

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Llwybrau at addysg a hyfforddiant ôl-16](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Routes into post-16 education and training](#)

RET 04

Ymateb gan: NASUWT

Response from: NASUWT

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**Quality of information given to learners about the full range of post-16 options (vocational and academic routes post 16, i.e. further education, sixth form, apprenticeships and training, and onward to higher education)**

- Quality and nature of information provided to learners within schools and those educated other than at school (EOTAS).

Quality and nature of information provided to learners is varied as it depends on the nature of that school.

It is also hard to judge the quality as this intimately linked with specific pupil stated wished for outcomes. Without this level of data, and a comparison with achievements post leaving FEI, assessment of quality is almost impossible.

If a pupil elicits appropriate Career Advice, then the provision locally must be accessible in order for the information to be appropriate and relevant.

Schools with 6<sup>th</sup> forms will predominantly promote their own subjects over FE establishments so as to retain learners and therefore retain the associated finance and prestige. Although Welsh Government policy is for a coordinated systems approach the individualistic needs of settings will influence the advice offered – we have no analysis of the advice given and how this relates to pupil need, or to the interests of the setting.

Recent budget cuts to schools does mean that schools are unable to offer a wide range of 6<sup>th</sup> form courses by themselves and so will promote a cooperation mode with nearby schools. This model should enable a wider range of subjects to be offered for a wider pupil cohort, across a group of schools. This model also relies on strong trust between schools, as well pupils ability and willingness to commute between schools or FEIs.

	<p>Schools with an older cohort 11-16 schools will provide more wide-ranging information about nearby schools and FE establishments. There is a question as to when consideration of future career options should begin in schools, and consideration at a younger age may bring benefits to life outcomes and achievements.</p> <p>There are partnerships between schools and different FE providers – here competition will influence the courses on offer, as does rural/regional provision.</p>
<ul style="list-style-type: none"> <li>Quality and nature of information provided directly to learners by Careers Wales.</li> </ul>	<p>This is particularly important to address inequalities and inequities e.g. a pupil from working class background may be unaware of other career options, or a refugee recently given leave to remain may not understand how the pathway to learning can be navigated.</p> <p>It is vital to ensure that these are individual advice sessions, as pupils will not share personal information in front of their peers.</p> <p>Also worth noting that for pupils with ALN these Careers Advice sessions operate in the same way as a therapy intervention.</p> <p>No data on the quality of these sessions.</p>
<ul style="list-style-type: none"> <li>The extent to which further education colleges are able to engage directly with learners in schools.</li> </ul>	<p>FE establishments will engage with schools – either via timetabled sessions or attendance at Yr.11 parents or careers evenings. The extent that this occurs will vary according to local demography, relationships between establishments and availability.</p>
<ul style="list-style-type: none"> <li>The extent to which learners in schools are made aware of the options available to them in school sixth forms and local further education colleges, and how closely schools engage with local colleges. Are there any conflicts of interest between sixth forms and further education colleges and is this more prevalent in some areas of Wales more than others?</li> </ul>	<p>Schools with 6<sup>th</sup> forms will predominantly and understandably promote their own subjects over FE establishments so as to retain learners and therefore retain the associated finance, prestige and job security.</p> <p>Recent budget cuts to schools may mean that schools are unable to offer a wide range of 6<sup>th</sup> form courses by themselves, and so will cooperate with nearby schools so that they all as a group of schools between them offer a wide range of 6<sup>th</sup> form subjects, with learners commuting between</p>

	<p>the schools. This is prevalent in rural areas and small schools.</p> <p>Competition for funds can create conflicts of interest.</p>
<ul style="list-style-type: none"> <li>The extent to which employers are able to engage directly with learners in schools, for example at careers events.</li> </ul>	<p>There is some solid partnership work taking place in some areas. In rural areas in particular the employer engagement can rely on local contacts.</p> <p>There is stronger reference to employer and FEIs working in partnership, with employers making presentations to learners as part of their course work, as well as offering work experience, and apprenticeships.</p> <p>Learners/parents experiencing ALN needs state that they are not meaningfully engaged with in relation to career opportunities.</p>
<ul style="list-style-type: none"> <li>Who else influences learners future career choices (e.g. parents, teachers, peers), and how well are those people supported to do this.</li> </ul>	<p>Future career choices tend to be based on the positive experiences the learners have within that school (KS4 / 6<sup>th</sup> Form) as well as the influence of parents, peers and social media.</p> <p>There is evidence to show that a good Careers Advice session, one to one and personalised, can create an impact on future education choices. This can address a trajectory of a lack of social mobility by increasing the knowledge of different career paths available.</p>
<p><b>How effective careers support is at compulsory school age</b></p>	
<ul style="list-style-type: none"> <li>Whether work experience opportunities for learners of compulsory school are operational, effective and meaningful and any barriers in that regard.</li> </ul>	<p>Work experience opportunities are effective and meaningful and are planned with the learner's needs in mind. The range of work experience opportunities varies across the country, with rural areas having limited availability as well as a narrower range of experiences than populous, industrialised areas. In such cases, some learners may seek work experience further afield – for example in England, and this can cause logistical problems for the parent school in terms of overseeing the location and the process.</p> <p>Cross border work experience also raises issues of portability of qualifications. Wales has extensive borders with England. The complexity of post 16</p>

	qualifications within and between countries is a barrier with which employers must engage.
<b>☒ Changes in routes post-18</b>	
<b>☒ Welsh-medium provision</b>	
<ul style="list-style-type: none"> <li>The availability of post-16 options (both academic and vocational) through the medium of Welsh, and how these impacts on young people's choices.</li> </ul>	<p>There is a disparity in availability of post-16 through the medium of Welsh and has historically been so. The availability of a range of post-16 courses in Welsh is dependent on staffing as well as the centre being able to budget for it. Financial constraints may see only English - medium post-16 subject classes being offered by schools, even though the learners attending may want to study in Welsh. Schools may make piecemeal arrangements to have material available in Welsh within these English-medium lessons, but this is a second-class arrangement.</p>
<b>☒ Equity of access</b>	
<ul style="list-style-type: none"> <li>Are some groups of learners disadvantaged by the current system (e.g. pupils from low-income households, learners with travel needs)?</li> </ul>	<p>Rural areas find travel a barrier to equity. In the days of all secondary schools having 6<sup>th</sup> forms, learners were serviced locally. With the reduction of 11-18 schools and the growth of centralised FE centres or tertiary colleges, rural areas are finding that equitable provision has travel commitments associated with it. Many rural areas have no immediate public transport links and are dependent on taxis or personal arrangements. This may then affect low-income households where the travel element is not picked up by the local authority or the FE establishment. Whilst there has been the same centralisation of post-16 education into FE and tertiary centres in the populous areas as well, the transport infrastructure is significantly better in these areas such that it mitigates the issue of traveling notable distances.</p> <p>The provision for ALN pupils is very mixed and haphazard. There is an assumption within the ALNnet similar to the provision for pre 16 school-pupils.</p> <p>The assumption that the FE/HE institution can provide for the ALN needs of pupils transitioning there takes no account of the individual and specific needs, nor do FEIs have the funds to cover these specific personal ALN needs.</p>

	<p>There is no specific statutory responsibility (apart from the general one of working in partnership) on health in regard to contributions to the IDP. As with school provision in this area, and LA IDP is needed to engage with provision from health and social care.</p> <p>The process of gaining funding for needed provision is pressured and subject to downgrading due to reducing resources.</p> <p>There is also confusion from some parents/ALN pupils as to how individual grants are obtained – this previously was managed by the WG as the lead provider.</p> <p>The confusion in sources of provision could well lead to an increase in Education Tribunal claims.</p>
<ul style="list-style-type: none"> <li>• Is there any regional variation in the information and support provided about post-16 across Wales? Are there any particular challenges facing learners in rural areas?</li> </ul>	See above
<ul style="list-style-type: none"> <li>• Are there any other equality issues?</li> </ul>	See above
<p><b>Post-16 destination data</b></p>	
<p><b>Welsh Government's role</b></p>	
<ul style="list-style-type: none"> <li>• How effective is the Welsh Government's approach to support participation in the full range of post-16 education and training options?</li> </ul>	<p>Parents of post 16 learners living with ALN state that they felt better supported when their ALN funding was centrally managed by the Welsh Government.</p> <p>This group states this is a continued role for Welsh Government, such a role would reduce confusion in how partners (LA, LHB, and FEI) share the costs of provision or specific needs of post 16 ALN learners.</p>