

## Board of Management

<b>Date of Meeting</b>	<b>Wednesday 21 June 2017</b>
<b>Paper No.</b>	<b>BoM6-E</b>
<b>Agenda Item</b>	<b>7</b>
<b>Subject of Paper</b>	<b>Scottish Government - Learner Journey Review</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>J McGillivray, Vice Principal – Student Experience</b>
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<b>Action</b>	<b>For Discussion/Decision</b>

### 1. Recommendations

Board members are asked to discuss the content of this paper.

## **2. Purpose of report**

This paper outlines current activity as part of the 15-24 year old Learner Journey review and also provides an opportunity to review the efficiency and effectiveness of the regional skills landscape to meet the two key drivers for the review; personalisation and system efficiency. The Learner Journey review supports phase 1 of the Enterprise and Skills Review (2016) and supports Scotland's Economic Strategy (2016) which sets out to create a more successful country, opportunities to flourish and sustainable growth.

## **3. Context**

The 15-24 Learner Journey review is a programme of work, led by the Scottish Government (SG) and other stakeholders, to review the effectiveness and efficiency of the Learner Journey for all 15 to 24 year olds. There are two drivers for the review: learner personalisation and choice, and system efficiency. The Review is being carried out by the Directorate of Higher Education and Science of Scottish Government.

The review will reflect on the 15-24 Learner Journey from the senior phase (S4-S6) leading to employment, including all the stages of that journey e.g. FE/HE, vocational training and apprenticeships.

The review is carried out over two stages. Stage 1 runs between September 2016 and September 2017. Stage 2, the implementation phase, will be determined following the outputs from Stage 1.

The 15-24 Learner Journey review will build on the key SG strategies and relevant policies: for example, Curriculum for Excellence, Developing Young Workforce, Widening Access, Raising Attainment.

The review takes as its starting point:

- work that impacts upon the 15-24 Learner Journey that is already underway and which we need to continue.

- work that impacts upon the 15-24 Learner Journey that is already underway and which we need to further enhance.

The review will therefore focus on new strategy, policy and activity required to be developed in order to achieve the desired improvements to the efficiency and effectiveness of the 15-24 Learner Journey.

More information in the review is outlined in **Appendix**

The Review is, in effective a group of interlinking projects

In summary these are:

- Learning Choices, Careers and Applications: Streamlining and making more accessible information, advice and application processes
- Access: the ease and equity with which young people can apply to college
- Provision: Improving the design, alignment and coherence of the 15-24 Learner Journey
- Transition/Progression: Improving the ease with which all young people can move through their learning, regardless of where they are studying.
- Funding, LMI, Structure, Legislation: Improving the system

The vision for the overall project is that 'All Learners are on the right route to the right job, through the right course via the right information'.

There is a clear steer from the Scottish Government to make positive changes to the experience of this age group of learners. John Swinney has stated that the status quo in the Scottish Education system is not an option if Scotland is to close the attainment gap, raise the bar for all young people and ensure that every child has an equal chance to fulfil his or her potential.

Although the work on improving the Learner Journey will align with the ongoing Enterprise and Skills Review and will make a key contribution to improving Scotland's performance on key measures of productivity, equality, wellbeing and sustainability. However it should be recognised that this Review is a standalone project with its own timescale and reportage mechanism.

There are a number of drivers for the review:

- A recognition that education is by far the most effective means to improve the life chances of young people
- An understanding that this stage of the learner journey is one of greatest choice and potentially, therefore of overlap of provision.
- The Scottish economy is highly dynamic, itself affected by a variety of drivers and that it changes at an ever more rapid pace. This means that the notion of a job for life is an historic concept.

Scottish Government concludes it is essential for young people, society and the Scottish economy to have a clear, coherent and accessible learning system in Scotland.

### **Why this demographic?**

There is a recognition that early education significantly impacts on life chances. But this Review will consider the learner journey from the senior phase – that is S4 - S6 to employment, including the stages of further and higher education in colleges, higher education in universities, vocational training and apprenticeships.

The review is focused on the 15-24 age group because this is a critical stage for young people in terms of making decisions about their future learning and careers. It is the point of greatest choice for young people and potentially, therefore of overlap of provision.

## **The Consultation Process**

A significant number of stakeholders are being consulted as part of the process of identifying proposals to improve the effectiveness and efficiency of the learner journey for all 15-24 year old.

A Strategic Review Group has met once to date. This group are drawn from wide range of stakeholders with representation from Schools, Colleges, University Sectors, Education Scotland, SDS, Employers, Parents Groups, and Student Organisations etc.

Each of the projects has its own working groups with membership drawn from across the educational sectors and related organisations. There is some City of Glasgow College membership in these groups. Additionally young people are being consulted through a project managed by Young Scot. All of the output of these groups will report back to the Directorate to advise the formulation of the final proposals/recommendations of the Learner Journey Review.

A series of Regional Stakeholders events are being held across Scotland. These are being hosted by Colleges but are drawing together external partners and stakeholders related to that Region.

Reportage from all of these various groups and consultations will bring data, themes, feedback and ideas back to the Directorate which will inform the development of their initial proposals.

At the Region Stakeholder Events a number of areas are being explored. In simple terms these are:

- The identification of what is valuable in the current system (what might we keep or enhance)
- The identification of key challenges within the current system
- Development of proposals from the Region/ideas of improvements
- Identification of best practise – innovative approaches
- Particular Regional concerns or context which impact on the Learner Journey

- Understanding of the appetite of change within the sector

A stakeholder consultation event took place on the 5th June at Glasgow Kelvin College as part of Phase 1 of the review.

### **Glasgow Regional Skills Hub**

Through the activity being carried out as part of the 15-24 Learner Journey review, there is an opportunity to develop a regional skills hub for Glasgow Region. This would build on existing curriculum mapping activities to date, the opportunity to further enhance regional coherence through the current Scottish Government Learner Journey activity and to also develop shared services to benefit student transition across the region.

Consideration of the key government priorities under review, and in alignment with the Glasgow Region ROA, there is an imperative that pathways through regional education needs to:

- be more effectively developed and expressed for stakeholders
- reference employer needs and economic context
- facilitate clear communication with young people and parents
- provide a seamless curriculum which is built by practitioners
- be fully supported by partners, who work collaboratively to achieve them.

A regional skills hub could be developed by the three assigned regional colleges working in collaboration through existing curricular activities and overseen by the Glasgow Colleges Group (GCG) Learning and Teaching Group. This activity would commence by refreshing and consolidating activities that were previously undertaken as part of the development of the Glasgow Region Curriculum and Estates Plan. The intended output from such an approach is to improve curricular pathways for young people that not only simplifies the learner journey and widens access opportunities but creates the opportunity to further enhance a regional curriculum and fully

embrace the opportunities presented by working collegially across the three assigned colleges.

Discussions are in the early stages and it is anticipated that this activity would be carried out over a two-year period, across three distinct project phases with appropriate reporting and evaluation milestones. The scope of this activity would encompass a series of deliverables required to develop a regional skills hub, initially piloting the two key economic sectors of Early Years and Digital Skills. It is anticipated that beyond the scope of the project this would become fully sustainable and provide a model of collaborative working across the region and across education providers which could be disseminated beyond the region as a model of best practice for professional and technical education.

The anticipated deliverables from this activity would be defined as;

- Improved regional alignment and coherence of the 15-24 learner journey by mapping the Learner Journeys aligned to the eight key economic sectors for Glasgow regional;
- Reduced duplication of curriculum levels and harmonisation across educational partners;
- Simplified regional application processes and Learner data sharing to improve the ease and equity with which young people can apply to Glasgow regional colleges and progress to further learning or work;
- Improved ease and equity with which learners can progress through their learning, regardless of where they are studying;
- Learning choices, careers and applications - streamlining and making more accessible information, advice and application processes.

Alongside the current SG activity on the 15-24 Learner Journey review, there is also the opportunity to create a model of piloting a model of best practice through two regional skills hubs which would exemplify the intended output

**Universities Scotland Widening Access Workstreams**

Running in parallel to the Scottish Government 15-24 Learner Journey review are three workstreams set up to support the development of policy in taking forward the 34 recommendations from the Commission on Widening Access (CoWA). The three groups are articulation, admissions and bridging programmes. The articulation group is one of three that will consider areas of overlapping emerging themes and also take consideration of other reviews that may impact in the wider learner perspective i.e. review of the learner journey, review of student support.

The three groups are due to report back findings to Scottish Government at the end of the summer 2017 in line with the completion of phase one of the learner journey review.

Colleges Scotland was represented at the articulation work stream and the four recommendations from this group were as follows:

- |                         |   |
|-------------------------|---|
| <i>Recommendation 1</i> | By Summer 2018, universities (in partnership with colleges) to give serious consideration to whether and how they can facilitate more full credit articulation. |
| <i>Recommendation 2</i> | In Academic Year 2017-18, Universities Scotland and Colleges Scotland to establish a National Articulation Forum  |
| <i>Recommendation 3</i> | By Summer 2018, SFC to improve accessibility of data on articulation.   |
| <i>Recommendation 4</i> | By Summer 2018, Universities Scotland to collate and share examples of practice to support articulation, as a resource for universities and colleges.           |

## **Summary**

There has been much activity in the initial phase of the Learner Journey review to inform policy recommendations going forward. Although phase 2 of the review will inform national policy, these should also be factored into college and regional approaches to curriculum going forward.



# The Scottish Government's 15-24 Learner Journey Review

This document contains information to explain the Scottish Government's review of the 15-24 Learner Journey

February 2017

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## What is the 15-24 Learner Journey review?

1. The 15-24 Learner Journey review is a programme of work, led by the Scottish Government in partnership with others, to review the effectiveness and efficiency of the 15-24 Learner Journey for all **15 to 24 year olds**. There are two drivers for the review: learner personalisation and choice, and system efficiency.
2. The review will consider the 15-24 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.
3. To ensure full coverage of the senior phase, the review includes 15 year olds and focuses on the 15-24 age group in recognition that this 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.
4. The programme's vision is to ensure ***all learners are on the right route to the right job, through the right course via the right information.***
5. Taking the starting point of the learner, **the Scottish Government's vision** is for 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**.

## When will the review take place?

6. Over two stages. Stage 1 runs between September 2016 and September 2017 (with research conducted over Sept 16-Feb 17). The timeframe for Stage 2, which is envisaged as the implementation phase, will be determined following the outputs from Stage 1.

## What will the review focus on?

7. The 15-24 Learner Journey review will build on the key SG strategies and policies already in place in relation to the 15-24 learning system: for example, Curriculum for Excellence, Developing Young Workforce, Widening Access, Raising Attainment. The review takes as its starting point:
  - work that impacts upon the 15-24 Learner Journey that is already underway and which we need to **continue**.
  - work that impacts upon the 15-24 Learner Journey that is already underway and which we need to further **enhance**.
8. The review will therefore focus on:
  - New strategy, policy and activity which we need to **develop** in order to achieve the desired improvements to the efficiency and effectiveness of the 15-24 Learner Journey. **This is illustrated in the diagram below.**

We propose to undertake a programme of work to ensure the learning journey for 15-24 year olds is as effective and efficient as possible

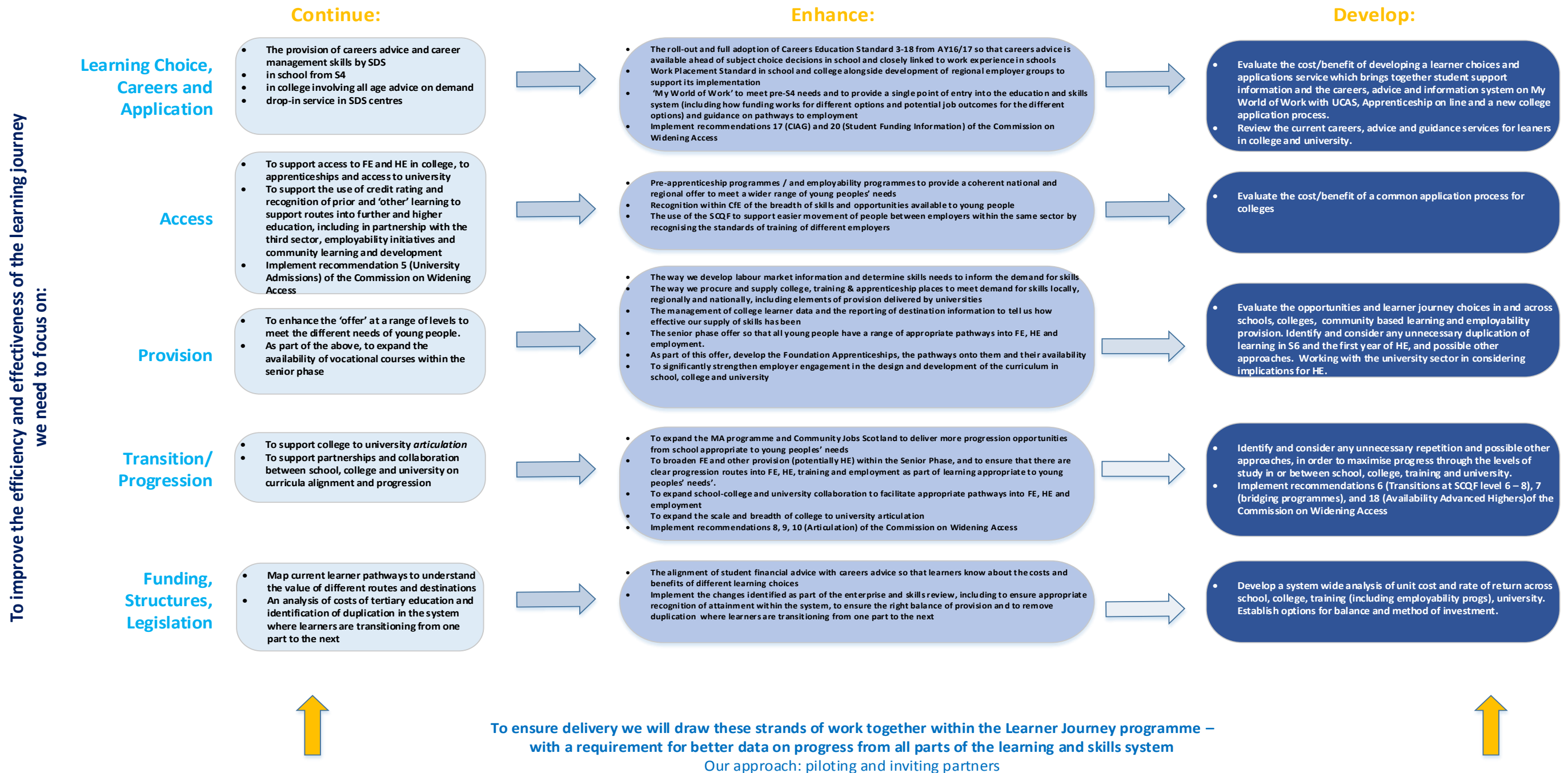
This programme is focussed on the learning undertaken from the senior phase (S4 -S6) through to further and higher education in college and or university, including stages of vocational training and apprenticeships, leading to employment

We propose that an effective and efficient learner journey involves 3 things:

1. Informed learner choices prior to S4 and beyond 2. Learning provision (courses) available from S4 to fulfil these choices 3. Coherence and connectivity so that courses are part of pathways to further study and employment

Underpinning these 3 things is a recognition of the equality of opportunity and outcome of different groups of learners and we need to have the associated levels of learner support and the right resources in the right part of the learning system

To achieve this we propose to do the following things as part of a programme of work over the next five years:





## What will the review specifically do?

9. The 15-24 Learner Journey review will comprise two stages.

### Stage I

10. Stage I will run until September 2017, and will gather the evidence, test partner and stakeholder views, build the authorising environment and develop policy options.
11. Scottish Government commenced stage I in September 2016 with the commissioning of research into 15-24 year olds' experience of the learning system.
12. Stage I will initiate a review of areas of the education and skills system to:
  - establish a shared and clearly communicated evidence base about current gaps and overlaps from a young person and system perspective;
  - present Ministers with ideas for improving current practice, policy and strategy to address this.
13. This will be achieved through a series of projects agreed in discussion with colleagues across Scottish Government. As with the programme as a whole, the project activity recognises the work already underway in other programmes. For example, the projects recognise the work underway as part of the Enterprise and Skills review, on access being taken forward by the SG and the Scottish Funding Council overseen by the Commission on Widening Access.
14. Stakeholders and public bodies are being invited to join the different project groups and help to inform their output. The **areas of focus** are as follows:

## 15-24 Learner Journey Review: Projects

1 LEARNER CHOICE AND APPLICATION	2 LEARNER CHOICE AND APPLICATION COLLEGES & UNIVERSITIES	3 ACCESS & APPLICATION	4 PROVISION TRANSITION/ PROGRESSION	5 FUNDING
<p><b>Improving information, advice and application processes</b></p> <p>This will include evaluating the cost/benefit of a learner choices and applications service which brings together student support information and the careers, advice and information system on My World of Work with UCAS, Apprenticeship on line and a new college application process.</p>	<p><b>Improving information, advice and application processes</b></p> <p>This will include a review of current careers, advice and guidance services for learners in college and university.</p>	<p><b>Improving the ease and equity with which young people can apply to college</b></p> <p>Recognising the work already being taken forward as part of the Commission for Widening Access, this will focus specifically on evaluating the benefits and costs/ of a common application process for colleges</p>	<p><b>Improving the design, alignment and coherence of the 15-24 learning journey</b></p> <p><b>Improving the ease with which <u>all</u> young people move through their learning, regardless of where they are studying.</b></p> <p>This will include evaluating the opportunities and 15-24 Learner Journey choices in and across schools, colleges and community / third sector based learning. Identify and consider any unnecessary duplication of learning.</p> <p>We will establish options for removing unnecessary repetition and maximising progression through levels of study in or between school, community, college, training and university.</p>	<p><b>Improving the system &amp; removing unnecessary duplication</b></p> <p>We will develop a system wide analysis of unit cost and rate of return across school, community, college, training (including employability programmes), and university.</p> <p>We will use this to inform options for the future balance and method of investment. We will consider the future strategic direction of the learning system in Scotland</p>

15. More detail on these projects is set out in this document below.
16. The projects will be supported by a systematic review of the learner experience, drawn together through the external commissioned research. This piece of research will be undertaken by SQW consultancy who will work alongside Young Scot: [/www.sqw.co.uk/](http://www.sqw.co.uk/).
17. The Scottish Government will collate the outputs from this work and use it to determine a series of policy propositions for consideration by Ministers by September 2017.

## **Stage 2**

18. Stage 2 will move to implementation. It is recognised that some projects may require further evidence gathering and consultation before implementation.
19. In stage 2, the Scottish Government will organise a programme of work to take forward each of the approved policy propositions. Scope, budgetary considerations and oversight/governance arrangements will be reviewed at this point.
20. The Scottish Government recognises the likely complexity involved in this work and accepts its phased implementation, commencing in academic year 2017-18 and stretching over the lifetime of this Parliament – until 2021.

## **Why is the review happening?**

21. This review has been established by the Scottish Government to deliver the First Minister's Programme for Government commitment to: ***'review education provision for all 16-24 year olds<sup>1</sup> so their learning journey is as efficient and effective as possible and provides stepping stones to success for those needing most support.'***
22. This commitment was also stated in June 2016 in 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland'.
23. The Scottish Government wants our learning and skills system to make the most effective contribution to productivity and inclusive growth, and support the achievement of the Scottish Government, Economic Strategy (2015). To do this, the learning system needs to deliver the most value to learners and employers. It needs to provide an excellent learning experience which meets the needs and aspirations of all young people and equips them with skills for learning, life and work. This means a focus on delivering equity, raising attainment, promoting equality, tackling inequalities and supporting those with additional support needs.
24. Delivery of this programme supports the implementation of phase I of Enterprise and Skills review (2016) and Scotland's Economic Strategy to create a more successful

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<sup>1</sup> At the programme design stage, to ensure full coverage of the senior phase, the age range was extended to include 15 year olds.

country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.

### **Who is responsible for the review?**

25. The programme director, Paul Smart, is responsible for the implementation of the programme.
26. Paul Smart is accountable to Aileen McKechnie, Director Advanced Learning and Science.
27. Aileen McKechnie is supported by a Programme Directors Group involving:
  - Bill Maxwell, Chief Executive, Education Scotland
  - Fiona Robertson, Director Learning Directorate
  - Dominic Munro, Director Fair Work, Employability & Skills
  - Helen Cameron, Director Children & Families
  - Mary McAllen, Director, Economic Development
  - Garry Gillespie, Chief Economist
28. Aileen McKechnie will report to Paul Johnston, Director General Education & Justice and is accountable to John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education and Skills.
29. The Cabinet Secretary will work with Keith Brown MSP, Cabinet Secretary for the Economy, Jobs and Fair Work, who is accountable for the achievement of the decisions of phase one of the Enterprise and Skills review (2016) and of which the 15-24 Learner Journey programme is one part.

### **Who will help to deliver it?**

30. The programme is made up of a series of projects. Each project focusses on an aspect of the 15-24 Learner Journey and will be led by the Scottish Government.
31. The following Scottish Government staff will lead each project:
  - Learning Choice, Careers & Application: Victoria Beattie
  - Access & Application: Elizabeth Shevlin
  - Provision & Transitions: Andrew Bruce
  - Funding, Structures & Legislation: Danielle Hennessy
32. Successful implementation requires **significant collaboration** across parts of Government, including with the directorates of Economic Development, Learning, Fair Work, Employability and Skills, Children and Families and Advanced Learning and Science, Office of the Chief Economic Advisor, and through collaboration with external partners, and local government.
33. To provide external scrutiny, challenge and act as a critical friend, senior level staff from relevant agencies and bodies will be invited to join an external review group. This is called the **15-24 Learner Journey Review Group**. The group will meet at the beginning and end of the review process.



34. At a project level, the Scottish Government will engage systematically with the multiple stakeholders involved. This includes targeted involvement of employers, as well as between providers of education and training including local authorities, schools, colleges, universities, private training companies; the third sector; our major public bodies responsible for commissioning learning provision, delivering career information, advice and guidance, and improving the performance of the system (Scottish Funding Council, Skills Development Scotland, and Education Scotland); and other educational bodies responsible for qualifications (Scottish Qualifications Authority). The Scottish Credit Qualifications Framework Programme is also a key partner, providing opportunities for illustrating the levels of different types of qualifications offered by providers to support progression planning.

### **How will young people be involved?**

35. **The Scottish Government is committed to listening to learners** and will engage them directly as part of the review. All project leads will be expected to ensure and evidence structured engagement with learners as part of the review. The Scottish Government will also talk directly to young people as part of a commissioned piece of research undertaken by SQW Consultancy in partnership with Young Scot. Young Scot is the national youth information and citizenship charity. This research will investigate the learner experience in detail. The questions asked as part of the research will be overseen by a panel of young people supported by Young Scot staff.

### **What won't the review do?**

36. In defining the scope of this review, the Scottish Government is aware that the concept of the 'learner journey' extends to include the factors affecting a child's learning capacity pre and post birth and includes the formal stages of learning from the ages of 3 to 14 years (the Broad General Education) and from 24 years and beyond. The Scottish Government has in place a range of existing strategy and policy addressing the learner's journey. Building on this existing work, this review specifically focuses on the 15-24 stage of learning. This is in recognition that is a critical point for young people in their journey, being the point of greatest choice – and potentially, therefore, overlap - in provision. This review, therefore, should be considered as just one part of the Scottish Government's approach to developing education and skills provision for children, young people and adults.
37. By undertaking this programme the Scottish Government is not revisiting work already recently completed, for example, in relation to the principles of CfE and DYW and national qualifications. Furthermore, the programme won't look at the provision of wider support and resources available to young people outside of the learning system.

### **How can I be involved?**

38. Agencies and relevant public bodies will be invited to contribute to the programme.
39. The Scottish Government will invite senior representatives from agencies and bodies to join the **15-24 Learner Journey Review Group**, which is a leadership group to provide strategic advice on improving the 15-24 Learner Journey.

40. The Scottish Government will also seek a contribution from public bodies, agencies and stakeholders **to the individual project groups** to assist with the collection of the evidence base and to help guide implementation.

## **The 15-24 Learner Journey Review: Explaining the Individual Projects**

41. The 15-24 Learner Journey review will be taken forward across five projects.
42. These will complete work on different aspects of the 15-24 Learner Journey and this is set out in more detail overleaf.
43. **Each project will develop and evolve in recognition of the contribution of its stakeholders.**

<b>15-24 Learner Journey Project I</b>	<b>Learner Choice and Applications</b>  <i>Improving information, advice and application processes</i>
<p><b>Aim</b> To explore the need, benefits and costs of developing a learner choice and application service which brings together the current Careers Information Advice Guidance (CIAG) system on My World of Work with information on student support and the application system for UCAS, Apprenticeships online and potentially a new college application process.</p>	

## Summary

Through this project the Scottish Government will produce an options appraisal paper which considers the benefits and costs of developing a learner choice and application service.

## Deliverables

An options paper that:

- (1) outlines the need of users (learners and institutions)
- (2) the options for reforming IT service to deliver a revised service including, to determine if the current IT system is able to be adapted to deliver a revised service
- (3) costs involved for delivering a reformed service.

To complete this project Scottish Government will:

- Establish an internal SG project team comprising of representatives from Youth Employment Division, Learning Directorate and Advanced Learning and Science Directorate. This will:
  - Scope out learner requirements and needs
  - Consult with users ie learners, institutions and employers
  - Consult with those who support learners
  - Consult with delivery organisations
- Produce a map of existing IT infrastructure detailing functionality and connectivity
- Complete an analysis of existing services including:
  - Determine what functions/services any reformed IT service should contain
  - Identify best practice / any international comparisons
  - Determine what support is required to sit around the use of the service
- Set up a specialist technical group – external and internal to scope process for delivering a reformed IT service. This will include SDS/ UCAS/ colleges, universities/SAAS/training providers
- Undertake a cost analysis
- Complete an EQIA, PIA and BRIA scoping work.

## Illustrative Stakeholders:

- SG colleagues from Learning Directorate
- SG colleagues from college and university policy
- SG colleagues from Digital Strategy Unit
- SDS – careers and IT services
- Learners – school pupils, students, representative bodies

- Colleges
- Universities
- Colleges Scotland
- Universities Scotland
- Education Scotland
- SFC
- Parents/Carers
- UCAS – Technical experts
- DYW Groups – In terms of workforce development
- SAAS
- ADES
- SLAED
- COSLA
- SQA
- SCQF

### **Scope**

- Colleges
- Universities
- SDS CIAG services in schools
- SDS all age careers service
- SDS provision
- Schools
- Student financial support advice

#### Not in Scope

- Actual delivery of a college application system
- Changing the current delivery of CIAG within schools
- Changes to existing DYW recommendations
- Changes to the existing functionality of MyWOW.

### **Interdependencies and links to other themes**

- Implementation of DYW recommendations that relate to CIAG
- Links to the Project relating to common application process
- Project linked to mapping the current CIAG offer in colleges universities.
- Student Support Review
- Enterprise and Skills Review
- Links to the work of the Fair Access Commissioner

### **Risks**

- Raising expectations that something new and all-encompassing will be delivered within short timescale
- Sustainability of IT solution – ownership of content, costs, maintenance and responding to technological advancement.

### **Further Information**

Contact Victoria Beattie: [Victoria.Beattie@gov.scot](mailto:Victoria.Beattie@gov.scot)

<b>15-24 Learner Journey Project 2</b>	<b>Review of the Delivery Careers Information Awareness &amp; Guidance (CIAG) in Colleges &amp; Universities</b>  <i>Improving information, advice and application processes</i>
<p><b>Aim</b>  To make recommendations in relation to the delivery and assessment of the quality of CIAG to meet the needs of college and university learners</p> <p>The project will review the current delivery of CIAG services for learners in colleges and universities including consideration of how the quality of CIAG services is determined.</p>	

### Summary of scope

Through this project the Scottish Government will consider whether the CIAG needs of college and university learners are currently being met, including consideration of how the quality of CIAG services is determined. The project will make recommendations in relation to the delivery and assessment of the quality of CIAG to meet the needs of learners .

### Deliverables

- Map of existing CIAG provision in colleges and universities in Scotland
- Understanding of the process for assessing the quality service within colleges and universities and how the CIAG provision links with the existing SDS CIAG service.
- Proposition paper, outlining the findings from the mapping exercise and analysis.

To achieve this the Scottish Government will:

- Establish an internal SG project team involving Youth Employment policy colleagues and colleagues from Advanced Learning & Science Directorate.
- Engage Education Scotland to discuss assessment of quality of CIAG provision in colleges
- Engage with Quality Assurance Agency for Higher Education to discuss quality of CIAG provision in universities.
- Meet with Colleges Scotland to discuss CIAG within colleges
- Meet with Universities Scotland/AGCAS to discuss CIAG within universities
- Meet with SDS to discuss CIAG within colleges
- Meet with learner representative groups to discuss CIAG within colleges & universities
- Desk top research to identify information gaps and international comparisons

### Illustrative Stakeholders

- SG colleagues from Learning Directorate
- SG colleagues from college and university policy
- SDS – careers and IT services
- AGCAS
- Career Development Institute
- Parents/Carers
- Learners – school pupils, students, representative bodies
- Colleges
- Universities
- Colleges Scotland
- Universities Scotland

- Education Scotland
- SFC
- Learner Representative groups including NUS, YoungScot

### **Scope**

- CIAG services in Colleges
- CIAG services in universities
- SDS careers service

#### Not in Scope

- Changing the delivery of current CIAG within schools
- Changing DYW recommendations that relate to CIAG
- Changing the all age career service commitment

### **Interdependencies and links to other themes**

- Implementation of DYW recommendations relating to CIAG
- This work is linked to the project scoping a new learner choices and application services design
- Student Support Review
- Enterprise and Skills Review
- Commission for Widening Access

### **Risks**

- Managing expectations and concerns in relation to any potential future changes to CIAG offer in colleges & universities
- As with all aspects of the 15-24 Learner Journey review, the project may create additional funding demands with implications for other funding decisions
- Managing the implications that Scottish Government does not hold all the levers that impact upon learner services available in colleges and universities.

### **Further Information**

Contact Victoria Beattie: [Victoria.Beattie@gov.scot](mailto:Victoria.Beattie@gov.scot)

<b>I5-24 Learner Journey Project 3</b>	<b>College Application Process</b>  <i>Improving the ease with which people can apply to college</i>
<p><b>Aim</b> To improve the system by which learners apply to college in a way which simplifies the process, maximises the promotion of college in school and helps learners understand possible career paths and job opportunities.</p>	

### Summary of scope

An evaluation of the cost/benefit of a common application process for Colleges.

### Background to project

This is about the learner experience and colleges ability to understand demand. A single system will provide clarity for college applicants by providing them with a single entry point to further education and similar to that provided for university applicants via UCAS.

Understanding demand will allow colleges to further enhance how they plan their provision.

The recent Audit Scotland Colleges 2016 report set out the following in relation to unmet demand:

*‘Students currently apply to individual colleges and each college chooses how to record and classify applications. **Having a national picture of demand would allow the SFC to identify levels of unmet demand.** It would also allow the SFC to assess the effect of future policy changes, or changes in the wider environment, such as university admissions and employment levels. The Scottish Government and the SFC would also be able to draw on this data to inform future funding decisions. Our recent report on higher education in Scottish universities recommended that the Scottish Government and the SFC should undertake research to assess what impact the limits on funded places are having on Scottish students. Without an accurate picture of total demand for Scottish colleges, it will be very difficult to assess the impact of the limits on funded places.’*

### Deliverables

An evaluation of the cost / benefits of a common application process for Colleges.

### Constraints

Colleges have been through significant reform as part of the college merger process. This changing landscape might limit capacity in the sector for this work. The process might take time to negotiate and agree a way forward, the project also needs to consider the time needed to integrate any future system.

### Key project roles and responsibilities

**Sponsoring Director / DD** - Paul Smart

**Project lead / project manager** - Elizabeth Shevlin

Responsible for College Policy: Student support and Ministerial policy and delivery

### Illustrative stakeholders

Internal

Decision-making: College Policy team



For consultation: Analytical Services Division

External

Decision-making: Colleges, Colleges Scotland, SFC,

For consultation: Colleges Development Network, ADES

### **In scope**

Process and procedures for sharing data across the FE sector.

### **Out of scope**

The initial output of this work is a cost / benefit analysis – nothing is ruled out of scope at this point.

### **Interdependencies / links with other projects**

Possible cross-over with Student Support Review given interdependency of college application system and student support

Glasgow Colleges are working toward a single regional system – opportunity to learn from this experience.

### **Risks**

This is an evaluation of the cost / benefits of common application process. Recommendations will be made but nothing will be ruled in or out at completion of this phase of activity.

### **Further Information**

James Boyce: Elizabeth.Shevlin@gov.scot

<b>15-24 Learner Journey Project 4</b>	<b>Provision &amp; Transitions</b>  <i>Improving the design, alignment and coherence of the 15-24 learning journey</i>
<p><b>Aim</b></p> <p>To improve the design, alignment and coherence of the 15-24 learning journey so that all learners are on the right route to the right job / career, through the right course via the right information and support</p> <p>To improve the ease with which <u>all</u> young people move through their learning, regardless of where they are studying.</p>	

### Summary

This project will produce a written report that summarises key evidence and makes recommendations for improving the design, alignment and coherence of the 15-24 learning journey.

In particular it will

- Evaluate the 15-24 Learner Journey choices in and across schools, colleges, community based/third sector, training and university
- Identify unnecessary duplication to maximise progression, working with partners to consider the implications for the learner and for the system
- Give consideration for the journeys of different cohorts of learners

It will seek to address key questions, such as:

- Are learners getting equal access to the full range of qualifications/awards/pathways they need to meet their different needs and aspirations? Is there equity, for example, in the transitions for learners who do not fit into the apprenticeships/ college/ training/ university mould, recognising the –commencement of the Socio-economic duty part of the Equalities Act in June 2017? How are young people presented with opportunities and flexible choices within senior phase planning and how robust are approaches to partnership working with CLD /Youth work?
- 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 and where can more articulation be achieved across the system? What are the consequences of this on different groups of learners?
- Are all users of the system (e.g. learners, teaching staff, advisers, parents and employers) fully aware of the value of different offers and pathways? Considering, amongst other things modes of study and full-time and part-time choices.
- 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 might the implications of this be to different groups of learners in different parts of the country / on staff / others?

### **Output at the end of stage 1 (Sept 2017)**

- A clearer understanding of the effectiveness of particular journeys and the support available for particular groups of learners
- A set of proposals for action for Stage 2 of the review

### **What will the project focus on?**

Given the breadth of the learning system the project will not be able to look in sufficient detail at all journeys for all groups of learners. Therefore, the project will focus its efforts on those journeys where it can make the biggest difference.

The final decision on where we focus will be agreed with stakeholders.

As a starting point for that discussion, it is proposed to consider the effectiveness of some of the journeys from:

1. S4, S5 and S6 to community , college, apprenticeship, university and to work
2. College FE to HE in college; and college FE / HE to apprenticeship, university and to work

For example, the project may choose to focus on the effectiveness of the journey from HN level study in college to degree, considering the effectiveness of the HN in facilitating progression, looking at the effectiveness of the journey in terms of learner outcomes relative to other routes. The project may choose to look in more detail at the journey from school to employment involving an apprenticeship. The project will seek an early steer from stakeholders on this.

### **How will it do this?**

Stage 1: The project needs to better understand:

- What do journeys look like across the country?
- How is provision being planned across the country?
- What is the mechanism for ensuring young people can access the provision they need?
- What support is there at a national or local level to inform choice/ signpost the offer?
- What drivers at a national/ local level are influencing the offer?
- What impact is different types of provision having on different groups – for example, on highest and lowest attaining, those in the ‘middle group’, those who leave school in S4, those who progress on to FE/ HE/ employment etc
- How are different learning pathways quality assured?
- We will need to consider the principles that should underpin the design of the learner system and how we apply and support these to achieve the outcomes learners need.

## **How will the Scottish Government engage?**

The Scottish Government will create a single project group that will enable alignment across the different journeys. This will be led by Andy Bruce, Deputy Director, Learning Directorate, Scottish Government. Individual Scottish Government leads will facilitate working groups that report into the project group.

Ideally, the project would want to cover all of the different journeys available. However, this may not be practical. The breadth of the investigation will be determined in the first project meeting.

If practical, for each journey investigated the project will assign a Scottish Government lead.

Each lead will be responsible for working with stakeholders to collate evidence and to identify improvements to the effectiveness of journeys on the basis of that evidence.

They will submit their findings to the larger group, who will align and cross-check these to create the final project proposal.

## **Key project roles and responsibilities**

**Project lead** – Andy Bruce, Deputy Director Curriculum, Qualifications and Gaelic  
Responsible for establishing the overarching project group; establishing overarching principles for each working group; establishing a single interpretation of the evidence; producing final recommendation paper for consideration by Directors and the 15-24 Learner Journey Review Group.

Responsible of liaison and management of Critical friend, supporting their understanding and contribution to the project group and to the wider 15-24 Learner Journey review Group.

## **Project support**

**Murray McVicar, Marie Swinney, Julie Anderson, Danielle Hennessy** – responsible for coordinating individual working groups which focus on specific 15-24 Learner Journeys. This involves coordinating engagement with partner agencies to avoid duplication of effort. Responsible for the submission of a set of recommendations in relation to each specific 15-24 Learner Journey. Responsible for the management of stakeholders in relation to the issues of each working group.

## **Illustrative stakeholders**

### Internal

Commission on Widening Access Team  
College Policy Team  
Youth Employment Division  
Schools Policy  
Higher Education Policy

### External

Education Scotland  
SDS  
SFC  
Universities Scotland  
College Development Network/ Colleges Scotland  
SQA  
SCQF  
National Employer groups / Chamber of Commerce  
DYW Board members  
CfE Management Group

### **Interdependencies / links with other projects**

- Requires alignment with the Funding project and we can expect requests for discrete pieces of analytical work to emerge from the working group discussions.
- Requires sharing and alignment with Project 1 on CIAG.
- Requires alignment with the student support review, the wider enterprise and skills review and the review of school governance, particularly in relation to judgements about the economic value of different 15-24 Learner Journeys and definitions and principles in relation to effectiveness.

### **Constraints**

- Time available will impact on the number of journeys investigated and the level of detail considered within each
- Time committed within the overarching project group to give sufficient consideration to alignment issues across the different journeys investigated

### **Out of scope**

- The principles and entitlements of CfE and DYW
- National qualifications

### **Risk**

- There is a risk that the project won't meet stakeholder expectations in relation to the breadth and scale of the investigation. The project will mitigate this through the involvement of stakeholders in both the project and working groups. The project will also make requests of agencies in supporting the evidence base and in leading tasks arising from working group activity.
- There is a risk that the project won't achieve consensus where changes proposed have implications on resources or involve complexity. The project will mitigate this by establishing a set of key principles to support decision making, by making maximum use of the critical friend arrangements and the overarching programme governance.

### **Further Information**

Contact Andrew Bruce: [Andrew.Bruce@gov.scot](mailto:Andrew.Bruce@gov.scot)

<b>15-24 Learner Journey Project 5</b>	<b>Funding</b> <i>Improving the learning system &amp; removing unnecessary duplication</i>
<p><b>Aim</b> To develop a system wide analysis of unit cost and rate of return across school, community, college, training (including employability programmes), and university. To use this to inform options for the balance and method of investment across 15-24 learning, in consideration of the future needs of learning and skills.</p>	

## Summary

Through this project the Scottish Government will produce a written report to assist the shared understanding of:

- what the Scottish Government invests in learning from S4 through to university, including community / third sector and apprenticeships.
- the rate of return on the investment in terms of the completion rates (and more, where known) of different levels of learning.

This is essential work in enabling judgements to be made about the efficiency and effectiveness of parts of the learner system.

This project helps to inform our understanding of the investment in the 15-24 Learner Journey. It has the potential to assist judgements about the extent to which that investment effectively meets the needs of learners. It also initiates some of the analytical work necessary as part of the wider Scottish Government enterprise and skills review.

## Deliverables

Written report covering:

### What we spend

- i) Evidence base on unit costs
  - a) unit cost of S4-S6
  - b) unit cost of college (for F and HE)
  - c) unit of a Modern Apprenticeship
  - d) unit cost of an undergraduate degree
  - e) unit cost of community based/third sector provision
- ii) the picture of how the money flows through the system

### Where young people are in the system?

iii) The numbers of learners involved in each stage of learning and how they pass through the system, based on academic end of year cohort data (that is, we are not tracking individual learners but looking at cohorts of learners in each academic year).

- (a) breakdown for 16-19s using Participation Measure
- (b) breakdown 16-24 using Annual Population Survey
- (c) the degree of overlap (see vi below)

### What is the outcome of our investment?

iv) The rate of return on the initial investment with regard to rates of completion by stage and levels of study and type of learner characteristic based on common measures of output / outcome from the different parts of the system.

This includes an analysis of non-completers and associated costs of

- (a) S6
- (b) colleges including analysis of completers but non-qualifiers
- (c) those that leave universities at various stages including non-qualifiers
- (d) Modern Apprenticeships including those not staying in employment
- (e) voluntary sector

v) The rate of return on the initial investment with regard to what we know about learner destinations. This might include consideration of the relationship of completion rates to prior levels of learning.

vi) The levels of repeat level of study at same SCQF level for all sector and between sector and how these are funded within the system. This includes an understanding of the volume of learners funded from more than one part of the system at a particular stage of learning. This should be considered alongside (and where known) the extent to which, for this cohort of learners, the level of learning achieved is recognised at the next stage. For example, a learner may study a college qualification in school. In so doing they are being double funded by two parts of the system. This might make sense if the learning achieved is recognised at the next stage and so is not repeated – in this way the learner gets the most from more than one part of the system as early as possible.

vii) Identification of gaps in the evidence base, setting out a timeframe and the action needed to address them.

viii) As part of the above, establishing and setting out alignment with wider analytical work undertaken by the enterprise and skills review within the Data and Evaluation work stream.

### **Constraints**

- The analysis will be limited to the use of historical published statistics from past academic years.
- The project will only consider cohorts of learners within each academic year. The project will not track individual learners through the system.
- The project will not make judgements in relation to the potential breadth of value obtained by the learner at different stages / levels of learning.
- The project recognises the need for further work on the destination analysis and economic outcomes from different stages of learning. This work is part of the enterprise and skills review.
- When presenting the evidence the project will need to consider wider agency and political sensitivities including those across parts of government.

### **Key project roles and responsibilities**

- Project Lead – Danielle Hennessy
- Analytical lead – Elaine Drennan

### **Illustrative stakeholders**

Internal

Analytical, Policy & sponsorship teams – MA / College / University / Community

External

ADES / SFC / SDS / SQA / Colleges Scotland / Universities Scotland / Employer groups

### **In scope**

- As set out above in the deliverables section.

### **Not in scope**

- Tracking of individual learners, their experiences and associated costs.
- A detailed examination of support costs associated with stages of learning.
- A full destination analysis and comparison across parts of the system.

### **Interdependencies / links with other projects**

- Links with the data project of the enterprise and skills review.
- Links with the work on alignment between SFC and SDS as part of the E&S review.

### **Risk**

- Sensitivities risk impacting upon the evidence collection and its analysis. The project will mitigate this risk by ensuring senior level dialogue with partners as we build the evidence base in partnership with others.
- Reputation risk and failure to provide credible data and analysis given the complexity involved. The project will mitigate this risk by clearly scoping the project to manage expectations. The Scottish Government will work in partnership with agencies on the provision and analysis of the data.
- Failure to move on the thinking given the complexity involved. The project will mitigate this risk by the involvement of critical friends and by ensuring a wider range of interests are involved in the discussion to bring perspective and find solutions.

### **Further Information**

Contact Danielle Hennessy [Danielle.Hennessy@gov.scot](mailto:Danielle.Hennessy@gov.scot)