Young People's Learning Agency

I know where I'm going!

Improving information for vocational learners

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Young People's Learning Agency

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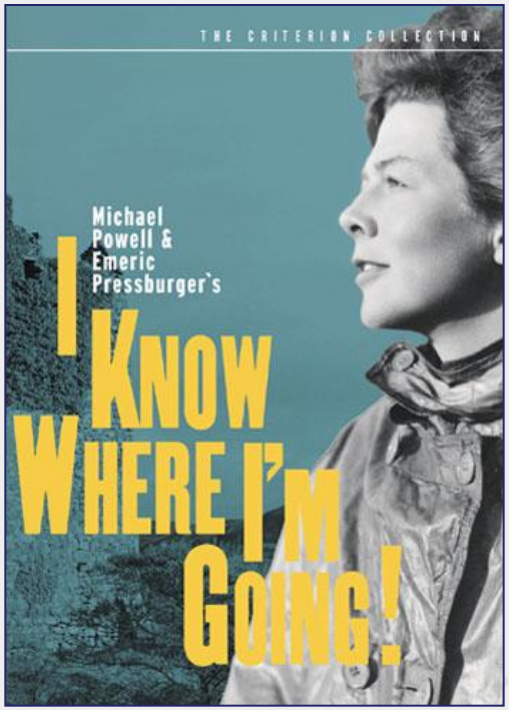
I know where I'm going



'a film about a girl who can't reach an island and by the time she can, she no longer wants to'

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Opportunity hoarding

- ***A typical doctor or lawyer of the future is growing up in a family that is better off than five in six of all families.***
- ***A typical engineer or teacher of tomorrow is growing up in a family that is more affluent than two in three families.***

7 per cent of the population attend private schools yet …

- **75 per cent of judges**
- **70 per cent of finance directors**
- **45 per cent of top civil servants**
- **32 per cent of MPs**

… are privately educated.

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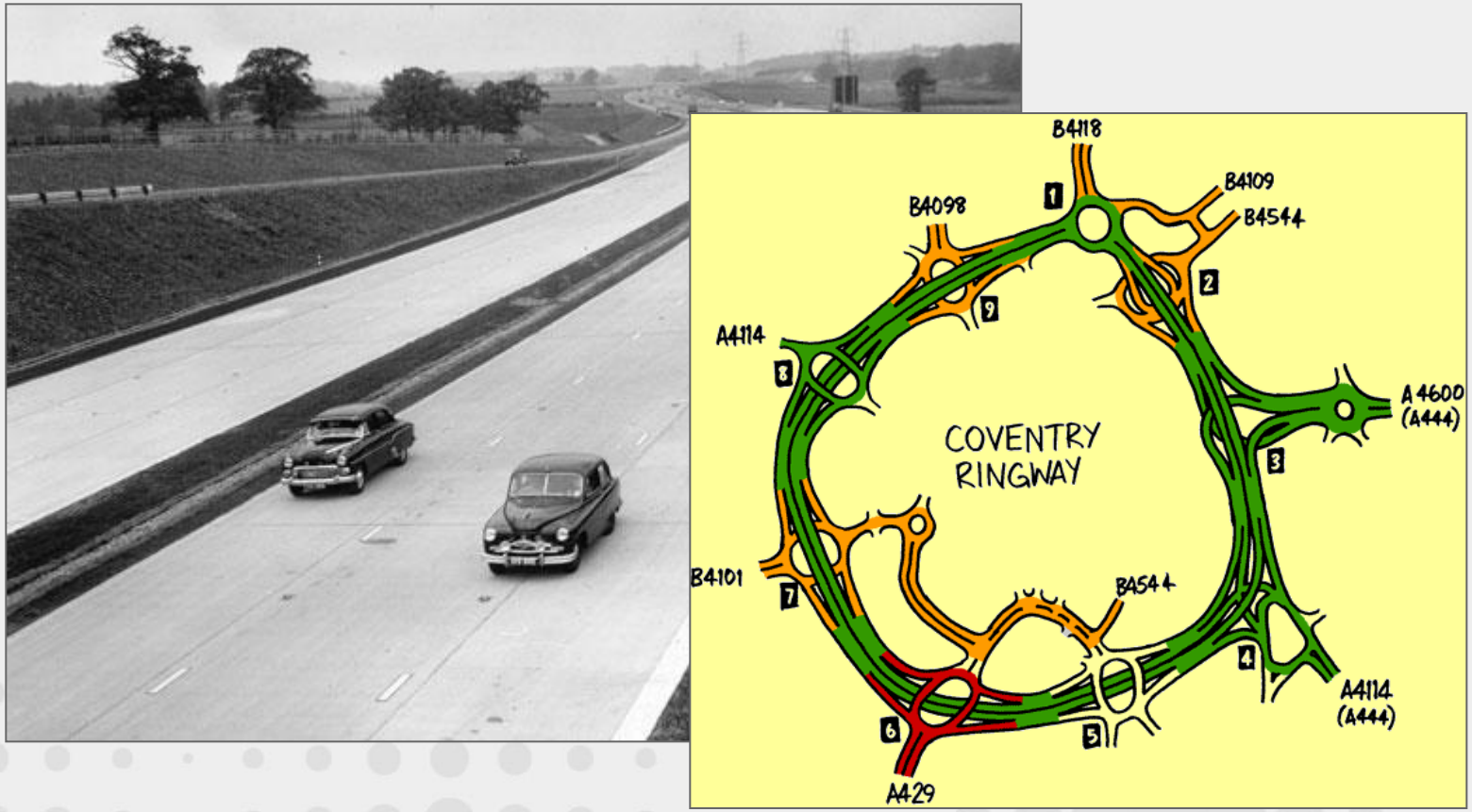
The Road Map i



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The Road Map ii

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The Context for Vocational Learning

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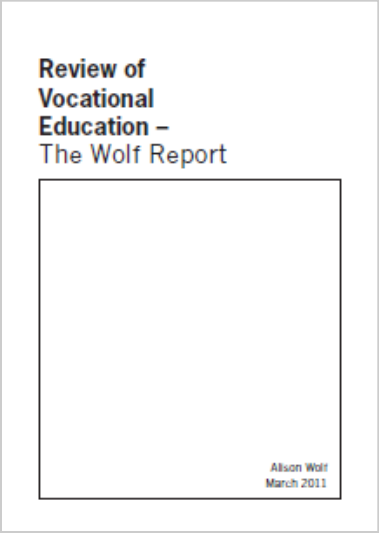
Who's afraid of the Review by Wolf?



- 16 and 17 year olds 'churn between' education and short-term employment
- Schools encouraged to 'pile up' qualifications for accountability reasons
- Strong incentives for schools and colleges to steer students onto courses they can easily pass
- High-quality apprenticeships are too rare and too often offered to older learners rather than young people
- Failures 'not despite but *because* of … government's constant redesign, re-regulation and re-organisation ..'

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Principles for Reform

- Any young person's programme of study, whether 'academic' or 'vocational', should provide for **labour market and educational progress**
- **Provide people with accurate and useful information**, so that they can make decisions accordingly
- The system needs to be **simplified dramatically**, …to free up resources for teaching and learning, and to encourage innovation and efficiency.

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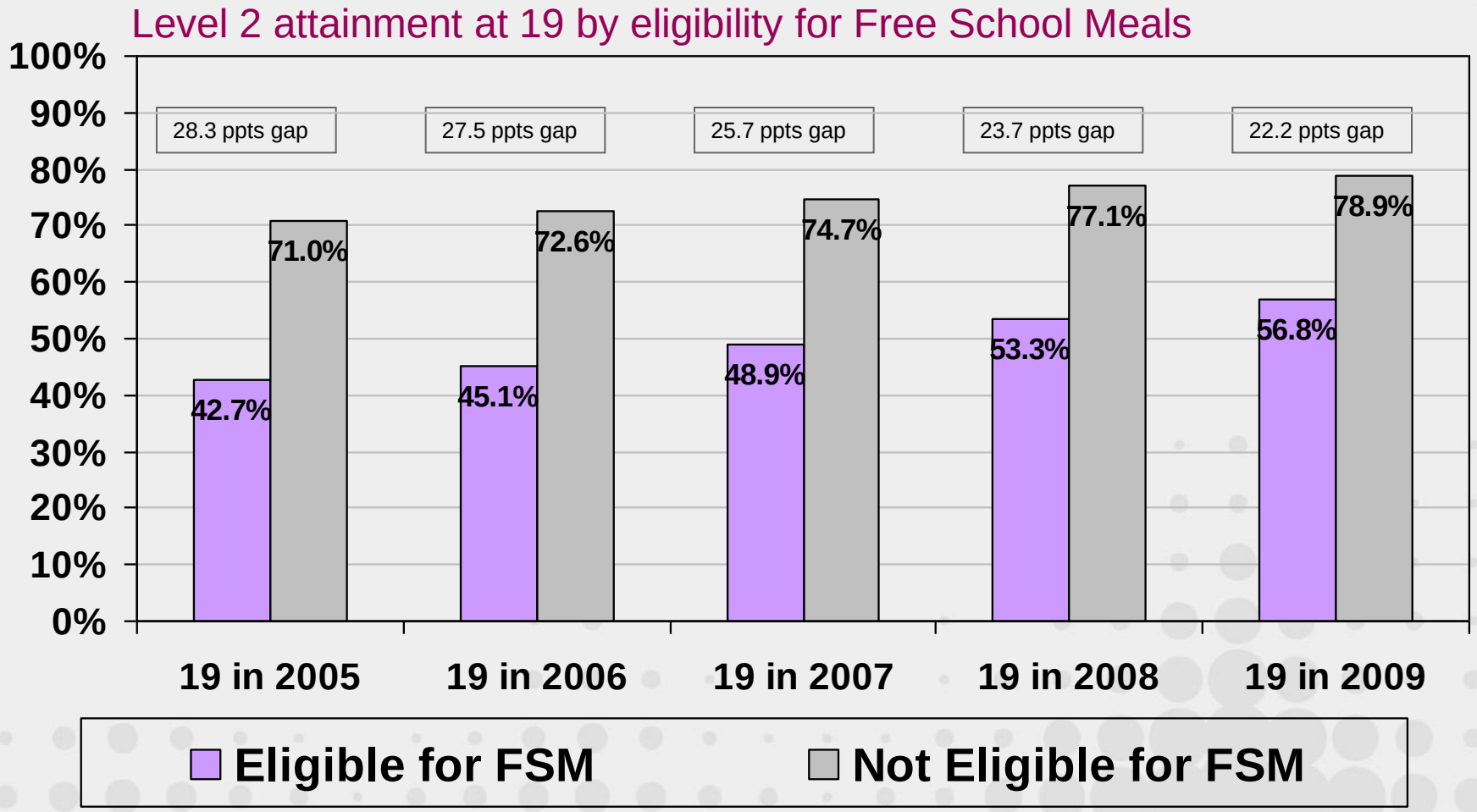
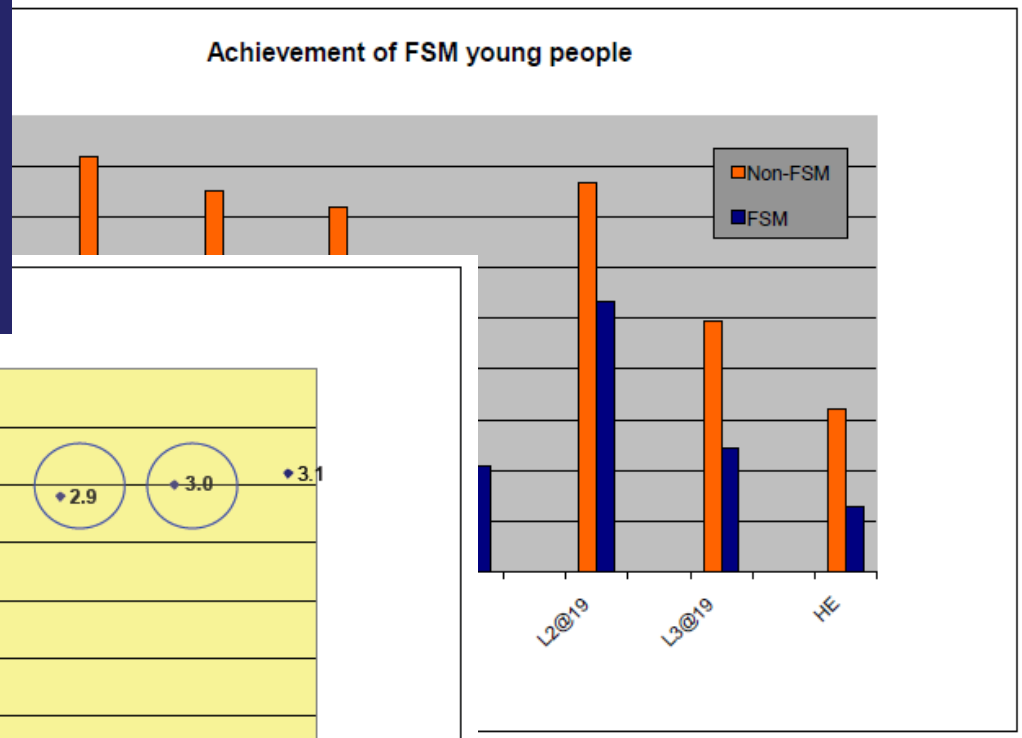
Did somebody say something about Disadvantage?

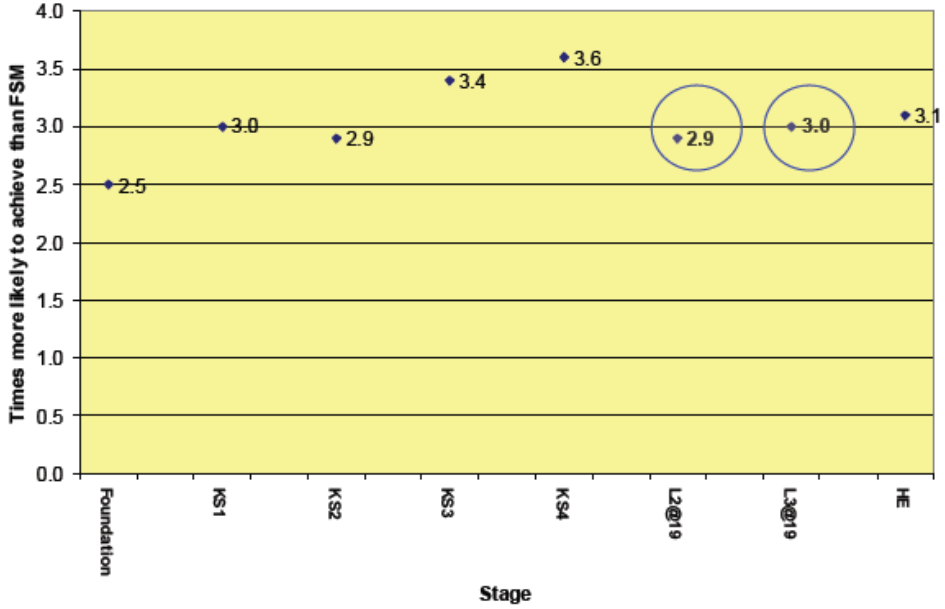
Narrowing the gap i



Narrowing the gap ii

*an FSM child has around **three times worse** odds of achieving good school outcomes than a non-FSM child **at every point** in their education*





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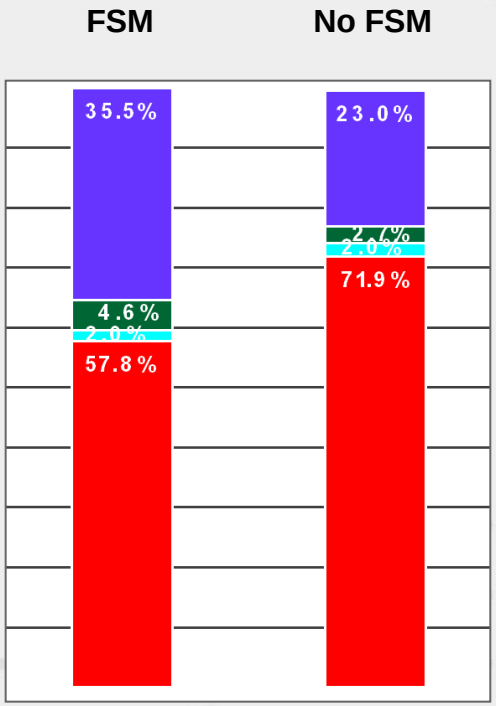
Disadvantage and vocational learning?

Disadvantaged learners more likely post-16 to be:

- In FE
- On level 1 and 2 courses
- In vocational learning.



L3 at 19 by Qualification type and FSM, 2009

'For some young people, experience of work and on-the-job training is more likely to help them secure employment than qualifications or classroom-based learning.'

SEN Green Paper: March 2011

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English and maths

'The biggest obstacle for white working class boys, and to a lesser extent, girls, is their lack of literacy skills'

EHRC 2009

- Poor reading and writing in primary school is strongly associated with low achievement at KS4
- Low ability in reading is one of the key reasons for lack of motivation and subsequent disengagement
- Wolf Review: Funding incentives and government targets 'have conspired to prevent many young people improving their maths and English skills'.

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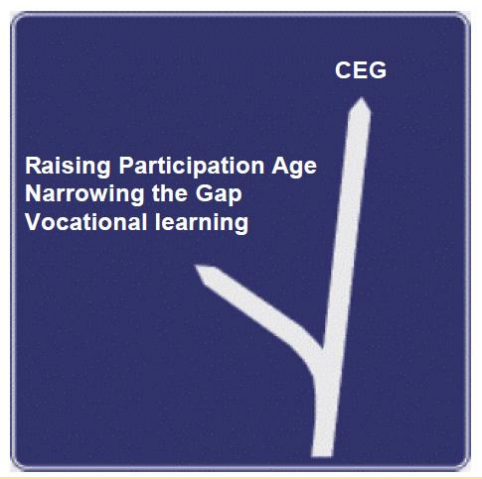
Good information: Some signposts



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Guidance: the landscape

Raising aspirations

All-age careers service

Disadvantaged groups

Labour market information

Apprenticeships

Access to HE

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CEG, raising aspirations

'They only tell you sixth form is available at my school. I knew there was other stuff but that's all they tell us'

'Staying On', Equalities and Human Rights Commission, 2009

- All-age careers service
- Browne Report: 'Individualised careers advice'
- Pathways to Apprenticeship/HE
- Wolf: IAG

  'I would wish simply to reiterate its importance'.

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Impartial, realistic, tailored and responsive IAG

- Specific, impartial, realistic and provided on a one-to-one basis
- Provided by experienced and knowledgeable advisers who understand the world of work
- Informed by appropriate information and the communication of that information
- Multi-dimensional, signposting to other, more appropriate organisations.
- Embracing.

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The extra mile for disadvantage

- Early engagement of young people
- Access to vocational learning opportunities beyond the mainstream
- Initial assessment and guidance
- Bespoke course design and creative delivery in authentic settings
- Continuous support and monitoring/recognising success
- Support for progression, tailored IAG
- Collaborative and flexible working.

‘Each of the providers illustrate a ‘can do’ culture inspired by strong and visionary leadership, where accountability is clear and transparent and where outcomes are clearly defined for all the young people they work with.’

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And why?
Talking of opportunity

'Increased opportunities for work-based and practical learning may improve young people's engagement with more formal learning.'

EHRC 2009

'There is no evidence to suggest that effective pedagogy for pupils from deprived backgrounds is qualitatively different to effective pedagogy for other pupils. There is, however, evidence to suggest that pupils from deprived backgrounds may be less likely to experience good quality teaching'.

DfE, SARD 2010

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And why?
Half our future…still!

'Despite some splendid achievements … there is still much unrealised talent especially among boys and girls whose potential is masked by … the limitations of home background. The country cannot afford this wastage, humanly or economically speaking.

The schools will need to present education in terms more acceptable to the pupils and to their parents, by relating more directly to adult life, and especially by taking a proper account of vocational interests'

Half our Future 1963

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