

## **SCOTTISH EDUCATION COUNCIL**

### **AN UPDATE ON THE 15-24 LEARNER JOURNEY REVIEW**

#### **Purpose**

1. To provide the Scottish Education Council with an update following publication of the 15-24 Learner Journey Review report on 10 May.

#### **Background/ approach**

2. The 15-24 Learner Journey Review was undertaken with the aim of reviewing the learning journey for all 15-24 year olds “to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support.”
3. While recognising the importance of the curriculum prior to Senior Phase (and learning beyond the age of 24), the review specifically focused on the 15-24 stage of learning, as a critical point for young people in their learning journey, being the point of greatest choice and, potentially, overlap in provision.
4. The publication of the 15-24 Learner Journey Review Report on 10 May follows extensive engagement with stakeholders and young people from across the education and skills system throughout 2017.

#### **Key messages**

5. Engagement throughout the Review highlighted that:
  - Scotland is rightly proud of its education and skills system, which continues to deliver excellence and equity for so many of our young people. However, we need all of our young people to get as much as possible from that system.
  - Many young people feel there is a disconnect between the personal support, advice and guidance they receive on subject choices and on longer term learning and career options.
  - Additional focus is needed to secure genuine parity of esteem across the vocational and academic offer available to young people to ensure that all learners have access to a more balanced range of options that are valued equally.
  - We need to improve the alignment of courses so that our learners are able to progress through the post-15 education system as smoothly and efficiently as possible.
6. The report established five key priorities for improvement, with 17 recommendations for improvement underneath these:

## FOR DISCUSSION

- **Information, Advice & Support** - Making it easier for young people to understand their subject and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most;
- **Provision** - Broadening our approach to education and reframing the offer; do more for those who get the least out of the system; ensure all young people access the high level work-based skills Scotland's economy needs;
- **Alignment** - Making the best use of the four year degree to give greater flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree, where appropriate;
- **Leadership** - Building collective leadership across the education and skills system;
- **Performance** - Knowing how well our education and skills system is performing.

**Next steps**

7. The publication of the Learner Journey Review report starts a new phase of further engagement with key partners, stakeholders and young people over the coming weeks and months, as we develop plans for implementation.
8. Given the 15-24 nature of the Learner Journey Review and the need for a whole system approach, this work is of interest to a number of groups, including the Scottish Education Council, Curriculum and Assessment Board, the Developing the Young Workforce Programme Board and the Commission on Widening Access Delivery Group.
9. At their meeting on 8 March, the Curriculum and Assessment Board also agreed a set of actions relating to the Senior Phase curriculum, a number of which are clearly linked to key recommendations coming from the Learner Journey Review. As such, we will consider these actions in this wider context to ensure alignment across these areas of work.
10. A further update will be provided to the Council, once the approach to implementation has been agreed.

**Points for discussion**

- **How do we build the systems leadership needed to take this forward in a coherent and consistent way across all parts of the education and skills system?**
- **What practical things would make a difference?**
- **What role can the Scottish Education Council play in enabling this?**