

## **Learning and Skills Journey Seminar – Round Table Discussions**

### **Questions and Feedback**

#### **1. How can we improve on the current arrangements around careers advice for learners?**

- Over-reliance on parents/teachers for careers advice
- Unequal, dependent on engagement across the country
- Schools don't appear to use the learning platforms which are available
- Concentration should be on sectors not just jobs
- Need to have flexibility
- Teach students to learn and they can apply it to careers as well as academic subjects.

#### **2. How can we work together better to ensure learners do not repeat stages/levels of their journey unnecessarily?**

- Keep eye on the end game (into work)
- Improve curriculum design – a more radical and whole systems approach
- Better labour market information/data required
- Cultural/language barriers to address
- There are already some positive examples - show what is already happening around the Developing the Young Workforce (DYW) agenda
- Challenge is to improve workforce planning in industry
- Joined up data required to understand the journey
- Better mobility around the system
- More pastoral care/support
- Need areas of expertise – not all on our doorstep.

#### **3. How can we ensure that everyone receives the right advice and guidance at the appropriate point in their journey?**

- Need for objective advice – reduce competitiveness
- Parents are an important part of the puzzle but things have changed and they may not know where destinations are now
- Teachers have a better understanding of a learner's preferred learning styles – could guide choices about best pathways
- Transferable skills are very important – learners need to be flexible
- Not all learning is linear – timing of advice is important
- Advice is also needed for adult returners – lifelong learning.

#### **4. How can we ensure learner journeys are efficient from both the individual and the tax payers' perspective?**

- Recognise individual learner needs and circumstances
- Need to think about how it works for whole life journeys – lifelong learning
- Qualifications jigsaw – they do not necessarily fit together. HNCs/HNDs are different in sectors (accountancy vs. hairdressing)
- Funding has an impact on individuals and behaviours.

#### **5. How can we help promote equal recognition of academic forms of study and work-based technical and professional learning?**

- Who influences student choices ... schools, parents? Knowledge is out of date
- Learners need exposure to more up-to-date information
- There are multiple entry and exits points
- New models of work-based learning to allow individuals to come and go
- Need to tackle inequalities.

#### **6. How can we work closer with industry to ensure courses and qualifications meet their needs?**

- Has to be a 'win-win' model
- Some employers already engage with schools as part of their corporate social responsibility
- Employers need to think more about talent management – work with colleges to do this
- The current landscape is cluttered with initiatives. Need to simplify to enable employers to understand and broaden
- Need to build into the curriculum transferable skills/attributes and behaviours.

#### **7. How can we ensure that the progress of a learner is not inhibited by systemic or institutional factors e.g. student support funding?**

- Matching of curriculum is key between institutions
- A national articulation scheme could be looked at so that learners could more easily move between institutions regardless of location – should not be just regional
- Funding needs to follow the learner
- There are big disparities between learning time between courses at universities vs. colleges
- Lack of recognition of prior learning is a big hindrance for progression.

#### **8. How do we form strong partnerships that simplify the educational landscape?**

- Partnerships are the crux of it all
- Recognise the pivotal role of colleges – act as catalysts
- Strong strategic vision required
- Full buy-in from partners
- Territorial barriers will need to be broken down
- Funding must follow the learner
- One of the barriers is parity of esteem between colleges and universities
- Recognise value of learner journey and think piece
- Bring employers on board
- Link in with DYW.