



This briefing provides advice for practitioners and can also be used to inform partners, learners and their parents and carers of developments in Curriculum for Excellence.

## CfE Briefing <sup>12</sup>

### Planning for Learning part 2: further learning, training and employment beyond age 16

Scottish education is going through a period of transformation that will affect all learners. Approaches to the curriculum, learning, teaching, assessment, awards and qualifications are all changing. Education Scotland is supporting change by sharing emerging practice to inform discussion and promote innovation. This briefing explores the importance of effective and realistic planning as young people progress in learning or training beyond the end of compulsory education. It highlights the importance of supporting all young people to manage their initial transition beyond age 16, and subsequent transitions towards and into work. This is central to the delivery of Curriculum for Excellence (CfE) and to the Scottish Government's commitment to [Opportunities for All](#)<sup>1</sup> – offering a place for all young people not already engaged in further learning or training or in work beyond the age of 16. This briefing builds directly on [CFE Briefing 11](#)<sup>2</sup> and links closely to CFE Briefings 10 and 13, and also to others in the series.

<sup>1</sup> <http://www.scotland.gov.uk/Publications/2012/11/7618>

<sup>2</sup> <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/keydocs/cfebrieffings.asp>

June 2013

The foundations for successful post-16 transitions are laid throughout a young person's education

*Staff ensure that individuals and groups, including those with additional support needs, the more able and the most vulnerable, are very well supported and that both their learning and emotional needs are addressed throughout transitions. Young people experience coherent and progressive curricular programmes, consistent learning approaches and appropriate levels of support and challenge when they transfer from one establishment to another.*

[www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk)

### 1. What are post-16 transitions into further learning, training and employment?

Young people go through many complex transitions in their mid to late teens. One of the most influential is the move from compulsory schooling to non-compulsory education beyond age 16. This can be a rewarding and liberating experience for many. For others it may be a profound and stressful moment in their development. In all cases it is a critical stage, and the way it is guided and supported can have a major bearing on the rest of a young person's life chances. These transitions include taking the next steps towards further learning, training and employment as young people progress through the senior phase of CfE, from school to post-school learning, wherever that takes place. This might be in college, university, training or a modern apprenticeship, or volunteering context, for example. Or it could be from one post-school option to another, perhaps with several transitions when these are needed to progress learning, training or employment. In all cases, those who provide guidance and support need to have a keen eye on young people's progress up to their 20th birthday.

The foundations for successful post-16 learning transitions are laid throughout a young person's education. You can read much more about this in CfE Briefing 11: Planning for learning through the Broad General Education. Building directly on prior learning, transitions are usually effective when they are planned well and implemented in good time. They often use an integrated-service approach as described by Getting It Right For Every Child (GIRFEC), and take full account of the Additional Support for Learning (Scotland) Act 2004 (amended 2009) and forthcoming Children and Young People's Bill (2013).

### 2. How are post-16 transitions planned?

Partners who plan in a joined-up way are more likely to ensure that all young people can access the opportunities and support they need to make effective transitions. This means having an effective multi-agency approach and the involvement of universal services, with clearly defined responsibilities. Key to this planning is the way everyone involved tracks and monitors young people's learning and achievement. Equally important is how well they involve parents and young people themselves directly in the planning process to ensure that individual needs, interests and people's aspirations drive all decisions. This is essential for motivation on the part of the learner.

It is important that the planning process is joined up and tailored to individual needs in order to design achievement pathways. This will include planning any extra support that needs to be in place before a young person moves through a

transition. To achieve this, many local authorities and schools are now taking a 16+ Learning Choices approach (the post-16 transition planning model) which successfully supports the delivery of both the senior phase of CfE and Opportunities for All.

*How effective are arrangements for joint transition planning across all services and partners who have a role in delivering post-16 learning, progressing towards and into employment?*

### 3. How is this process delivered?

The Scottish Government's [Post-16 Transitions Policy and Practice Framework](#)<sup>3</sup> supported by the [Post-16 Transitions Data Practice Framework](#)<sup>4</sup> sets out the framework, expectations, roles and responsibilities for delivering post-16 learning transitions. This helps to ensure the offer of an appropriate place in learning or training for every 16-19 year old, in advance of them leaving school, and before leaving any subsequent phase of learning or training. It focuses on personalisation, choice and progression and encompasses all relevant support. When young people need additional support, or are at risk of disengaging from learning or have already done so, partners will extend an offer of learning or training and support appropriately. This approach recognises the importance of interventions to promote personal and social development where necessary and to ensure that young people can make successful and sustained transitions, including through the development of skills for learning, life and work.

3 <http://www.scotland.gov.uk/Publications/2012/11/3248/5>

4 [www.scotland.gov.uk/Publications/2012/11/2173](http://www.scotland.gov.uk/Publications/2012/11/2173)

Partners who plan in a joined-up way are more likely to ensure that all young people can access the opportunities and support they need to make effective transitions

#### 4. Who needs to be involved and what are their roles?

It is vital that **young people themselves, parents** and anyone with a **parenting responsibility** are at the heart of the process of planning transitions – they have the key role in ensuring that achievement pathways are well informed and coherent. The range of provision and support offered during this process can sometimes appear daunting and confusing, so it is vital that all involved in multi-agency partnerships have well-defined roles that are clearly explained. These partnerships often include:

- practitioners in all learning and training settings including secondary and special schools; colleges; universities; community learning and development youth work delivered in diverse settings and sectors; organisations and other learning, training and support providers;
- local authorities; Skills Development Scotland (SDS); Education Scotland; Scottish Funding Council; and
- support agencies and professionals in wider child, youth and adult services, including training providers, third sector organisations and businesses, all of whom can play an important role.

*How well do all involved in multi-agency working understand and explain their roles in planning and delivering successful post-16 transitions, and how effectively do they work together to deliver a coherent process?*

**Local Authorities**, through Community Planning Partnerships, are responsible for providing



leadership, agreeing local priorities and how they are delivered with partners. This includes ensuring sufficiency in the learning and training places offered across all sectors and which are balanced with the demand from young people, and which meet employers' needs in the local labour market.

*Do all partners understand the importance of data management and data sharing, and how they can use it to improve post-16 learning and training transition planning?*

**Schools** take a lead role in working with young people, parents and partners to deliver a senior phase curriculum that meets the needs of all learners and which supports them to progress towards further learning, training or employment. This places a priority on transition planning and gives added attention to those young people who, for any reason, are at risk of not progressing. By working with SDS, schools can ensure that young people have access to appropriate career information, advice and guidance, and how it links to the labour market. Schools can also ensure that accurate and up-to-date information on young people is

recorded within their own management information systems so that it can be uploaded directly into the SDS 16+ Learning Choices Data Hub.

**Colleges**, working with strategic partners, such as SDS, can ensure that learning and training opportunities match demand from all young people, including those who are attending college for part of their S5/S6 school curriculum, and those who are progressing to college as their preferred post-16 option.

**Universities** too can build on their existing responsibilities and partnerships to support students to make a smooth transition into university, to complete their course of learning and to progress on their chosen career path.

*Do all partners understand the importance of data management and data sharing, and how they can use it to improve post-16 learning and training transition planning?*

**Community learning and development** services and other learning and training providers, along with needs-led support in a wide range of settings and contexts, make a valuable contribution to effective



It is vital that young people, parents and anyone with a parenting responsibility are at the heart of the process of planning transitions

---

post-16 transitions. These include: supporting schools to broaden and enrich learning; as partners in college-led courses; as lead providers in a training centre; or in the wider community delivering pre-employment training programmes and other flexible, innovative and personalised programmes and courses, including through activity agreements.

**Skills Development Scotland (SDS)** plays a pivotal role, both strategically and operationally, in supporting young people to participate and progress to work. This includes: providing career information, advice and guidance through the universal on-line service [My World of Work](http://www.myworldofwork.co.uk)<sup>5</sup> with targeted support for those who need it most; compiling and maintaining, on behalf of partners, an integrated set of data for each young person through the 16+ Learning Choices Data Hub; and managing delivery of the Modern Apprenticeship and pre-employment training programmes.

**Young people** are being supported increasingly so that they can take more responsibility for their own post-16 learning, training and employment, and so that they can make more of the opportunities available to them. As they progress through the senior phase, they are being supported to plan and prepare for moving on, both within and outwith school. This planning helps to ensure an offer of an appropriate place in post-16 learning or training and that the right support is in place to help them succeed in their further learning. Those who have disengaged from

learning between the ages of 16 and 20 are encouraged and supported to re-engage with further learning and training through Opportunities for All.

**Parents and anyone with a parenting responsibility** can have a powerful influence on young people's decisions, so they can play a major role in helping them to make informed choices. Partner agencies who engage effectively with parents and anyone with a parenting responsibility, can have a significant influence in helping young people to make informed choices on their post-16 options.

### 5. How do we know when our approaches are working?

So the key question for all of us: – ***How do we know when planning for learning, training and employment beyond age 16 is effective for the young people we serve?***

To answer this question we need everyone with a stake to be involved, including the young people themselves. We need to consider the themes below and align these to local outcomes and monitoring systems, including those which deal with destinations and any data gathered through perception surveys. If we can address these themes, we will gain increasing confidence in and awareness of the impact our interventions are having on young people at the post-16 stage.

- How do we recognise impact when transition planning is timely, cohesive and co-ordinated?

- What does improved data sharing and use of available information look like, and what impact does it have on a young person's further learning?
- How do we know when local options and provision have been sufficient to meet the needs of all young people in the area? What impact measures show us when they haven't?
- How will we recognise improvements in young people's and their parents' or carers' engagement in the planning process? How will we know when this shows through improvements in their readiness for transitions and confidence in moving on, for example?
- What is the potential increase in the number of young people participating in post-16 learning and training in our area?
- What impact do we want to see on youth unemployment? Do we share clear targets?
- How will we know when literacy, numeracy, health and wellbeing and entrepreneurship have improved, and what impact will that have?
- How will we gauge the positive impact on local communities of better post-16 planning?
- To ensure equality of opportunity for all, how do we overcome any language or cultural difficulties that young people and parents may have in accessing the various options?

---

5 [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

