co-created and co-delivered by schools, colleges, universities (and others).
- continue to strengthen the alignment of the higher education system
- further improve the information, advice and guidance offered to young people – through better supported choices, including through digital services and across transition points.

### **5. Next steps**

- We have identified a series of propositions for improving the learner journey based on assumptions about the current education and skills system. These are to be considered in more detail by Ministers.
- Since these propositions involve trade-offs, future improvement and implementation will involve partners in the co-creation of solutions.
- Successful implementation, will therefore need to be under-pinned by:

Collaboration to support greater alignment and ensure we get the best value of existing and emerging structures, such as the new Enterprise and Skills Strategic Board or the proposed Scottish Education Council; and how we fully connect the new regional improvement collaboratives with regional colleges, universities and with the respective quality arrangements of the different parts of the system.

Ensuring a more co-ordinated use of data across national organisations, to better understand the impact of different learner journeys: work with national partners to develop a common dataset, to monitor and track learners' journeys more coherently from 15-24 years, complete the work on the unique learner number.

Improving how schools, colleges, universities and employers support choice beyond the current approach to careers information from S1, and in particular, in S3. Also how they provide personal support, particularly before, during and after points of transition.