

GfK. Growth from Knowledge



Learning options for 14-19 year olds in Wales

**A research report
for the Department for
Children, Education,
Lifelong Learning and
Skills**

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Table of contents

- 1. Executive Summary..... 1**
 - 1.1 Background and objectives of the research 1
 - 1.2 Exploratory qualitative research 1
 - 1.3 Quantitative research among 14 to 19 year olds and parents 2
 - 1.4 Learning providers..... 4
- 2. Introduction..... 7**
 - 2.1 Background 7
 - 2.2 Research Objectives 8
 - 2.3 Overview of research programme 10
 - 2.4 Report structure 10
- 3. Awareness and perceptions of options for 14-19 year olds 11**
 - 3.1 Knowledge of qualifications on offer 11
 - 3.2 Attitudes towards qualifications 13
 - 3.3 Satisfaction with the range of qualifications..... 17
 - 3.4 Summary..... 19
- 4. Welsh language provision and opportunities 21**
 - 4.1 Welsh speakers and education in the medium of Welsh 21
 - 4.2 Importance of learning in Welsh and satisfaction with opportunities to learn in Welsh 23
 - 4.3 Summary..... 25
- 5. Awareness of learning opportunities outside of the classroom and features of learning available to 14-19 year olds..... 27**
 - 5.1 Awareness of learning outside of the classroom 27
 - 5.2 Awareness of new features of learning provision 29
 - 5.3 Awareness of education and training terms after definitions were provided 31
 - 5.4 Wider choice and flexibility 33
 - 5.5 The learning core 35
 - 5.6 The learning coach..... 36
 - 5.7 Personal support 39
 - 5.8 Careers advice and guidance..... 39
 - 5.9 Summary..... 41



6. Aspirations	45
6.1 Importance of aspirations	45
6.2 How the improved provision will affect young people in Wales	48
6.3 Summary	51
7. Learning providers	52
7.1 Context and attitudes towards Learning Pathways	52
7.2 Individual Learning Pathways (ILPs)	54
7.3 Wider Choice and Flexibility	57
7.4 Learning Core	60
7.5 Learning Coaches	62
7.6 Personal Support	68
7.7 Careers Advice and Guidance	70
7.8 Importance of aspirations	73
7.9 Effects of the improved provision for 14 to 19 year olds in Wales	73
7.10 Summary	74
8. Conclusions and policy implications	78
9. Technical Appendix	81
9.1 Quantitative survey methodology – young people and parents	81
9.2 Quantitative survey methodology – providers	81
Appendix 1 Qualitative research	82
9.3 Objectives of qualitative research	82
9.4 Approach and Audience	82
9.5 Awareness	83
9.6 Additional features of the 14-19 Learning Pathways	87
9.7 Implications for quantitative research	89
Appendix 2 Verbatim comments from Providers	91
Appendix 3 Questionnaire for parents and young people	97
Appendix 3 Questionnaire for providers	123
Appendix of tables	144



Table of tables

Table 1:	Definitions of education and training terms provided to respondents.....	31
Table 2:	Expectations about the impact of ILPs	57
Table 3:	Expectations about the impact of Wider Choice and Flexibility	60
Table 4:	Expectations about the impact of the Learning Core	62
Table 5:	Effects of the introduction of Learning Coaches	64
Table 6:	Expected impacts of the introduction of Learning Coaches.....	67
Table 7:	Help expected to be available from Learning Coaches	68
Table 8:	Expected impact of the introduction of Personal Support	70
Table 9:	Expected impact of the introduction of Careers Advice and Guidance.....	72
Table 10:	Knowledge of qualifications by gender and age – young people.....	144
Table 11:	Knowledge of qualifications by educational phase – young people.....	145
Table 12:	Knowledge of qualifications by gender and age of child - parents.....	145
Table 13:	Knowledge of qualifications by educational phase of child – parents.....	146
Table 14:	Satisfaction with range of qualifications by educational phase – young people.....	146
Table 15:	Satisfaction with range of qualifications by gender and age of child – parents	147
Table 16:	Opportunities to use Welsh in education and training by gender and age - parents.....	147
Table 17:	Opportunities to use Welsh in education and training by educational phase - parents.....	148
Table 18:	Perception of qualifications by gender and age – young people..	149
Table 19:	Perceptions of options on offer by educational phase – young people.....	150
Table 20:	Perception of options on offer by gender and age of child - parents.....	151
Table 21:	Perceptions of options on offer by educational phase.....	152
Table 22:	Satisfaction with range of qualifications by gender and age - young people	154
Table 23:	Satisfaction with range of qualifications by educational phase – young people.....	153



Table 24:	Satisfaction with range of qualifications by gender and age of child - parents	154
Table 25:	Satisfaction with range of qualifications by educational phase - parents.....	154
Table 26:	Opportunities to use Welsh in education and training by gender and age – young people.....	155
Table 27:	Opportunities to use Welsh in education and training by educational phase – young people.....	155
Table 28:	Opportunities to use Welsh in education and training by gender and age - parents.....	156
Table 29:	Opportunities to use Welsh in education and training by educational phase - parents.....	156
Table 30:	Awareness of learning opportunities outside of the classroom by gender and age – young people	157
Table 31:	Awareness of learning opportunities outside of the classroom by educational phase – young people.....	157
Table 32:	Awareness of learning opportunities outside of the classroom by gender and age of child - parents.....	158
Table 33:	Awareness of learning opportunities outside of the classroom by educational phase of child – parents	159
Table 34:	Awareness of aspects of learning by gender and age – young people.....	159
Table 35:	Awareness of aspects of learning by educational phase – young people.....	160
Table 36:	Awareness of aspects of learning - parents	160
Table 37:	Awareness of aspects of learning by educational phase – parents	161
Table 38:	Satisfaction with wider choice and flexibility by gender and age – young people.....	161
Table 39:	Satisfaction with the learning core by gender and age – young people.....	162
Table 40:	Satisfaction with the learning coach by gender and age - young people	164
Table 41:	Satisfaction with careers advice and guidance by gender and age – young people.....	163
Table 42:	Satisfaction with careers advice and guidance by gender and age of child - parents	164
Table 43:	Importance of aspirations by gender and age - young people	165



Table 44	Importance of aspirations by educational phase – young people.....	165
Table 45:	Importance of aspirations by gender and age of child - parents ..	167
Table 46:	Importance of aspirations by educational phase - parents	167
Table 47:	Extent to which improved provision will affect young people by gender and age – young people	168
Table 48:	Extent to which improved provision will affect young people by educational phase – young people.....	169
Table 49:	Extent to which improved provision will affect young people by gender and age of child – parents	170
Table 50:	Extent to which improved provision will affect young people by educational phase – parents.....	171

Table of charts

Chart 1:	Knowledge of qualifications on offer – 14 to 19 year olds	11
Chart 2:	Knowledge of qualifications on offer - Parents	12
Chart 3:	Attitudes towards qualifications – young people and parents	14
Chart 4:	Satisfaction with the range of qualifications on offer – young people and parents	18
Chart 5:	Proportion of Welsh-speakers who have received education in the medium of Welsh – 14 to 19 year olds	21
Chart 6:	Opportunities to use Welsh in education – 14 to 19 year olds.....	22
Chart 7:	Child is a Welsh speaker	23
Chart 8:	Child has received education in the medium of Welsh.....	23
Chart 9:	Importance of learning in Welsh – 14 to 19 year olds	24
Chart 10:	Satisfaction with the opportunities to learn in Welsh in the local area.....	25
Chart 11:	Awareness of learning opportunities outside of the classroom – 14 to 19 year olds	28
Chart 12:	Awareness of learning opportunities outside of the classroom - Parents	29
Chart 13:	Awareness of education and training terms – young people and parents	30
Chart 14:	Familiarity with features of 14 to 19 provision after definitions had been provided	32
Chart 15:	Satisfaction with ILP – young people and parents.....	33
Chart 16:	Satisfaction with wider choice and flexibility – young people	35
Chart 17:	Satisfaction with the learning core – young people and parents ...	36



Chart 18:	The kinds of help received from the learning coach – young people	37
Chart 19:	Satisfaction with the learning coach – young people and parents	38
Chart 20:	The kinds of help child received from the learning coach - Parents	39
Chart 21:	Satisfaction with careers advice and guidance - parents.....	40
Chart 22:	Awareness of features of learning provision before and after definition read out and proportion of respondents aware of having each feature – young people	42
Chart 23:	Awareness of features of learning provision before and after definition read out and proportion of respondents aware of their child having each feature – parents	43
Chart 24:	Satisfaction with features of learning provision – young people and parents.....	44
Chart 25:	Importance of aspirations – young people	46
Chart 26:	Importance of aspirations - parents	48
Chart 27:	Impacts of new features of 14 to 19 learning provision – young people.....	49
Chart 28:	Impacts of new features of 14 to 19 learning provision – parents..	51
Chart 29:	Changes in learning provision for 14 to 19 year olds over past two years.....	52
Chart 30:	Will Learning Pathways improve options for 14 to 19 year olds?...	53
Chart 31:	How well Learning Pathways fits in with options available to 14 to 19 year olds within providers’ organisations	53
Chart 32:	Nature of impact of Learning Pathways on school/college and on students	54
Chart 33:	Implementing Wider Choice and Flexibility	58
Chart 34:	Identified learning coaches yet.....	65
Chart 35:	Started implementing Personal Support	68
Chart 36:	Started implementing Careers Advice and Guidance	71
Chart 37:	Importance of aspirations	73
Chart 38:	Effects of the improved provision for 14 to 19 year olds in Wales (agree/disagree statements).....	74

1. Executive Summary

1.1 Background and objectives of the research

The changing landscape of educational opportunities for 14-19 year olds makes it essential for young people's decision-making to be well-informed and reliant on a sound knowledge and understanding of what is available to them and what are the consequences, in terms of the opportunities and likely trajectories, of opting to embark on specific educational or training activities. It is therefore important for the Department for Children, Education, Lifelong Learning and Skills (from hereon in, DCELLS) that young people and their parents are well-informed at all stages of the 14-19 phase.

This study sought to examine the perceptions of young people, parents and Network Representatives in relation to the Welsh Assembly Government's (WAG) Learning Pathways policy (part of the 14-19 Action Plan 2006-2010) which aims to transform the education and training opportunities available to 14-19 year olds). As well as informing the policy-making process of DCELLS, Jobcentre Plus and Careers Wales, the intention was also to provide a baseline figure against which future progress against the Action Plan could be measured.

The focus of the study was the extent to which these stakeholders were aware of and understood the elements of the Learning Pathways, and their attitudes towards it. In order to achieve this, a combination of qualitative and quantitative methods was used. Initially, focus groups of young people and parents, and depth interviews with a small sample of Network Representatives were conducted across Wales. This phase provided insights into the respondents' perceptions, in relation to the main topic areas, and the terminology with which they were familiar. As such, it was able to inform the design of the questionnaires for the quantitative survey.

1.2 Exploratory qualitative research

In the qualitative phase, a total of nine focus groups were conducted with young people and six with parents, while six depth interviews were conducted with Network Representatives.

The six elements of the Action Plan's 14-19 Learning Pathways are: i) Individual Learning Pathways; ii) Wider Choice and Flexibility; iii) The Learning Core; iv) The Learning Coach; v) Personal Support; and vi) Careers Advice and Guidance. These incorporate some new concepts, alongside established initiatives. Gaining an indication of how this was understood by respondents and how the elements should best be referred to was essential to underpin the quantitative research and place the responses in context.

It was evident that young people tended to have a good knowledge of the options available to them, although this knowledge was mainly relevant to their immediate concerns – that is, dependent on their age, they knew about the options for the next stage of their education. A similar pattern applied to parents, whose awareness was



derived largely from communications from their child's school or college or from what their children told them. Not surprisingly, Network Representatives were aware of and understood the range of options across the whole 14-19 territory.

The increased flexibility and choice offered by the Learning Pathways, along with the availability of 'Work-focused Experience_{[J1][V2]}' and the Learning Coach, were welcomed by young people. Despite a limited awareness of the full range of options encompassed by the Learning Pathways, parents also exhibited a belief that these would be beneficial to their children.

While Network Representatives were familiar with the terms of Learning Pathways, young people and parents were not aware of them. However, they did recognise some of the elements of the Pathways, such as the Options Menu within the 'Wider Choice and Flexibility' element, and the Learning Coach. Despite their limited knowledge of the Pathways, they broadly welcomed their introduction, and the options made available to 14-19 year olds within them.

Learning in Welsh was supported by parents, although young people showed less enthusiasm for it. In contrast, young people were well-disposed to the idea of work-focused experience, while parents were concerned that it represented an attempt to revive initiatives such as the Youth Training Scheme (YTS).

The findings of the qualitative phase informed the design of the questionnaires for the quantitative surveys, by enabling the use of accessible language and providing appropriate definitions of the Pathways' elements.

Young people's overall awareness of 14-19 options was limited, and tended to be restricted to their current phase of learning, while parents had little knowledge of what 14-19 options were about. The Learning Pathways policy is in the early stages of development; nonetheless, it is important to recognise a relative lack of awareness and understanding of Learning Pathways amongst young people and parents when drawing conclusions from the survey responses.

1.3 Quantitative research among 14 to 19 year olds and parents

In the case of both young people and parents, significant proportions felt they knew little about the qualifications on offer, and around a fifth stated that they (or their children) could not find a suitable qualification.

Overwhelming majorities of young people and parents recognised the importance of gaining qualifications, while around a quarter of each group disagreed with the statement that "academic qualifications are more important than vocational qualifications".

Similarly, just under a quarter of young people and parents considered work experience to be more important than getting qualifications.



Young people were more likely than parents to agree that “employers are more likely to take on people with academic qualifications”, and considerably more likely to agree that “vocational qualifications are accepted for university entry”.

A positive finding was that 90 per cent of young people and 85 per cent of parents were satisfied with the qualifications which were on offer, although this finding must be tempered by the reported lack of advice and guidance received by a quarter of the samples. Interestingly, levels of satisfaction with qualifications among young people increased with the phase they had reached within the education system – those in higher education were most satisfied. Conversely, parents whose children were no longer studying were least satisfied.

Around a third of young people interviewed were Welsh speakers, with 14 year olds being more likely to speak Welsh than 15-19 year olds. However, a fifth of Welsh-speaking young people reported that they had not received any education in the medium of Welsh and a quarter had no opportunity to use Welsh in their current learning.

In response to a question about broader aspects of learning, a third of young people were unable to cite any examples of learning which took place outside the classroom and helped to develop the skills of 14-19 year olds.

As far as the elements of the Learning Pathways were concerned, the proportion of young people claiming awareness of five out of the six elements were significantly below 50 per cent. The element which elicited dramatically higher levels of recognition was careers advice and guidance. Although this can be attributed to the fact that this is a long-established component of the education system, it may be indicative of the role which careers advice and guidance can play in raising awareness and understanding of Learning Pathways.

The need for ensuring that clarification and explanation of the opportunities on offer to young people is afforded to all was evident in the finding that, once definitions of the Learning Pathways elements had been provided, familiarity with, or recognition of, these elements rose considerably. In particular, the proportion professing knowledge of the Individual Learning Pathway (ILP) rose from 35 per cent to 68 per cent. Again, awareness was higher among the older age group. Those who were aware of the ILPs were unanimous in expressing their satisfaction with their experience of them.

Parents also proclaimed their satisfaction with the ILPs, although awareness was lower than among young people.

Responses to other elements of the Learning Pathways (once defined) also revealed high levels of satisfaction.

There was evidence of enthusiasm for the introduction of a Learning Coach, as it was widely considered to make young people more aware of the options available,



help them feel more confident in their choices and enable them to make informed decisions.

1.4 Learning providers

Three-quarters of providers felt that, in general, learning provision for 14 to 19 year olds had improved over the past two years, while a fifth felt that it had stayed the same; only one per cent felt it had got worse during that period. The Learning Pathways programme was also regarded positively, with the vast majority of providers that responded suggesting that it would enhance the options available for 14-19 year olds.

Furthermore, two thirds felt that the programme fitted well with the options available to 14-19 year olds at their school or college. Only a small minority felt that the fit was poor.

Although it is still early days for the Learning Pathways programme, an overwhelming majority of respondents (84 per cent) stated that they were already implementing the programme, with three quarters of those pointing to a positive impact on both students and the school/college itself.

A smaller proportion (65 per cent) had started implementing ILPs, with just under half stating that they had experienced difficulties in its implementation. Amongst providers who had not started implementing ILPs, a significant proportion felt fairly unprepared. These concerns appeared to be justified, given that two thirds of *all* providers had reservations about their ability to implement the programme. The main problems envisaged were: funding levels; timetabling problems; cost of transportation; the collaboration of employers; and staffing levels.

The most commonly anticipated impacts on learners of the introduction of ILPs were:

- Young people being better prepared for working life;
- Helping young people to identify ways to meet their aspirations;
- More young people taking vocational courses; and
- A broadening of young people's aspirations.

Smaller proportions mentioned potential negative impacts, such as increasing the learners' workload, and leading to confusion amongst learners through there being too many options available.

A large proportion of providers had taken steps to introduce new courses or subject options, as part of the Wider Choice and Flexibility element, either through their own provision or in collaboration with other local providers. Only a tenth (10 per cent) could not identify instances of such development. Nearly half of this group had experienced difficulties in effecting these collaborative arrangements.

Almost half the respondents cited specific concerns about putting Wider Choice and Flexibility into practice. Funding, timetabling, cost of transportation, logistics and staffing levels were the main problems envisaged. Nonetheless, there was widespread consensus about the potentially beneficial impact of this element.

The Learning Core element had already been introduced by two thirds of the respondents (68 per cent), with the proportions stating that it had been easy to implement (44 per cent) being considerably higher than the proportions which had experienced difficulties (12 per cent).

Two thirds of providers (64 per cent) were confident that they had sufficient information to introduce the Learning Core, while a third had concerns – funding and timetabling being the main ones.

As far as the anticipated impact of the Learning Core was concerned, the potential for encouraging young people to take part in more community and voluntary activities was most frequently mentioned. Preparing young people better for working life, giving them a sense of community and broadening their aspirations were also considered to be likely outcomes.

Just under half of providers had taken part in the trial offering Learning Coaches to learners. Of those who had taken part in the trial, half said it had been very or fairly easy to introduce Learning Coaches to their organisation, whilst a third had experienced difficulties (the remainder gave a neutral response to this question). Amongst those who had experience difficulties, the key issues were funding levels, time, staffing levels and number of coaches required) and staff training.

The beneficial aspects of the Learning Coach were evident, with over three quarters of respondents claiming that the effect had been positive. Of particular significance was the fact that over half (58 per cent) believed that students with Learning Coaches tended to take more interest in their studies. Slightly smaller proportions suggested that there had been an effect on some disaffected learners, who were more engaged at school/college (50 per cent) and that the support they provided for students was delivered in a more structured way (46 per cent).

Clearly, the successful introduction of Learning Coaches throughout the education system requires the recruitment and training of suitably qualified individuals. While acknowledging that the initiative is in its early stage, a concern is that less than a fifth of providers had identified all their Learning Coaches, and almost a third had been unable to identify any.

In the light of the above, it was not surprising that less than half the providers considered that they were ready to offer Learning Coaches. Funding constraints, the number of coaches required and uncertainty about the status of coaches were the main concerns. The potential value of the Learning Coach element was readily apparent to providers, with a higher level of engagement among learners, and learners becoming more confident about independent study being the most frequently cited benefits.



In terms of the specific help they could provide, the commonest expectation was that 14-19 year olds would be enabled to make informed decisions (mentioned by two-thirds of providers). Around three fifths also expected that 14-19 year olds would be made more aware of the range of options available and what they involved (60%), that they would be helped to choose the best learning methods (59%) and that they would be helped to feel confident in their choices (55%).

Just over half of providers said they had started implementing the Personal Support element of Learning Pathways. Levels of concern about implementing Personal Support seemed low compared with other aspects of the Learning Pathways programme. Concerns raised related to funding levels, personal support already being embedded in school life, costs, staff development and staffing levels. Three-quarters of providers thought it would make learners feel supported and two-thirds thought it would stop learners with problems feeling isolated. In addition, about half thought it would help learners concentrate on their studies and improve learners' academic achievements.

Not surprisingly, given its longstanding presence in schools and colleges, the Careers Advice and Guidance element was regarded as being relatively unproblematic to introduce, with very few concerns being raised. The potential for Careers Advice and Guidance to help learners to identify their pathway, as well as to make them feel supported and broaden their aspirations were acknowledged.

The most important aspirations, in the eyes of providers, were the ability to mix academic and vocational studies/routes and a reduction in class size. Of a range of attitude statements which respondents were required to comment on, those which elicited the strongest degree of agreement were: "improved vocational options will ensure that young people get better preparation for the career of their choice"; and "work focussed experience will give young people a better idea of what working life will be like".



2. Introduction

2.1 Background

The 14-19 Learning Pathways programme was originally designed in line with an aim in The Learning Country that '95% of 25 year olds should be ready for high skilled employment or higher education by 2015'. The required outcomes of the programme were then included in the 14-19 Action Plan (Guidance I and II) and developed further in the Welsh Assembly Strategy Document Vision into Action. The Programme aims to address the need for a more flexible and balanced approach to the education of 14-19 year olds, providing a wider range of experiences which will suit the diverse needs of young people in Wales.

The programme framework consists of six key elements:

- Individual Learning Pathways
- Wider Choice and Flexibility
- Learning Core
- Learning Coach
- Personal Support
- Careers Advice and Guidance.

The programme aims to encourage more young people to achieve their potential so that they are increasingly better equipped for the world of work and to become better informed and more active citizens. It will do this by contributing to an improvement in qualifications, supporting an improvement in the proportion of 16 year olds progressing to further learning in education and training, widening choice, promoting equality of opportunity and supporting the achievement of the 'Extending Entitlement' programme. Further information can be found at:

<http://www.learning.wales.gov.uk/pathways/welcome-e.htm>

The Welsh Assembly Government (WAG) wanted to conduct research into key stakeholders' perceptions of the Minister's 14-19 Action Plan 2006-2010 (hereinafter referred to as the Action Plan). The key stakeholders for the Action Plan, and therefore targets for the research, are:

- 14-19 year olds
- Parents of 14-19 year olds
- Those involved in the provision of education and training for 14-19 year olds



The research is intended to provide key messages for use by the Department for Children, Education, Lifelong Learning and Skills (DCELLS), as well as other organisations and providers including Jobcentre Plus and Careers Wales.

The research also aims to provide a baseline suitable for comparison with further information on perceptions which will enable DCELLS to measure progress against the Action Plan's objectives.

2.2 Research Objectives

Research objectives were set for each of the three research targets - young people, parents and providers – as follows:

2.2.1 Research objectives for 14-19 year-olds:

- To establish the level of awareness of the range of applied (vocational) and general options currently available;
- To explore attitudes and perceptions towards the current applied (vocational) and general options available to 14-19 year-olds;
- To gather information on any improvements to the 14-19 learning and training opportunities that respondents would like to see in the future.
- To find out how they perceive the availability of opportunities to learn through the medium of Welsh;
- To establish the level of awareness of and perceptions of the value of the Welsh Baccalaureate;
- To identify the level of awareness of work-focused experience opportunities;
- To identify the level of awareness of community participation opportunities available to them;
- To establish current awareness of 14-19 marketing communications from organisations such as Funky Dragon, Careers Wales Online, CLIC, youth forums and DELLS;
- To consider the impact that the current learning experience has had on their future plans for learning or training;
- To consider any differences or similarities among sub-groups such as qualification levels held, region, urban/rural location, socio-economic status, gender etc; and

- To identify and discuss the implications that these findings may have for the Action Plan and other learning and skills-related policy and practice in Wales.

2.2.2 Research objectives for the parents of 14-19 year-olds:

- To establish the level of awareness of the range of applied and general options currently available;
- To explore parents' attitudes and perceptions towards the current applied (vocational) and general options available to 14-19 year-olds;
- To gather information on any improvements to the 14-19 learning and training opportunities that parents would like to see in the future.
- To establish the level of awareness of and perceptions of the value of the Welsh Baccalaureate;
- To find out how they perceive the availability of opportunities for young people to learn through the medium of Welsh;
- To identify the level of awareness of work-focused experience opportunities available to young people;
- To identify the level of awareness of community participation opportunities available to young people;
- To establish current awareness of 14-19 marketing communications from organisations such as Funky Dragon, Careers Wales Online, CLIC, youth forums and DELLS;
- To consider any differences or similarities among sub-groups such as region, urban/rural location, socio-economic status, gender of learner etc; and
- To identify and discuss the implications that these findings may have for the Action Plan and other learning and skills-related policy and practice in Wales.

2.2.3 Research objectives for providers and education professionals:

- To explore attitudes towards the current options available to 14-19 year olds, highlighting any common themes of positive or negative perceptions;
- To establish levels of awareness of and attitudes towards the six key elements of the 14-19 Learning Pathways framework;
- Highlight any areas where significant improvement is expected or hoped for as a result of the Action Plan;

- Highlight any areas of concern to providers and their staff with regard to the Action Plan;
- Identify any perceived barriers to the attainment of the Action Plan's objectives from the point of view of providers;
- To gather information on any improvements to the provision arrangements for 14-19 year olds that respondents would like to see in the future.
- Consider significant differences and similarities among education and training sectors;
- To identify and discuss the implications that these findings may have for the Action Plan and other learning and skills-related policy and practice in Wales.

2.3 Overview of research programme

It was felt that the research project as a whole would benefit from a combined qualitative and quantitative approach.

Qualitative research provided an in-depth understanding of the views of stakeholders in relation to the six elements of the Learning Pathways, looking at the terminology that was being used and that stakeholders were familiar with. The focus group and depth interview findings gave more detailed insight into the key topic areas covered in the later quantitative research (telephone and online surveys), as well as informing how best questions could be worded. This latter point is important; it was necessary to develop the survey questions so that they would be suitable for a baseline survey (when awareness was likely to be low) as well as being useful in later survey waves to enable direct comparisons. A discussion of the findings from this element of the research is contained in Appendix 1.

The telephone and online surveys informed the extent to which many of the views investigated qualitatively were held by stakeholders and allowed detailed investigation of how these views differed between stakeholder groups or sub-groups. These survey findings also provide a baseline against which change can be measured in the future, allowing an assessment of the Action Plan's progress towards its objectives.

2.4 Report structure

This report deals primarily with the quantitative research phase. Chapter 3 discusses the exploratory qualitative work carried out to inform the quantitative research, whilst the rest of the report concentrates on the findings and views gained from the quantitative surveys of parents of 14-19 year olds, 14-19 year olds themselves and those schools, colleges, work based learning providers and voluntary organisations providing educational services to 14-19 year olds.

3. Awareness and perceptions of options for 14-19 year olds

This chapter covers awareness of and attitudes towards learning options available to 14-19 year olds among young people and parents, as measured in the telephone survey.

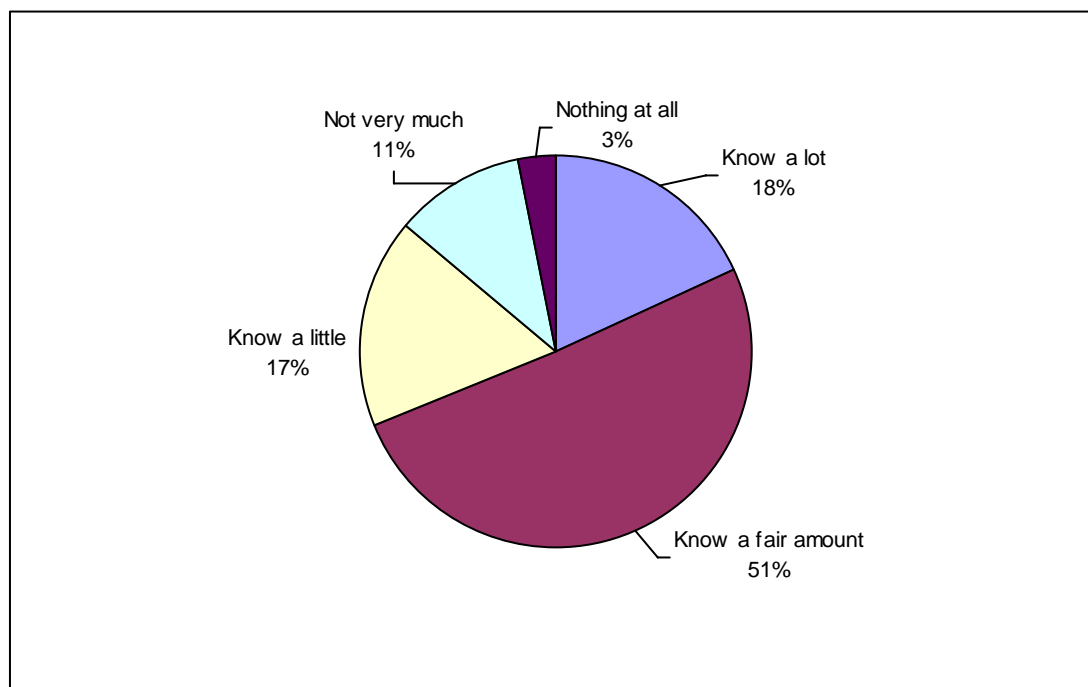
3.1 Knowledge of qualifications on offer

Parents and 14 to 19 year olds in the quantitative survey were asked how much they thought they knew about the qualifications on offer to them (in the case of the 14 to 19 year olds) or to their children (in the case of the parents).

3.1.1 14-19 year olds

About seven out of ten young people (69%) thought they knew at least a fair amount about the qualifications on offer. Almost 1 in 5 (18%) said they knew a lot and half (51%) said that they knew a fair amount. It is of concern that three out of ten said they knew just a little, not very much or nothing at all.

Chart 1: Knowledge of qualifications on offer – 14 to 19 year olds



Base: All 14-19 year olds. Unweighted 1000; weighted 1000

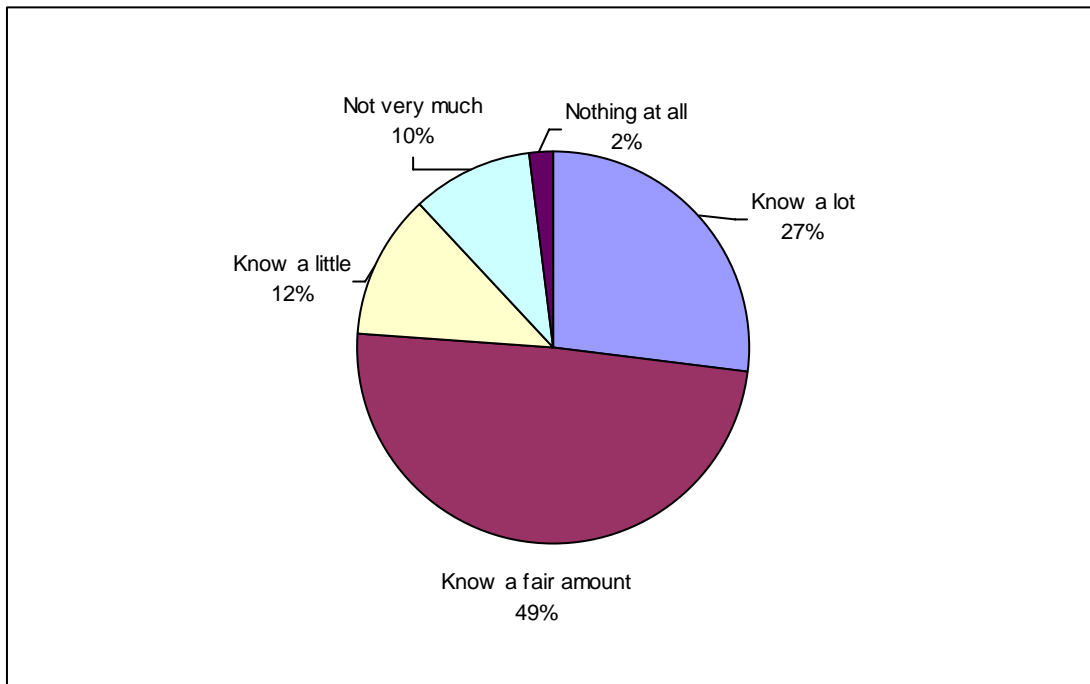
When looking at age, some differences emerged in the levels of knowledge of the qualifications on offer. Young people aged 16 and those aged 17-19 felt they knew more about qualifications than those aged 14 or 15. The most likely reason for this difference is the stage these young people have reached in their education. Those aged 14 and 15 are less likely to have been faced with decisions about qualifications than those aged 16 to 19.

Regarding the phase of education of the learners, those in post compulsory education were more likely to say they knew a lot or a fair amount than those in compulsory education.

3.1.2 Parents

When parents of 14 to 19 year olds were asked how much they knew about the qualifications on offer, they generally felt more knowledgeable about what was on offer than the young people themselves. Just over a quarter (27%) said they knew a lot about the qualifications on offer compared with 18% of young people. Around half (49%) said they knew a fair amount (a similar number of young people said the same (51%)), whilst about a quarter said they knew just a little, not very much or nothing at all (24%).

Chart 2: Knowledge of qualifications on offer - Parents



Base: All parents of 14-19 year olds. Unweighted 756

The age of the child had some effect on parents' perceived knowledge of qualifications, with parents of those aged 16+ slightly more likely to feel they knew a lot (30% compared with 21% of parents of 14 and 15 year olds).

Parents of those in post-compulsory education were more likely than parents of younger students to say they knew a lot (32% compared with 24%). One further difference emerged within the post-compulsory phase, which was that the parents of young people studying at FE colleges felt less familiar with the qualifications on offer than parents of young people studying in school sixth forms.

3.2 Attitudes towards qualifications

A number of brief statements about attitudes to qualifications were read out over the telephone to parents and 14 to 19 year olds, and both groups were asked to what extent they agreed or disagreed with each statement.

3.2.1 14-19 year olds and parents - overview

The chart below shows that virtually all young people agreed that it is important to gain a recognised qualification (94%). The other statements which a majority of young people agreed with included “employers are more likely to take on young people with academic qualifications than those with vocational qualifications” (68%) and “vocational qualifications are accepted for university entry” (59%). Exactly half agreed that “academic qualifications are more important than vocational ones” (50%).

The statements which young people generally did not agree with were “I cannot/could not find a qualification that is/was suitable to my needs” (22% agreed) and “work experience is more important than getting qualifications” (24% agreed). While it may be seen as encouraging that the majority of young people were not showing evidence of struggling to find suitable qualifications, it must be of concern that a good fifth felt unable to find a suitable qualification.

Most parents agreed that it is important to gain a recognised qualification (96%), and this was very similar to the 94% of 14-19 year olds who agreed with this statement. Other statements with high levels of agreement were “employers are more likely to take on young people with academic qualifications than those with vocational qualifications” (61%), which was comparable to 68% of young people. However, parents were rather less likely to agree that academic qualifications were more important than vocational qualifications (at 43%, also comparable to the 50% of young people who agreed with this statement). One fifth (20%) of parents agreed with the statement “my son/daughter cannot/could not find a qualification that is/was suitable for his/her needs”, a very close match for the 22% of young people who expressed the same view.

Areas where there were differences between the parents and young people were:

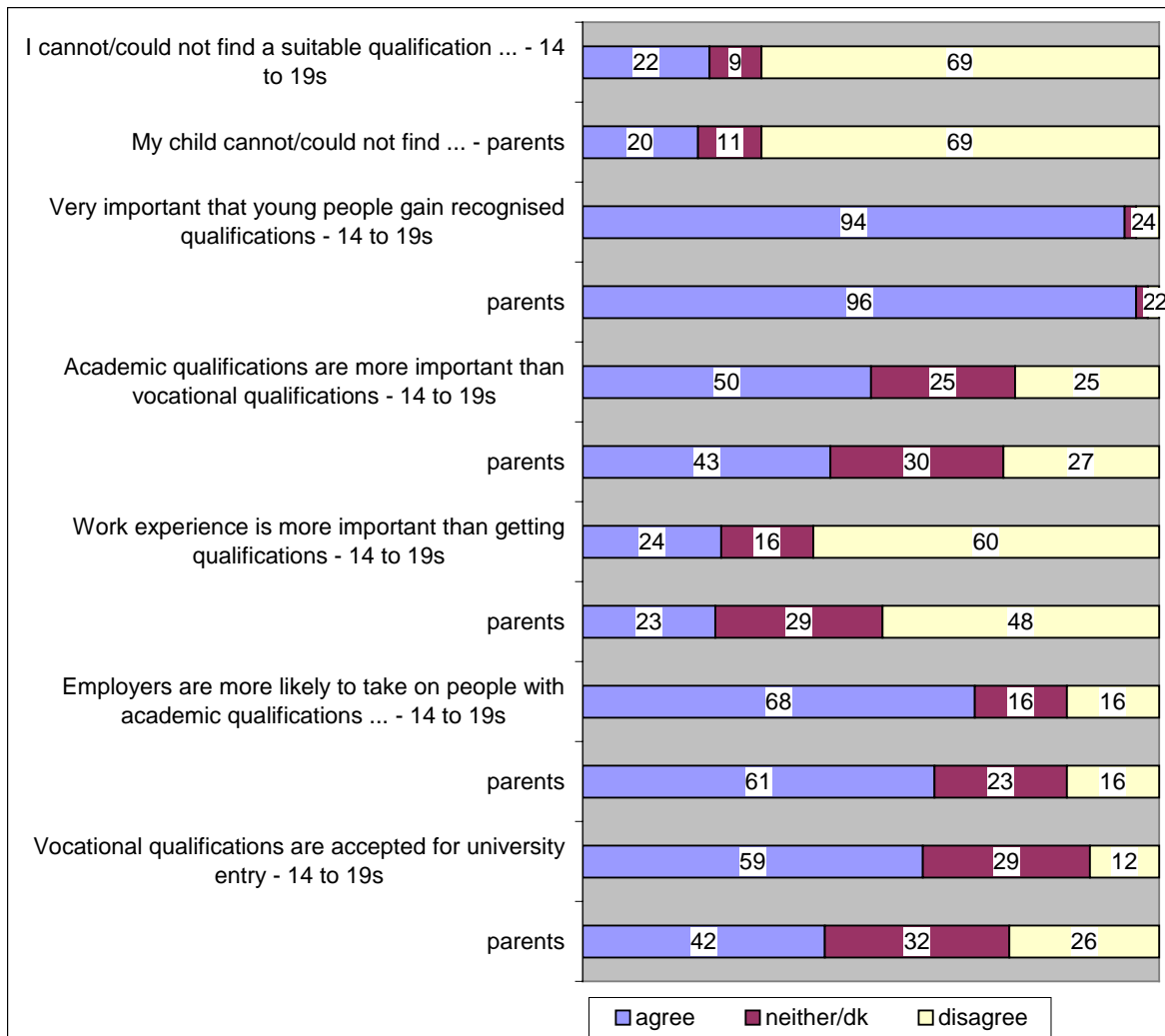
- “work experience is more important than getting qualifications”: parents were more likely than young people to agree with this at 41% compared with 24% of young people
- “vocational qualifications are accepted for university entry”: parents were less likely than young people to agree that this was the case, at 42% compared with 59%

Only one difference emerged between males and females among the 14 to 19 year olds themselves, which was that males were more likely to agree with the statement

“employers are more likely to take on people with academic qualifications than people with vocational qualifications”.

More differences emerged by age. The pattern tended to show a gap in attitudes between 14 and 15 year olds on the one hand and those aged 17 to 19 on the other, with the 16 year olds’ views close to the younger students on some issues and close to the 17 to 19 year olds on others.

Chart 3: Attitudes towards qualifications – young people and parents



Base: All 14-19 year olds (unweighted 1000; weighted 1000). All parents of 14-19 year olds (unweighted: 756)

3.2.2 Attitudes to qualifications – young people

A) “I cannot/could not find a qualification that is/was suitable for my needs”

Just over a fifth (22%) of all 14 to 19 year olds agreed with this statement, with agreement higher among 14 and 15 year olds than among those aged 16+. Other groups particularly likely to agree that they were experiencing, or had experienced,

difficulties in this area were those studying part-time (18% of these agreed strongly, and 32% agreed in total) and those no longer studying (12% agreed strongly and 33% agreed in total). Young people in Welsh-speaking schools were more likely to agree with this statement than their counterparts in English-speaking schools (31% agreement compared with 22%).

B) “It is very important that young people gain recognised qualifications”

The vast majority of young people agreed with this statement (94%). However, levels of agreement were slightly lower among those no longer studying than among those still studying.

C) “Academic qualifications are more important than vocational qualifications”

Half of 14-19 year olds (50%) agreed with this statement while 26% disagreed. 18 and 19 year olds were more likely to disagree than those aged 14 to 17. Part-time learners and those learning in FE colleges and universities were also more likely than average to disagree with this view of academic qualifications.

D) “Work experience is more important than getting qualifications”

Three-fifths of 14-19 year olds (60%) disagreed with this statement, while a quarter (24%) agreed. Those aged 17+ were less likely to disagree with this view than 14 to 16 year olds (50% compared with 69%). Related to age, those studying part-time or not studying at all were less likely to disagree than those who were studying full-time (47% compared with 62%).

E) “Employers are more likely to take on people with academic qualifications than people with vocational qualifications”

Two-thirds of 14-19 year olds (68%) agreed that employers were more likely to take on people with academic qualifications than people with vocational qualifications, while 16% disagreed. Males were slightly more likely than females to agree with this view (71% compared with 64%). Those aged 16 or younger were slightly more likely than those aged 17+ to agree (74% compared with 62% in agreement), and those in compulsory education were more likely than those in post-compulsory education to agree (75% compared with 62%).

F) “Vocational qualifications are accepted for university entry”

Three in five 14-19 year olds (59%) agreed with the statement that vocational qualifications were accepted for university entry, while 12% disagreed. Levels of agreement hardly varied by gender, age or type of learning provision, except that the 15 year olds in the sample were especially likely to agree, and to agree strongly.

3.2.3 Attitudes to qualifications - parents

A) “My son/daughter cannot/could not find a qualification that is/was suitable for his/her needs”

Seven out of ten parents of 14 to 19 year olds (69%) disagreed with this statement while 20% agreed. The parents of those no longer studying were more likely to agree with the statement, at 38%. The parents of young people attending at Welsh-speaking schools were more likely than parents of young people attending English-speaking schools to agree with this view (26% compared with 16%).

B) “It is very important that young people gain recognised qualifications”

Virtually all parents of 14 to 19 year olds agreed with this view (96%) and indeed about four fifths strongly agreed with it (78%). Just 2% expressed any level of disagreement. Mothers were even more likely than fathers to agree (97% compared with 92%).

C) “Academic qualifications are more important than vocational qualifications”

About two fifths (43%) of parents agreed that academic qualifications were more important than vocational qualifications, while about a quarter (27%) disagreed with this view. However, the views of parents of 18 and 19 year olds were quite different from the views of 14 to 17 year olds on this issue. The former were much more evenly divided between agreeing and disagreeing with the statement – 34% agreed and 35% disagreed – while the latter did not have a majority in agreement but the proportion of parents who agreed was about double the proportion who disagreed (49% of parents of children in compulsory education agreed while 23% disagreed).

D) “Work experience is more important than getting qualifications”

About a quarter (23%) of parents of 14-19 year olds agreed that work experience was more important than getting qualifications, but about twice as many, 48%, disagreed with this view. The parents of young people attending FE colleges were less likely than others to disagree with this view of work experience – only 36% disagreed while 24% agreed. Parents who had been unemployed for more than 6 months were more likely than others to agree with this view of the importance of work experience – 39% of this group agreed while 36% disagreed.

E) “Employers are more likely to take on people with academic qualifications than people with vocational qualifications”

Three fifths (61%) of parents of 14 to 19 year olds agreed that employers were more likely to take on people with academic qualifications than people with vocational qualifications, while 16% disagreed. Parents whose children were attending Welsh-speaking schools were especially likely to agree with this view, at 73%, and their views contrasted significantly with parents whose children attended English-speaking schools (60%), FE colleges (52%) or universities (55%).

F) “Vocational qualifications are accepted for university entry”

About two fifths (42%) of parents agreed that vocational qualifications were accepted for university entry, while a quarter (26%) disagreed. In the survey sample, parents of girls were more likely than parents of boys to agree with this view of vocational qualifications (48% compared with 38%), though it is not at all obvious why this should be the case, and may be related to other factors such as the age profile or type of school attended by the young people. Parents of 16 year olds were the least likely to agree and most likely to disagree with this statement, contrasting with parents of both younger and older teenagers. The parents of young people attending sixth form colleges were significantly more likely to agree with this statement about vocational qualifications at 66%, contrasting with parents whose children were attending other types of post-compulsory provision such as school sixth forms and FE colleges (44% and 43% respectively) as well as contrasting with parents of children still in compulsory education (37%).

3.3 Satisfaction with the range of qualifications

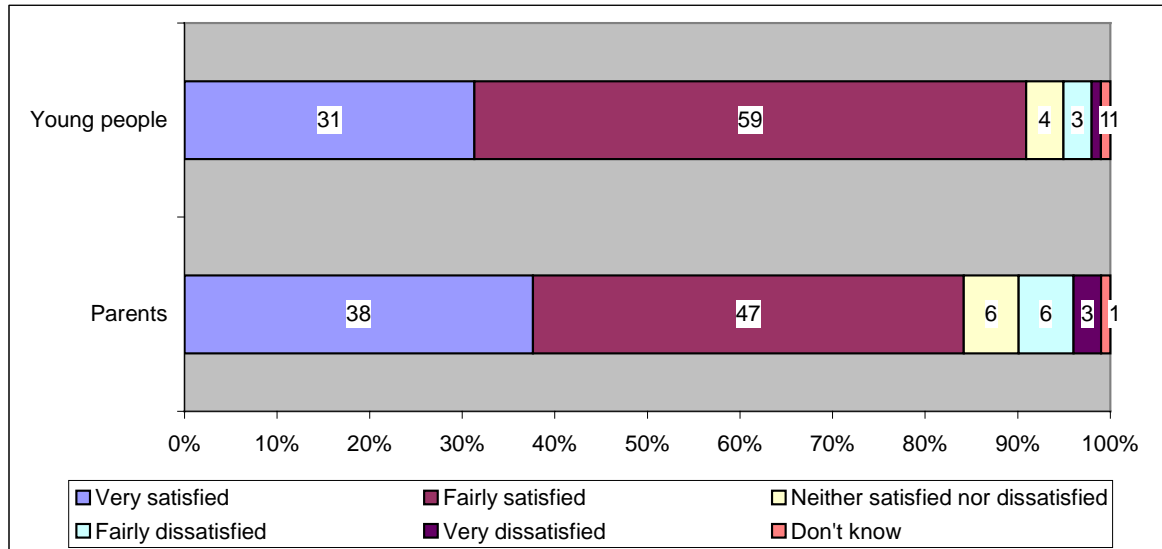
Both 14-19 year olds and parents were asked how satisfied they were with the range of qualifications on offer. Those who expressed dissatisfaction were asked why they were dissatisfied.

3.3.1 14-19 year olds and parents - overview

The chart below shows that nine out of ten young people were at least fairly satisfied with the qualifications on offer to them. Three in ten (31%) were very satisfied, three-fifths (59%) were fairly satisfied and just 4% expressed some form of dissatisfaction.

Parents were also generally satisfied with the range of qualifications available to their child, with over eight in ten of all parents at least fairly satisfied. Parents were at the same time more likely than the young people to say they were very satisfied (38% compared with 31%) and more likely to express dissatisfaction (8% compared with 4%).

Chart 4: Satisfaction with the range of qualifications on offer – young people and parents



Base: All 14-19 year olds (unweighted: 1000; weighted: 1000) and all parents (unweighted: 756)

3.3.2 Satisfaction with qualifications on offer – young people

Among the 14 to 19 year olds there were no differences by gender in levels of satisfaction with the qualifications on offer. The only difference by age was that 15 year olds were less likely than others to say they were very satisfied and more likely to say they were fairly satisfied.

Those in post compulsory education had a higher satisfaction level than those in compulsory education, with the former more likely to say they were very satisfied (38% compared with 27%); those attending a university were the most satisfied of all.

Young people no longer studying were much less satisfied with qualifications on offer than those who were still studying (77% compared with 92%); the level of dissatisfaction expressed by this group was still fairly low at 11% but significantly higher than that expressed by those still studying.

The 40 young people who expressed dissatisfaction were asked why they were dissatisfied. Seven did not give any answer. The main answers given by those who did respond were:

- limited choice/not enough availability (14 respondents)
- problems with the standard required/levels of expectation too high (4 respondents)
- lack of vocational courses (2 respondents)

3.3.3 Parents

The variations in satisfaction with qualifications on offer seen among 14 to 19 year olds were mirrored by the variations in the views of parents.

Parents of children in post-compulsory education were more likely to describe themselves as very satisfied at 44% compared with 36% for parents of children in compulsory education; satisfaction was particularly high among parents of young people attending sixth form colleges at 98%. Parents whose children were no longer studying were less satisfied with qualifications on offer, with 62% satisfied and 23% dissatisfied.

The 61 parents who expressed dissatisfaction with the range of qualifications were asked why they were dissatisfied. The responses that they gave were:

- limited choice/not enough availability (23 respondents)
- lack of vocational courses (5 respondents)
- too far to travel for required courses/don't do them in our area (4 respondents)
- courses clash/have to choose between them (4 respondents)
- problems with the standard required/levels of expectation too high (3 respondents)
- forced to take some subjects (3 respondents)
- available courses were not suitable for special needs/disabled students (3 respondents)
- lack of support/help (3 respondents)
- not good for special needs students (2 respondents)

3.4 Summary

Regarding how much they felt they knew about the qualifications on offer, about one fifth (18%) of young people and just over a quarter of parents (27%) said they knew a lot. Around half of both young people and parents (51% and 49% respectively) said they knew a little. There was a clear difference in that many more parents felt they knew a lot about the qualifications on offer compared with young people. This may be related to the young people feeling less confident of their knowledge levels. This is a question worth tracking in the future to see if, following the full implementation of the action plan, young people feel more confident in the qualifications available to them via the careers information, learning coach and personal support.



When respondents were read out a series of statements about their perceptions of qualifications and were asked to what extent they agreed or disagreed with each statement, parents and young people gave similar responses for most of the statements. There were two statements where the responses were rather different. The first was "work experience is more important than getting qualifications": a quarter (24%) of young people agreed with this statement, but two fifths (41%) of parents agreed, which is a 17 percentage point difference. The second statement was "vocational qualifications are accepted for university entry", where 59% of young people agreed with this statement and just 42% of parents, which is a 17 percentage point difference. The reason for this difference is almost certainly that young people have been informed that this was the case, whilst the information had not been passed on to parents.

Regarding satisfaction with qualifications on offer, parents were more likely than young people to say they were very satisfied (38% compared with 31%) and young people were more likely to say they were fairly satisfied (59% compared with 47%). Parents were also more likely than young people to express dissatisfaction (8% compared with 4%). Looking at this data, it appears that parents held stronger opinions about the range of qualifications on offer than young people (particularly the limited choice and availability of qualifications). A lack of vocational qualifications and transport also concerned parents.

4. Welsh language provision and opportunities

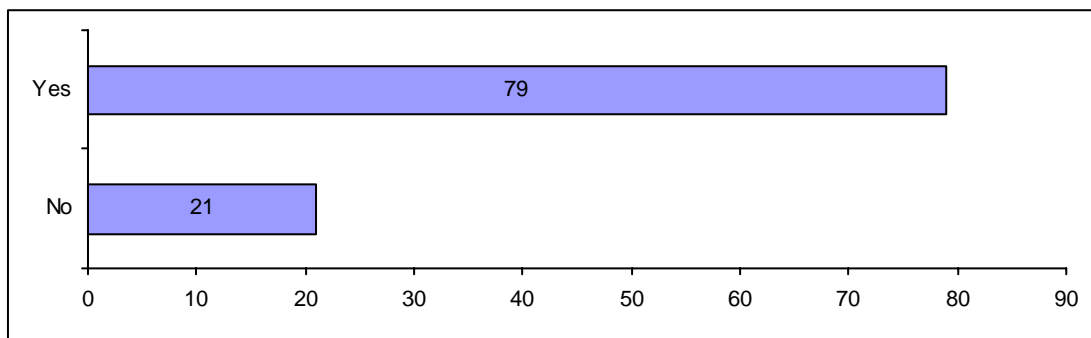
The research explored the use of the Welsh language in education for 14-19 year olds. Opportunities for learning in Welsh were discussed as well as how satisfied young people and parents were with the provision available.

4.1 Welsh speakers and education in the medium of Welsh

4.1.1 14-19 year olds

Of those who were Welsh speakers, 79% had received some education in the medium of Welsh. A significant minority – a fifth (21%) of 14-19 year olds describing themselves as Welsh speakers - had not received any education in Welsh.

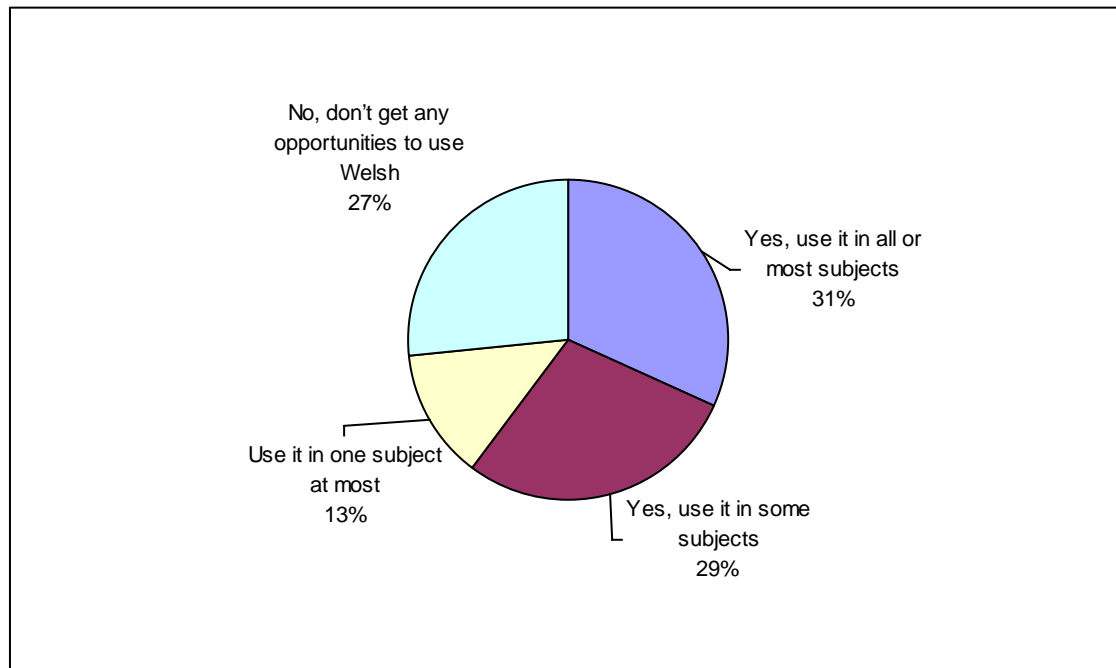
Chart 5: Proportion of Welsh-speakers who have received education in the medium of Welsh – 14 to 19 year olds



Base: All 14-19 year old Welsh speakers. Unweighted 293; weighted 291.

When asked about opportunities to use the Welsh language, about a third of Welsh speakers (32%) said they used it in all or most of their subjects, a similar proportion (29%) used it in some subjects and a further 13% used it in one subject at most. About a quarter (27%) of Welsh speakers reported that they did not get any opportunities to use Welsh. This was more likely to be reported by those aged 17+ than by those aged 14 to 16. Those in compulsory education were more likely to say they had the opportunity to use Welsh in all or most subjects than those in post compulsory education (39% compared with 27%).

Chart 6: Opportunities to use Welsh in education – 14 to 19 year olds



Base: All 14-19 year olds. Unweighted 1000; weighted 1000

4.1.2 Parents

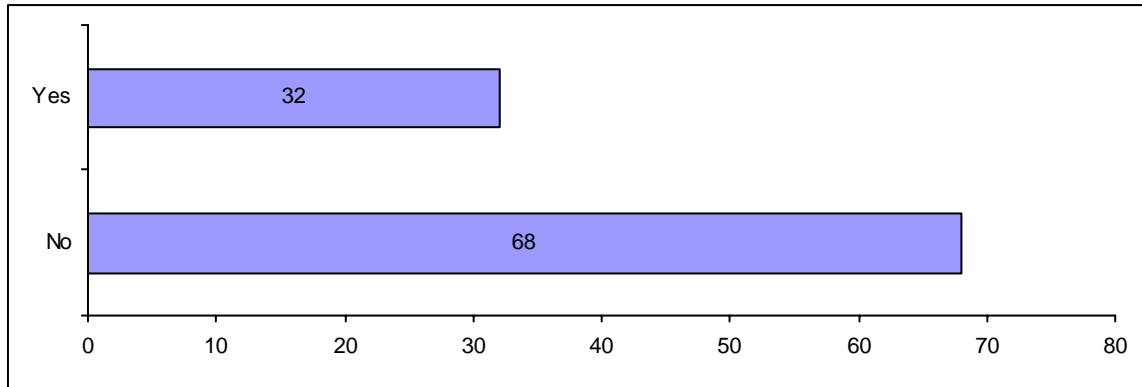
Chart 8 below shows that a third (32%) of parents of 14-19 year olds said their child was a Welsh speaker. As with the young people, parents of 14 year olds said their child was more likely to speak Welsh than parents with children of other ages. Of those whose children were Welsh speakers, 87% said their child had received education in the medium of Welsh. A significant minority of Welsh-speaking young people (21%) said they had not received any education in Welsh. However, when the parents of young people were asked, just over one in 10 (12%) said their Welsh speaking child had not received education in the Welsh medium. Those with children aged 15-17 were more likely to say their child had not received any education through the medium of Welsh than those with children aged 18-19 (17% compared with 8%). A quarter (26%) of those who had Welsh-speaking children attending English-speaking schools said their child had not received any Welsh-medium education.

Regarding the opportunities to use the Welsh language, about a third of parents of Welsh speakers (36%) said their child used it in all or most of their subjects, a quarter (24%) said their child used it in some subjects and a further 12% said their child used it in one subject at most. Just over a quarter (28%) of parents of Welsh speakers said their child did not get any opportunities to use Welsh. These figures are very similar to those reported by young Welsh speakers.

Parents of 14 year olds were more likely than those with children of any other age to say their child used Welsh in all or most of their subjects. Parents of 17-19 year olds

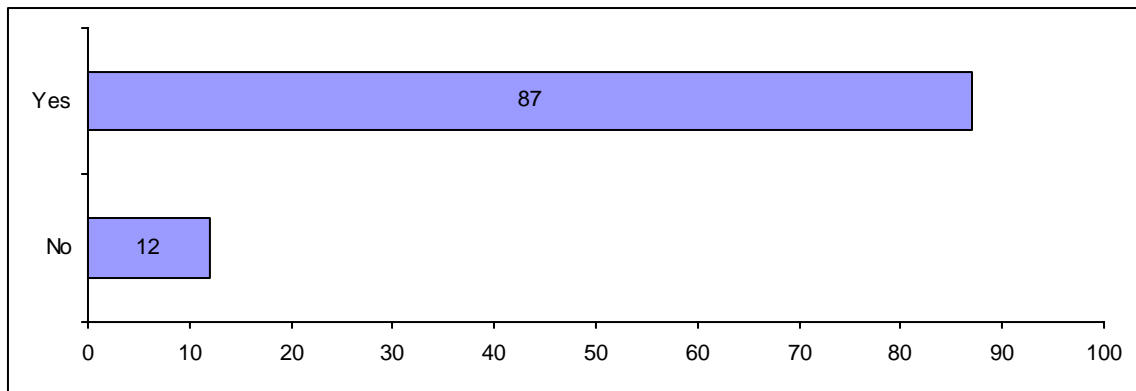
were more likely than parents with children aged 14-16 to say their child did not get opportunities to use Welsh language skills in their education or training (46% compared with 25%).

Chart 7: Child is a Welsh speaker



Base: All parents of 14-19 year olds. Unweighted 756

Chart 8: Child has received education in the medium of Welsh



Base: All parents of 14-19 year old Welsh speakers. Unweighted 243

4.2 Importance of learning in Welsh and satisfaction with opportunities to learn in Welsh

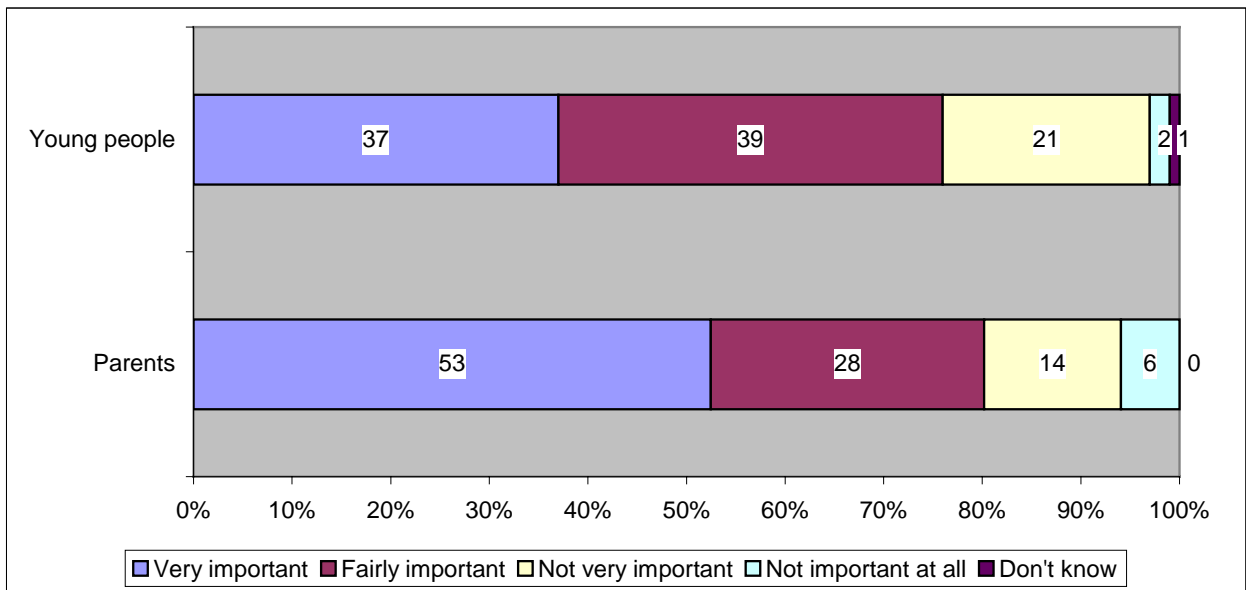
Young people who identified themselves as Welsh speakers and parents who said their children were Welsh speakers were asked how important it was for them or their child to be able to learn through the medium of Welsh. They were also asked how satisfied they were with the opportunities to learn through the Welsh medium in their local area. Those who said they were dissatisfied were then asked why.

4.2.1 14-19 year olds and parents - overview

Learning in Welsh was important to Welsh speakers aged 14-19. Overall, 76% of these young people said it was either very or fairly important to them.

It was also important to parents of Welsh speakers aged 14-19 that their children should be able to learn through the medium of Welsh. Overall, 80% of parents said it was either very or fairly important to them. This is comparable to the 76% of the young people who said it was very or fairly important. However, the parents were significantly more likely to say it was very important to them, at 53% compared with 37% for the young people themselves.

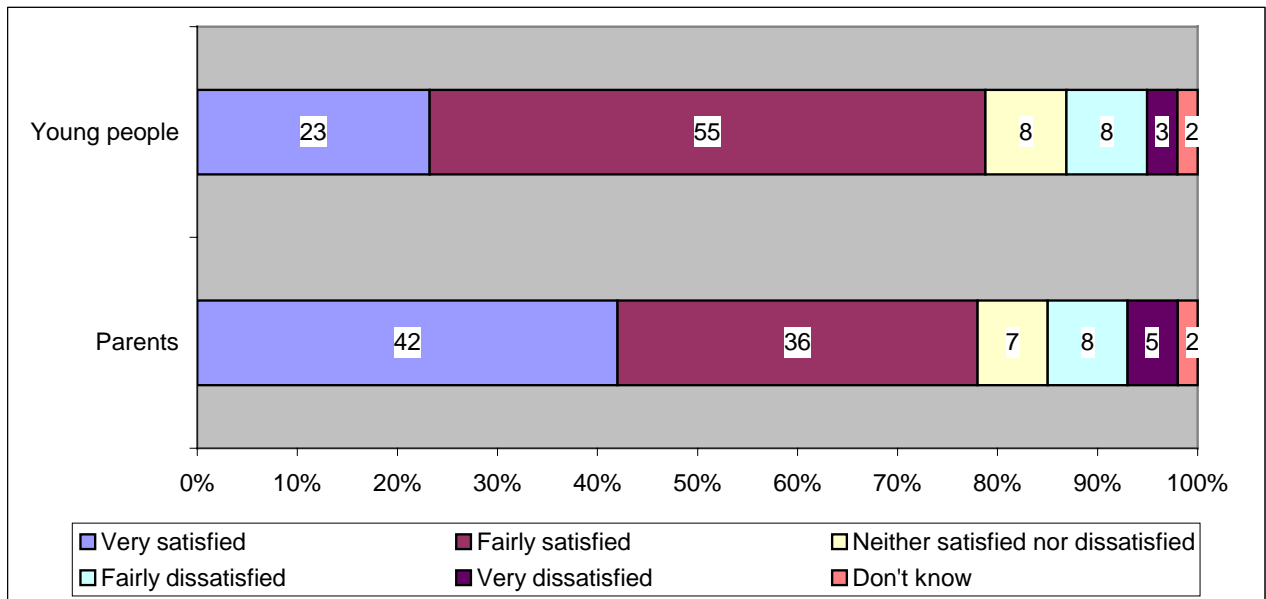
Chart 9: Importance of learning in Welsh – 14 to 19 year olds



Base: All Welsh speaking 14-19 year olds (unweighted 293; weighted 291) and all parents of Welsh speaking 14-19 year olds (unweighted 243).

Regarding opportunities to learn in Welsh in the local area, around three quarters (78%) of 14 to 19 year olds said they were either very or fairly satisfied, while 12% were dissatisfied. Four out of five (79%) parents of 14 to 19 year olds said they were very or fairly satisfied with the availability of opportunities for their child to learn in Welsh in their area. The total satisfied figure is therefore very much in line with the young people’s views. However, the chart below shows that parents were much more likely than young people to describe themselves as “very satisfied” with opportunities (42% compared with 23%).

Chart 10: Satisfaction with the opportunities to learn in Welsh in the local area



Base: All 14-19 year old Welsh speakers (Unweighted 293; weighted 291) and all parents of 14-19 year old Welsh speakers (unweighted 243)

4.2.2 Reasons for dissatisfaction

The 34 young people who said they were dissatisfied with their own opportunities to learn in Welsh predominantly said this was because opportunities were not offered (20 out of the 34). Smaller numbers said it was because opportunities were offered only in certain subjects (6) or because opportunities were not offered close enough to home (5). One said there were few opportunities for Welsh speaking and one complained that opportunities were offered only through the medium of Welsh.

Parents who had said they were dissatisfied with the opportunities for their children to learn through the medium of Welsh also tended to be dissatisfied because opportunities were not offered – 16 out of the 31 dissatisfied gave this as the reason for their dissatisfaction – though again smaller numbers said they were dissatisfied because opportunities were not offered close enough to home (6) and opportunities were only offered in certain subjects (4). Four said they were dissatisfied because opportunities were offered only through the medium of Welsh.

4.3 Summary

Around a third of young people in Wales speak Welsh. This was agreed by both parents and young people. Parents with Welsh speaking children were more likely to report that their child received education through the medium of Welsh than the Welsh speaking young people (87% compared with 79%). It is of concern that 12% of parents said their Welsh speaking children had not received any education through the medium of Welsh and 21% of Welsh speaking young people said they had not received any education through the medium of Welsh.



Similarly, just over a quarter of Welsh speaking young people did not have any opportunities to use the Welsh language in their current learning (reported by 27% of the young people and 28% of parents). This is of some concern, given that 53% of parents of Welsh speaking young people and 37% of Welsh speaking young people said that it was very important to be able learn through the medium of Welsh.

Regarding satisfaction with the availability of opportunities to learn in Welsh in the local area, four fifths of Welsh-speaking 14 to 19 year olds and parents of Welsh-speaking 14 to 19 year olds (78% and 79% respectively) were satisfied, though within this headline satisfaction figure, the parents were more likely to say they were very satisfied than the young people themselves. Nonetheless, 13% of parents of Welsh-speaking 14 to 19 year olds and 12% of Welsh-speaking young people expressed dissatisfaction, and these are significant minorities. The main reason for dissatisfaction among both parents and young people was that suitable opportunities were not felt to be on offer.

5. Awareness of learning opportunities outside of the classroom and features of learning available to 14-19 year olds

This chapter covers the opportunities outside of the classroom that parents and young people are aware of, as well as the specific features of learning provision that are now available to young people aged 14 to 19.

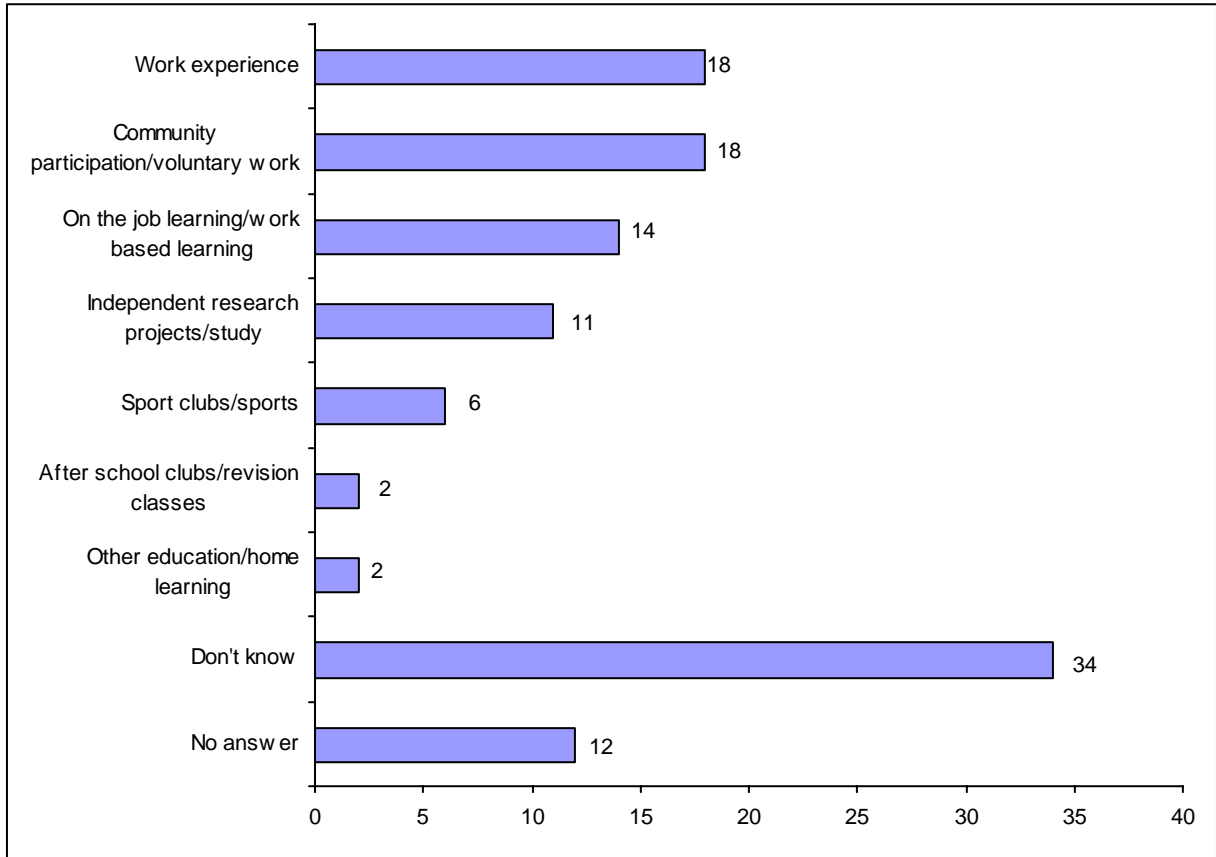
5.1 Awareness of learning outside of the classroom

Respondents in the quantitative survey were asked what types of learning they could think of which took place outside the classroom and helped to develop the skills of 14-19 year olds. This question was unprompted.

5.1.1 14-19 year olds

As can be seen in the chart below, a third (34%) of young people could not think of any examples of such learning. The types of non-classroom based learning they were most aware of were work experience and community participation/voluntary work – these were each mentioned by just under a fifth of young people (18%) – followed by on the job learning or work based learning (14%) and independent research projects or independent study (11%).

Chart 11: Awareness of learning opportunities outside of the classroom – 14 to 19 year olds



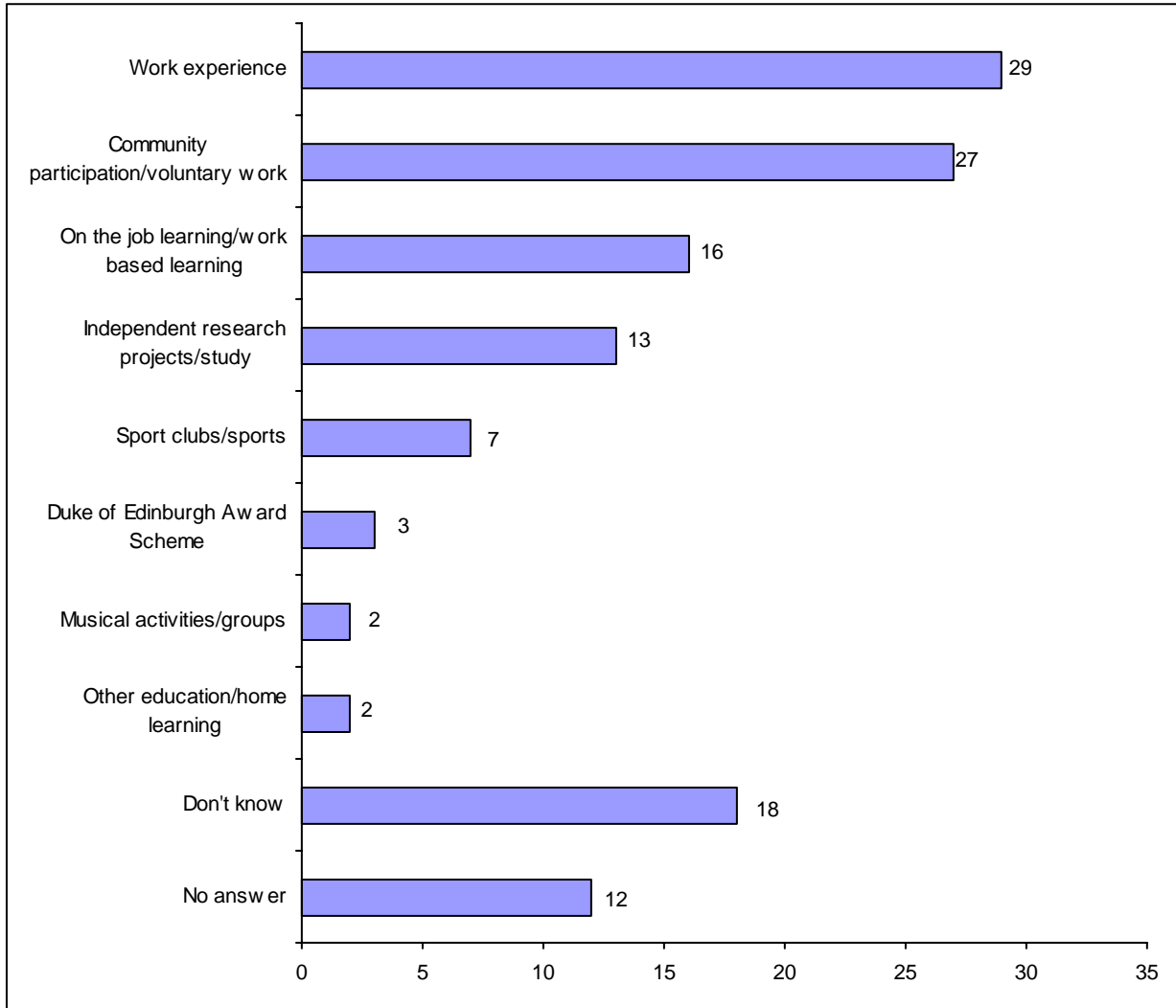
Base: All 14-19 year olds. Unweighted 1000; weighted 1000. Responses 2% or higher shown

- Females were more likely to be aware of work experience than males (21% compared with 16%). More differences emerged when looking across the age categories. In general, the younger the respondent, the less likely they were to be able to think of any examples of non-classroom based learning which developed skills, and younger respondents were in particular less aware of work experience and on the job learning.

5.1.2 Parents

Parents were generally more aware of learning opportunities outside of the classroom, and this was evidenced in the much smaller proportion who said they were unable to think of any examples. However, the examples they were most aware of were exactly the same as for the 14 to 19 year olds themselves – work experience and voluntary work, followed by on the job learning and independent research projects. Around three in ten parents of 14 to 19 year olds mentioned work experience and a similar proportion (27%) mentioned community participation or voluntary work.

Chart 12: Awareness of learning opportunities outside of the classroom - Parents



Base: All parents of 14-19 year olds. Unweighted 756. Responses 2% or higher shown

5.2 Awareness of new features of learning provision

Both 14-19 year olds and parents were asked specific questions about a range of new features of 14-19 provision. For each feature they were given a definition and alternative names, as not all providers use the same terminology as the Welsh Assembly. Young people and parents were then asked if they were familiar with that feature, if their child was currently being offered it; and if they were receiving it, how satisfied they were with it.

5.2.1 Awareness of education and training terms- 14-19 year olds and parents

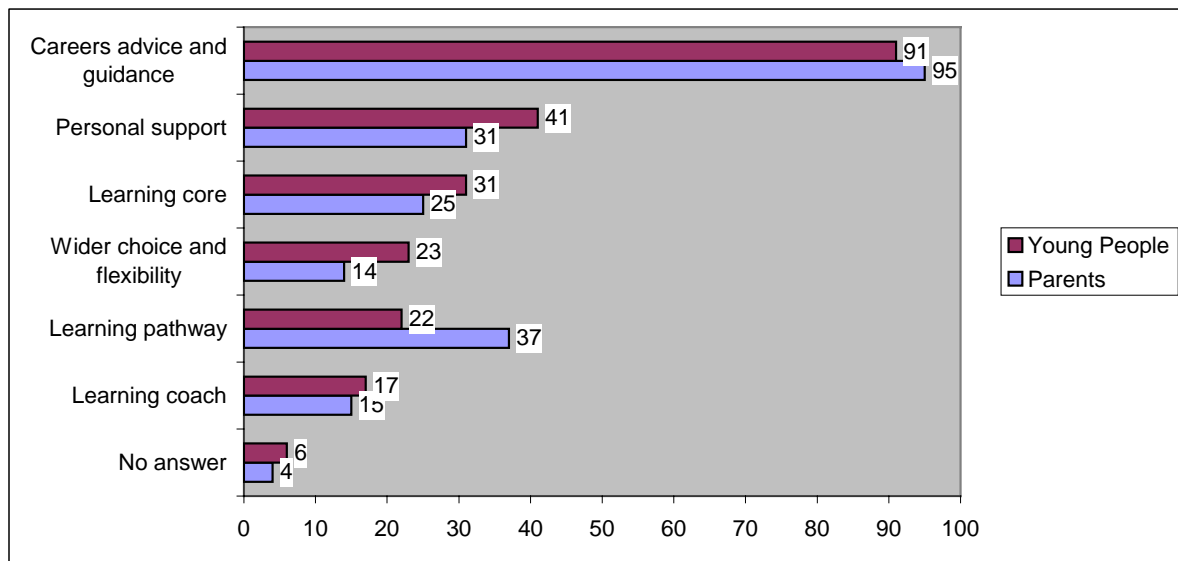
The term which young people showed the most familiarity with was “careers advice and guidance”, which nine out of ten (91%) said they had heard of. This is

unsurprising because this feature of the Learning Pathways has been present for a considerable period and has always been known by the same name or a similar name. Much smaller proportions said they had heard of the terms “personal support” (41%), “learning core” (31%), “wider choice and flexibility” (23%), “learning pathway” (22%); the term they were least likely to have heard of was “learning coach” which only 17% claimed to have recognised.

As can be seen in the chart below, the term that parents were most likely to have heard of was “careers advice and guidance” (95%) where the level of awareness was very similar to that of the 14-19 year olds. Apart from this term, the ones parents were most likely to recognise were “learning pathway” (37%) and “personal support” (31%).

Parental awareness was slightly different than that of the young people. Young people were more aware of “personal support” (41% compared with 31% of parents) and “the learning core” (31% compared with 25%). Young people were also much more aware of “wider choice and flexibility” (23% compared with 14%). However, it was the parents who were more likely to claim awareness of the term “learning pathway” (37% compared with 22%).

Chart 13: Awareness of education and training terms – young people and parents



Base: All 14-19 year olds (Unweighted 1000; weighted 1000) and all parents of 14-19 year olds (unweighted 756).

When looking at which terms the young people had heard of by educational phase, two differences emerged. Those in post-compulsory education were more likely to have heard of the learning pathway than those in compulsory education (24% compared with 18%) and those in compulsory education were more likely to have heard of the learning coach than those in post-compulsory education (21% compared with 14%).

5.3 Awareness of education and training terms after definitions were provided

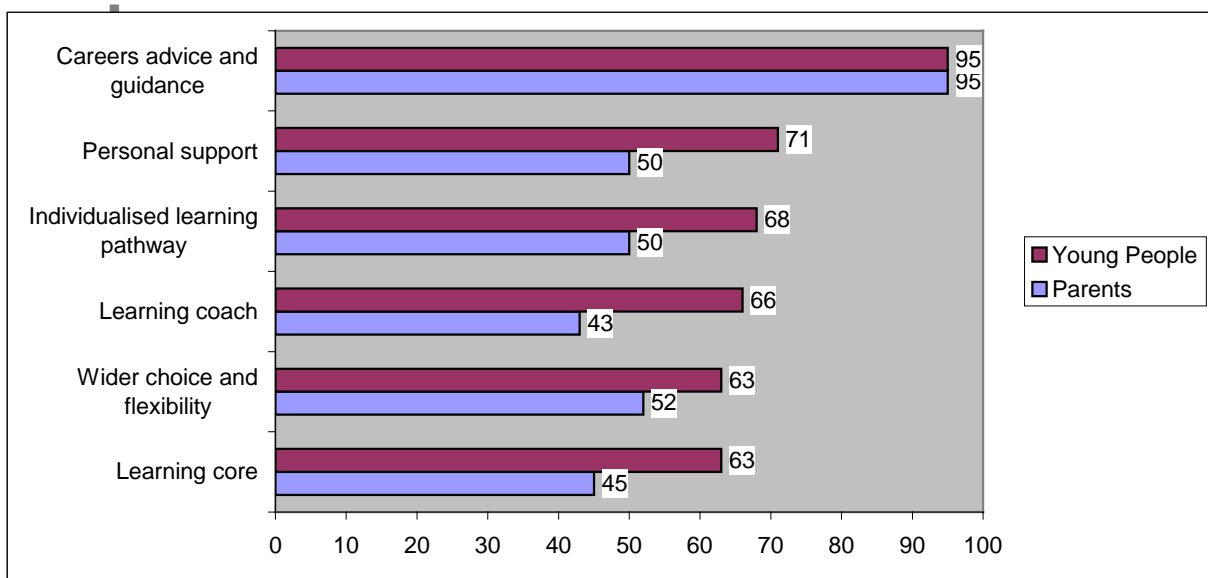
Respondents were asked a series of questions, starting with their awareness, after being given a definition of each of the terms covered in section 6.2. The definitions given to respondents are shown in the table below:

Table 1: Definitions of education and training terms provided to respondents

Term	Definition provided to respondents
The Individual Learning Pathway	The opportunity to choose your own mix of learning, which suits your own interests, abilities and preferred way to learn. For example, this may be a mix of formal learning such as GCSEs, NVQs, A Levels, non-formal learning such as the Duke of Edinburgh Award Scheme, First Aid/Food Hygiene certificates etc, and informal learning such as membership of a sports or social club, babysitting, work-focused experience, or part-time work. It is sometimes called individual action planning
Wider Choice and Flexibility	Access to a wide choice of relevant options together with greater flexibility as to how quickly learners complete the options. For example, learners can do a mix of applied studies as well as academic courses. They can also take single science or maths if that is more suitable for them. It is sometimes called options.
The Learning Core	Core subjects plus enhancements such as Welsh language and other skills relevant to the workplace, careers advice and an understanding of Wales, Europe and the world. Common experiences include work focussed experience, voluntary activities and PE. The learning core is not just made up of formal learning such as GCSEs, but also of opportunities to develop your attitudes and values and voluntary activities.
The Learning Coach	Someone (or sometimes a team of people) who helps the learner to identify what they'd like to learn and develop their own learning pathway, in a way that maximises the young person's ability to learn. In other words, the learning coach will help the learner decide which options are best for them. It is sometimes called Personal Tutor.
Personal Support	Helping young people to develop their own solutions to personal, social, emotional and physical problems. Personal support is available for any young person facing difficulties to speak to in confidence. Advisors can offer support and refer the young person to other specialists if necessary. It is sometimes called Guidance Counsellors.
Careers Advice and Guidance	Providing learners with specialist information and advice on the wide range of career options and learning options available. For example, a careers adviser will help learners to get the right qualifications and experiences to help them get the future and career that they want. It is sometimes called Careers Advisors.

When these definitions had been provided to young people and parents in the survey, familiarity with these features of 14 to 19 learning provision was much higher, and young people consistently claimed higher familiarity than parents, with the exception of “careers advice and guidance”, which the vast majority of respondents had claimed to be familiar with prior to the provision of a definition. Around two-thirds of 14 to 19 year olds (63% to 71%) and two-fifths to half of parents (43%-50%) claimed to be familiar with each feature, with the exception of “careers advice and guidance”.

Chart 14: Familiarity with features of 14 to 19 provision after definitions had been provided



Base: All 14 to 19 year olds (unweighted: 1000; weighted: 1000) and all parents (unweighted: 756)

5.3.1 Individual learning pathway (ILP) - 14-19 year olds

Two thirds (68%) of young people were familiar with the ILP. This changed significantly when asked if they had an ILP, and just a third (35%) said that they did have one, 58% said that they did not and 8% did not know. Those aged 15-19 were more likely to say they had an ILP than 14 year olds. When looking at the educational phase, those in post compulsory education were more likely to say they had a learning pathway than those in compulsory education (40% compared with 31%).

Those who had an ILP were asked how satisfied they were with it. Almost half (45%) said they were very satisfied with it and half (50%) said they were fairly satisfied. No one said they were very dissatisfied, and just 1% said they were fairly dissatisfied.

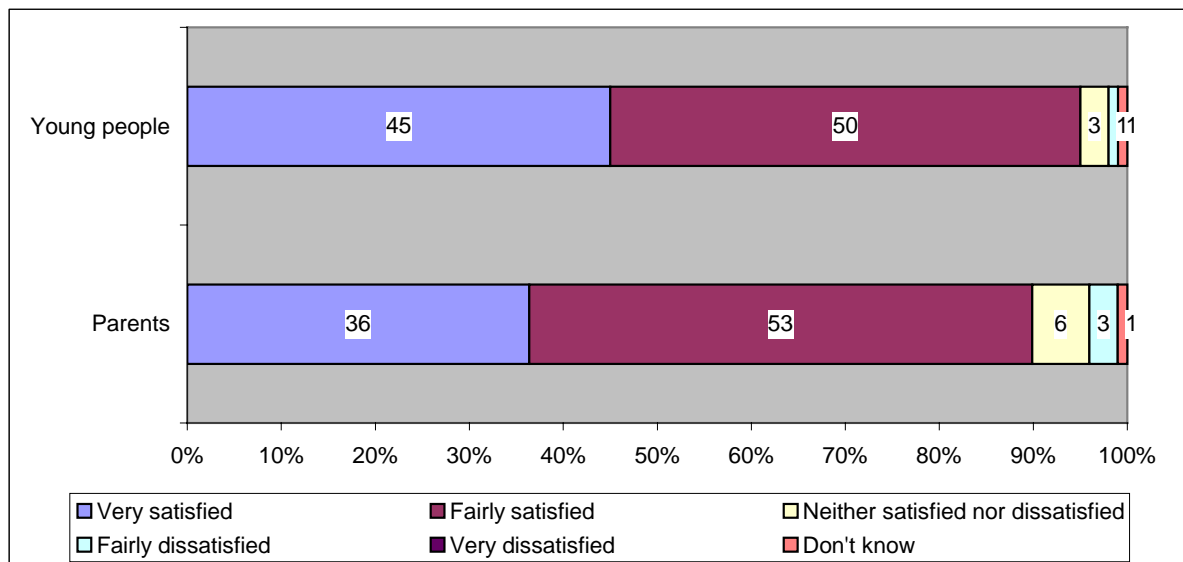
5.3.2 Parents

Half of all parents (50%) were familiar with the ILP, and half (49%) said they were not. This is much lower than the 68% of young people who had heard of the ILP. When asked if their child had an ILP, about three in ten parents (31%) said that they did, just over half (56%) said they did not and a significant minority (13%) said they did not know. These figures mirror those of the young people very closely. This shows that a large number of parents and young people are still unaware of the ILP aspect of the 14-19 year old provision. This could be because it has not been rolled out at their child's school or because it has not been explained to them.

Parents of children in compulsory education were more likely to say their child did not have an ILP than those in post compulsory education (59% compared with 49%). Again this is similar to the views of young people.

The 31% of parents whose children had an ILP were asked how satisfied they were with this. High levels of satisfaction were recorded, as can be seen in the chart below. Although only 3% expressed some form of dissatisfaction, over half (53%) said they were fairly satisfied. Perhaps if parents were better informed and had more knowledge of the learning pathway they would be more likely to say they were "very" rather than "fairly satisfied"

Chart 15: Satisfaction with ILP – young people and parents



Base: 14-19 year olds who have an ILP (345) and parents of 14-19 year olds who have an ILP (233)

5.4 Wider choice and flexibility

5.4.1 14-19 year olds

Almost two thirds (63%) of young people said they were familiar with wider choice and flexibility. Those aged 14 were more familiar with this aspect than those aged 16

or 17-19 (73% compared with 62% and 59% respectively). Half of all 14-19 year olds (55%) said that they had wider choice and flexibility and 40% said they did not. Again, 14 year olds were more likely to say this than 17-19 year olds (65% compared with 48%). Similarly, those in compulsory education were more aware of wider choice and flexibility than those in post compulsory education (68% compared with 62%) and more likely to say they had wider choice and flexibility than those in post compulsory education (62% compared with 52%).

A third (34%) of young people said that they were very satisfied with the wider choice and flexibility offered to them, and a further 59% said they were fairly satisfied. Just 4% expressed any level of dissatisfaction.

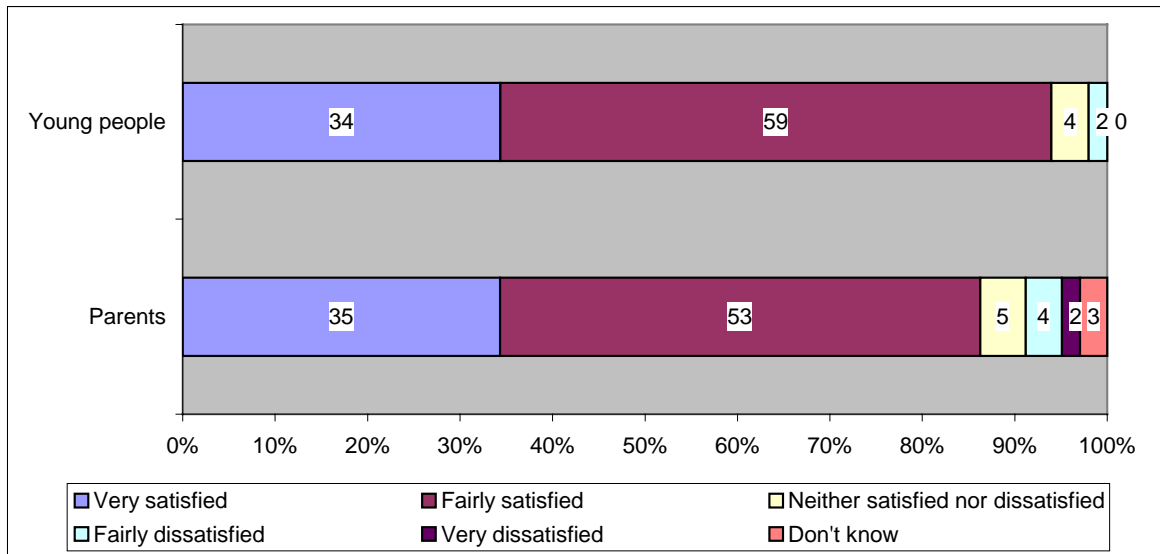
5.4.2 Parents

Half of all parents said they were familiar with wider choice and flexibility (52%). Parents of 14 year olds were more likely than those with 17-19 year olds to say they were familiar with it.

Half of parents (48%) said that their child had wider choice and flexibility, 42% said they did not, and one in ten (11%) said they did not know. This is comparable to the 55% of young people who said they had wider choice and flexibility and the 40% who said they did not. Parents with 14 year olds and 16 year olds were more likely than those with 17-19 year olds to say that their child had wider choice and flexibility. Parents with children in compulsory education were more likely to say their child had wider choice and flexibility than those with children in post-compulsory education (53% compared with 45%).

The chart below shows levels of satisfaction with wider choice and flexibility among young people who thought they had wider choice and flexibility and among parents who believed their children had it. About a third (35%) of these parents said they were very satisfied and just 5% expressed dissatisfaction. However, as with the learning pathway, half (53%) were only fairly satisfied. This could be due to the level of parental awareness of what wider choice and flexibility truly means. The qualitative research showed that for some parents at least, it meant they thought their child should have access to (for example) more foreign languages than were being taught in the school.

Chart 16: Satisfaction with wider choice and flexibility – young people



Base: All 14-19 year olds who have wider choice and flexibility (unweighted 550 and unweighted 546) and all parents of 14-19 year olds who have wider choice and flexibility (unweighted 360)

5.5 The learning core

5.5.1 14-19 year olds

Two thirds (63%) of young people said that they were familiar with the learning core. Two fifths (40%) of young people said that they had a learning core, half (51%) said they did not and one in ten (9%) said they did not know. There was a significant minority who were unaware of the elements of the learning programme they were undertaking. Those in compulsory education were more likely to say they had a learning core than those in post-compulsory education (45% compared with 38%).

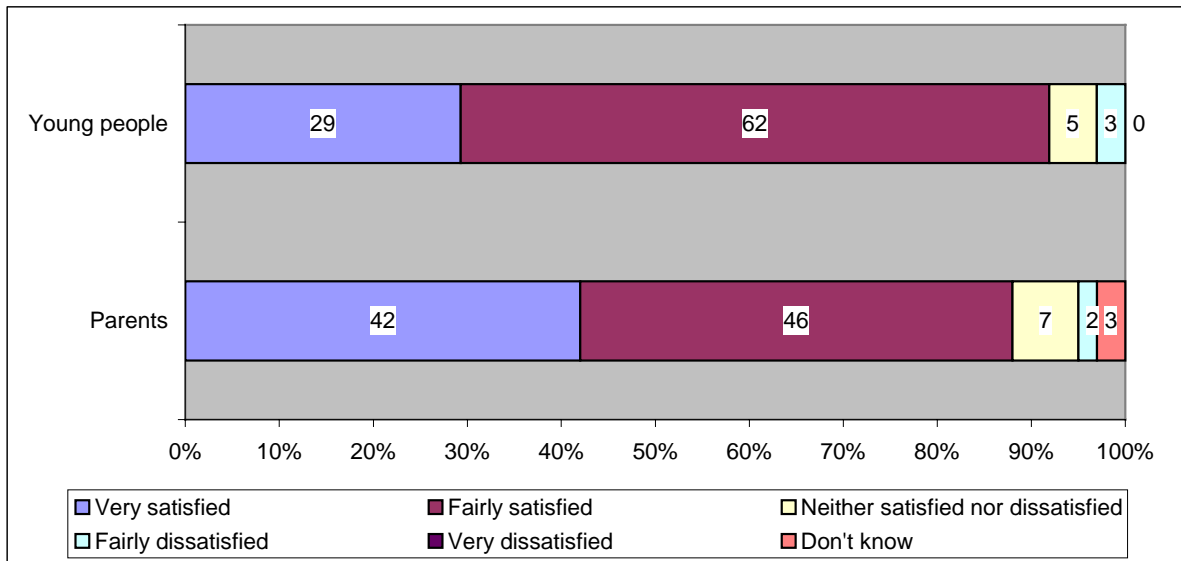
Of those who were aware they had a learning core, three in ten (29%) were very satisfied with it and 62% fairly satisfied; 3% were dissatisfied.

5.5.2 Parents

Just under half (45%) of parents said that they were familiar with the learning core. Parents of 15 year olds were more likely to say they were not familiar with the learning core than those with children aged 14 or 16. About a third (35%) of parents were aware that their child had a learning core. Half (51%) said they did not have one, and again, a significant minority (13%) said they did not know. Parents of 14 year olds were more likely to say yes than those with 17-19 year olds.

Encouragingly, of the third of parents who stated that their children had a learning core, 42% said they were very satisfied and 46% said they were fairly satisfied (and the very satisfied score was the highest of all of the learning pathways features ratings).

Chart 17: Satisfaction with the learning core – young people and parents



Base: All 14-19 year olds who have learning core (unweighted 406 and unweighted 401) and all parents of 14-19 year olds who have learning core (unweighted 267)

5.6 The learning coach

Respondents were asked an additional question about the learning coach, which was about the kinds of help they had received from them.

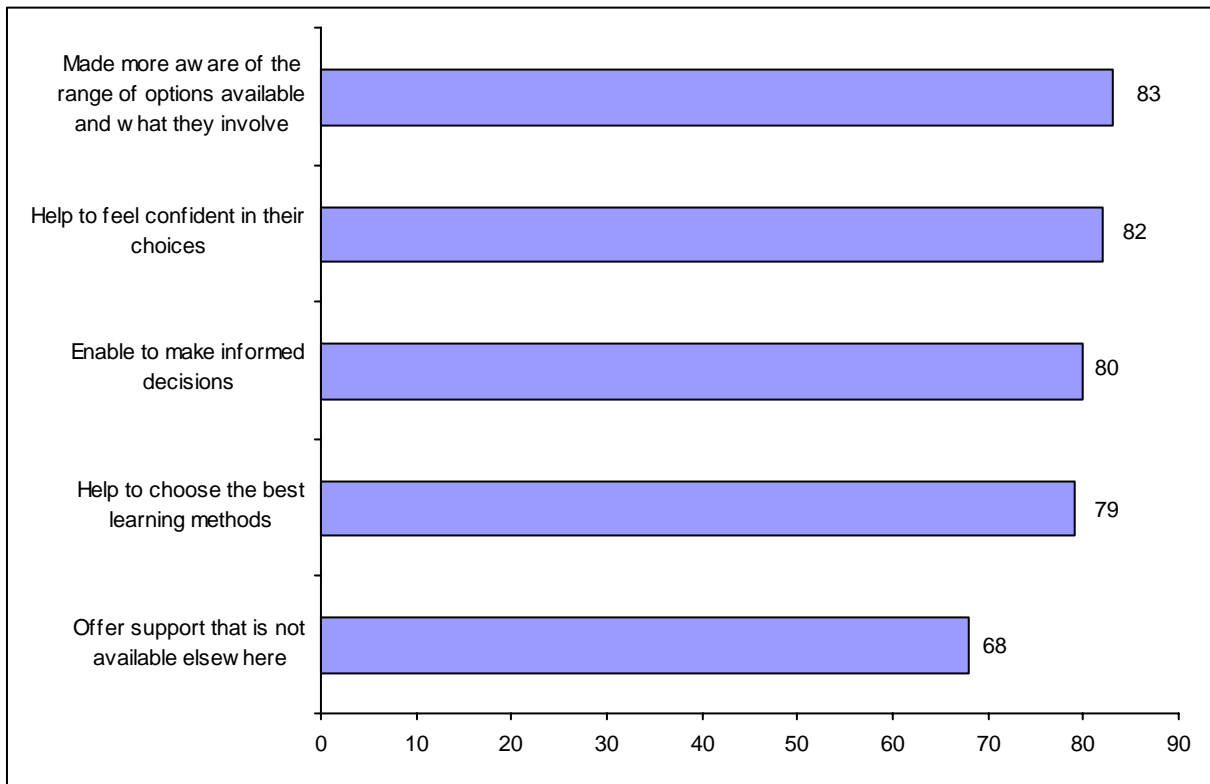
5.6.1 14-19 year olds

Two thirds (66%) of young people were familiar with the learning coach. Those aged 17-19 were more familiar with the learning coach than those aged 16. A third of young people (34%) had a learning coach. Females were more likely than males to say they had a learning coach (37% compared with 31%) but 16 year olds were less likely than 17-19 year olds to have one. Those in post-compulsory education were more likely to have a learning coach than those in compulsory education (42% compared with 29%).

Nearly half of young people (47%) were very satisfied with their learning coach. Two fifths (43%) said they were fairly satisfied and just 5% expressed dissatisfaction.

The chart below shows the benefits that young people gained from their learning coach. Eight out of ten or more of those who had a learning coach said the learning coach made them more aware of the options available, helped them to feel confident in their choices and enabled them to make informed decisions.

Chart 18: The kinds of help received from the learning coach – young people



Base: All 14-19 year olds who thought they had a learning coach. Unweighted 339; weighted 339. Don't know not shown

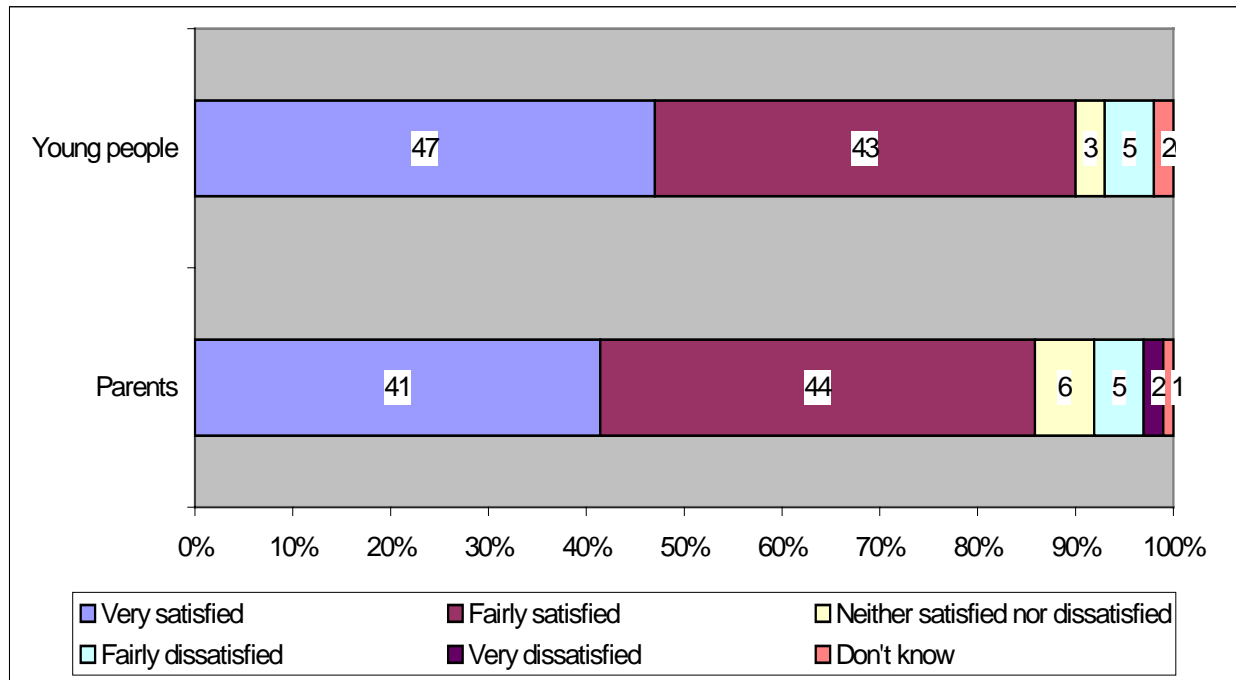
5.6.2 Parents

Two fifths (43%) of parents said that they were familiar with the learning coach. This is much lower familiarity than among the young people (where 66% were familiar). Parents of 17-19 year olds were more likely to express familiarity than those with 14 year olds.

Only a quarter (26%) of parents said that their child had a learning coach. Just over two thirds (68%) said they did not have one and only 6% said they did not know. This is slightly lower than the third (34%) of young people who said they had a learning coach. Again, parents of 14 year olds had the least knowledge of learning coaches, with three quarters (75%) saying their child did not have one.

Around two fifths (41%) of parents were very satisfied with the learning coach. A similar proportion (44%) said they were fairly satisfied. However, 7% expressed some form of dissatisfaction (roughly in line with the satisfaction levels of the young people).

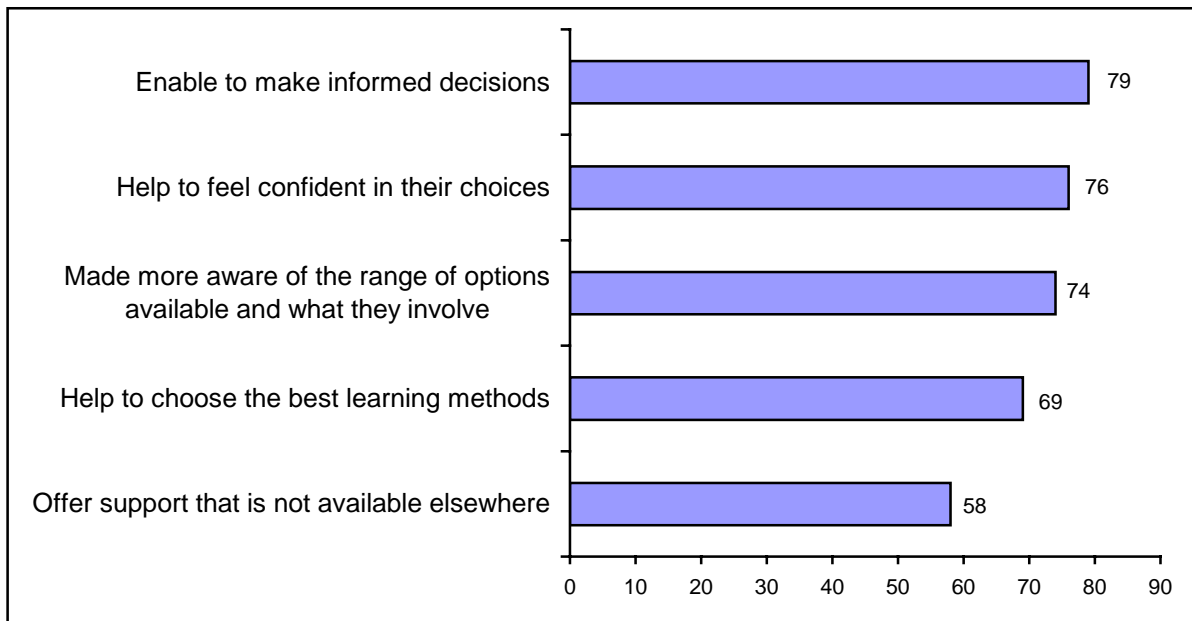
Chart 19: Satisfaction with the learning coach – young people and parents



Base: All 14-19 year olds who have a learning coach (unweighted 339, weighted 339) and parents of 14-19 year olds who have a learning coach (unweighted 196)

As can be seen in the chart below, parents whose child had a learning coach felt that their experiences were positive. Around three quarters said that the learning coach helped their child to make informed decisions, to feel confident in their choices and made them more aware of the options available. Parents of males were more likely to say the learning coach had helped their sons to choose the best learning methods and to feel confident in their choices.

Chart 20: The kinds of help child received from the learning coach - Parents



Base: All parents of 14-19 year olds who thought their child had a learning coach. Unweighted 196. Don't know not shown

5.7 Personal support

5.7.1 14-19 year olds

Seven in ten young people (71%) said they were familiar with personal support. Females were more likely than males to say they were familiar with personal support. Half of young people (49%) said they had personal support at school or college.

5.7.2 Parents

Half (50%) of parents were aware of personal support. A third of parents (35%) said that their child had personal support at school/college, half (52%) said they did not and a significant minority (13%) said they did not know.

5.8 Careers advice and guidance

5.8.1 14-19 year olds

Almost all (95%) of 14-19 year olds were familiar with careers advice and guidance. Just 5% said they were not familiar with this. The majority of learners (86%) said they had careers advice and guidance at their school or college. However, a significant minority (13%) said that they did not. Females were slightly more likely than males to say they had careers advice and guidance. Those aged 14 were more likely to say they did not have it than those aged 15, 16 or 17.

When asked about their satisfaction with careers advice and guidance, nearly half of those who had it (47%) said they were very satisfied with it. Two fifths (39%) said they were fairly satisfied and 8% expressed dissatisfaction.

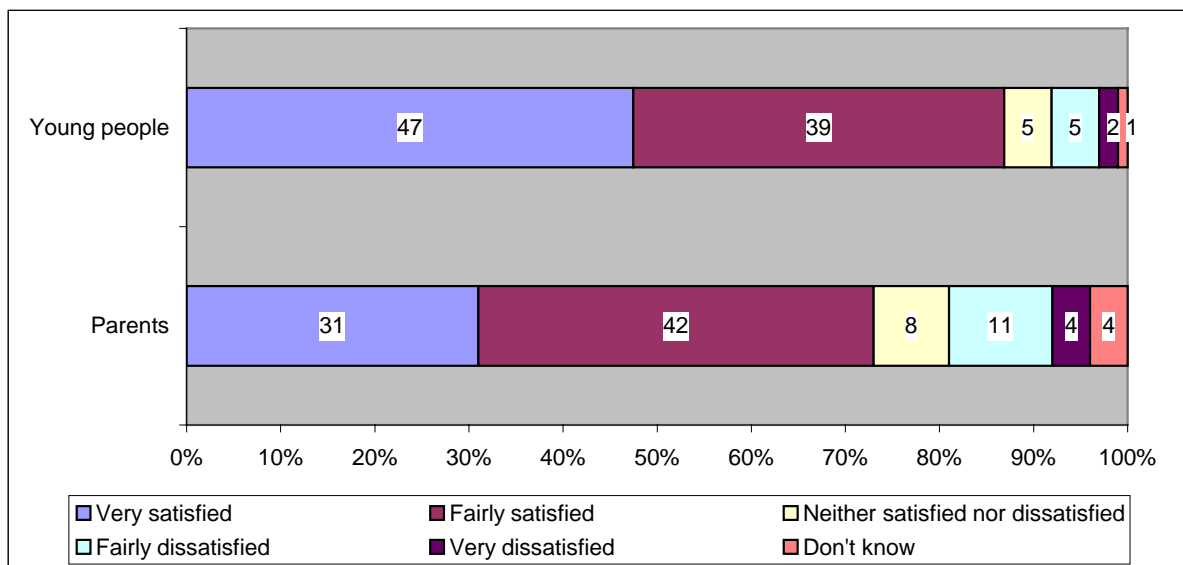
Females were more likely to say they were dissatisfied than males (10% compared with 5%), and 16 year olds were more satisfied overall than 17-19 year olds.

5.8.2 Parents

Parents were more familiar with careers advice and guidance than any other aspect of the learning pathways programme. This is because it is a term that has been used extensively in the past. Nearly all (95%) said they were familiar with careers advice and guidance and only 4% said that they were not. These are the same as the responses of young people. Again, the majority of parents said that their child had been offered careers advice and guidance (86%) and 10% said that they had not. This mirrored the findings for young people.. Parents of 14 year olds were more likely than those with 15 year olds to say they did not have careers advice and guidance (14% compared with 7%).

Perhaps it is because parents were very aware of careers advice and guidance that they expressed more dissatisfaction with it than with the other elements of the learning pathways programme. In all, 15% expressed some form of dissatisfaction whilst just under a third (31%) said they were very satisfied and two fifths (42%) said they were fairly satisfied. The satisfaction levels of young people were higher, with 47% having said they were very satisfied and 39% saying they were fairly satisfied. A lower proportion (though still a high figure of 8%) expressed dissatisfaction.

Chart 21: Satisfaction with careers advice and guidance - parents



Base: All 14 to 19 year olds who have careers advice and guidance (unweighted 866, weighted 861) and all parents of 14 to 19 year olds who have careers advice and guidance (unweighted 652).

Parents of 16 year olds were more likely to say they were very satisfied than those with 14 or 17-19 year olds. Parents whose children attended Welsh-speaking schools were particularly likely to be satisfied with careers advice and guidance at 87%.

5.9 Summary

When asked to name types of learning that took place outside the classroom, parents were able to name many more types of learning than young people. A third (34%) of young people said they did not know of any, compared with 18% of parents. Despite more parents citing more learning opportunities, the order of responses was the same for parents and young people. Work experience was the top answer (18% of young people and 29% of parents) followed by community participation/voluntary activities (18% of young people and 27% of parents). 14 year olds knew less about learning opportunities than older learners.

When read out a list of features of learning provision for 14 to 19 year olds and asked which they had heard of, nearly all (95% of parents and 91% of young people) had heard of careers advice and guidance. Awareness of other features was much lower, however, and 41% of young people and 31% of parents had heard of personal support. Just 14% of parents had heard of wider choice and flexibility (and 23% of young people) and 15% of parents had heard of the learning coach (17% of young people). It is quite clear that parents and young people have the lowest awareness of the features which are new. These features may not have been implemented at the schools and colleges, or they may have been implementing using different terminology, therefore awareness of the name itself was low.

Chart 23 shows the level of awareness of young people both before and after the definition was read out, as well as how many young people were in receipt of each element. It is clear that when asked unprompted, fewer people were aware of each element that were actually receiving it. Recognition after the definition increased between 30 and 49 percentage points for all of the elements bar careers advice and guidance, where recognition was already high and the term widely known.

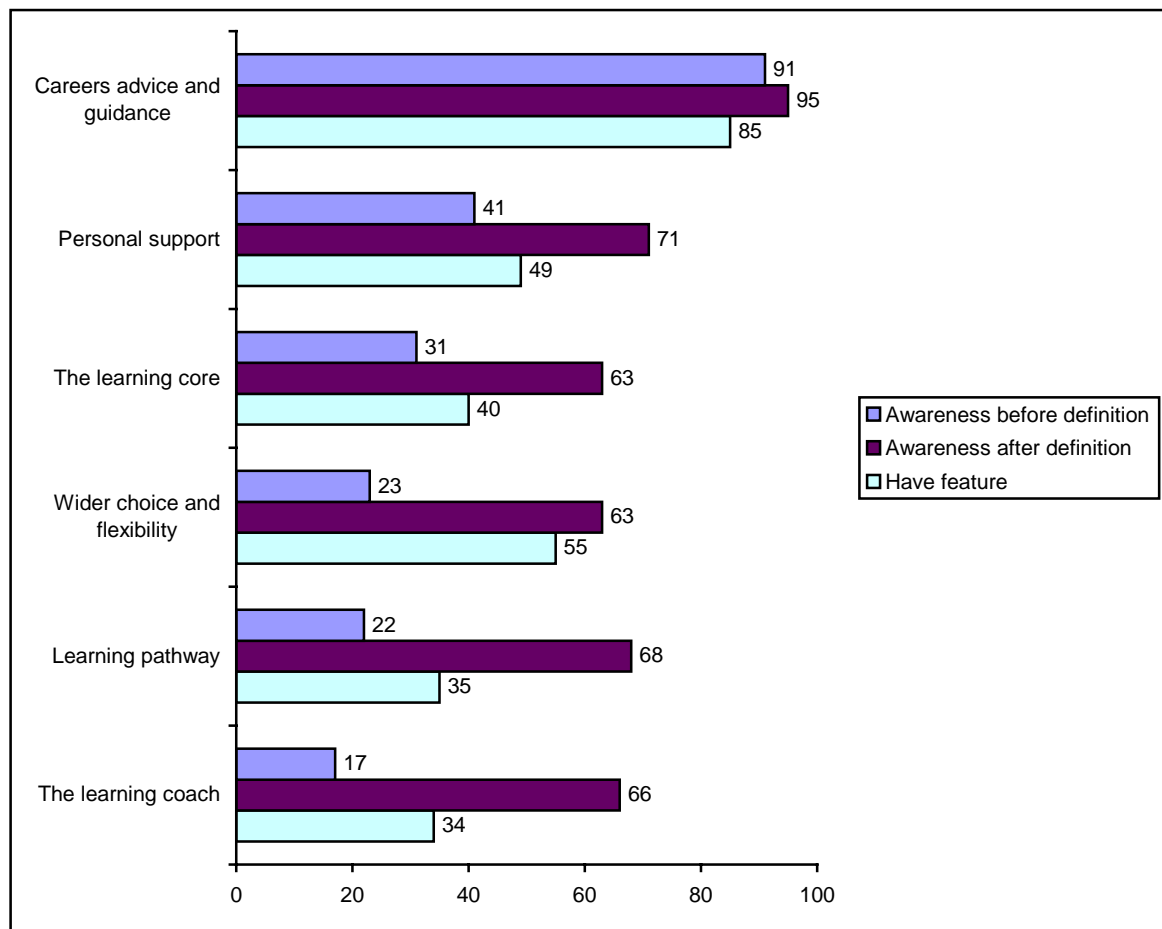
Chart 24 shows similar results for parents. After hearing the definition, the awareness increased between 13 and 38 percentage points for all elements bar careers advice and guidance, which, like the young people, parents were already aware of.

When comparing the differences between parents and young people, on all the features except careers advice and guidance and the learning pathway, young people's "unprompted" awareness was higher than parents'. After the definition was read out, the young people were much more likely to say they were aware of everything bar careers advice and guidance. The young people's claimed awareness was between 11 and 23 percentage points higher for all features. Finally, when comparing the proportions of young people who said they had each of the features with the proportions of parents who said their children had each of the features, again, with the exception of careers advice and guidance, the figures for the young

people were consistently higher. It is possible that young people are not communicating to their parents some of the details of what they are doing at school or college. It could also be a lack of communication between the school/college and parents.

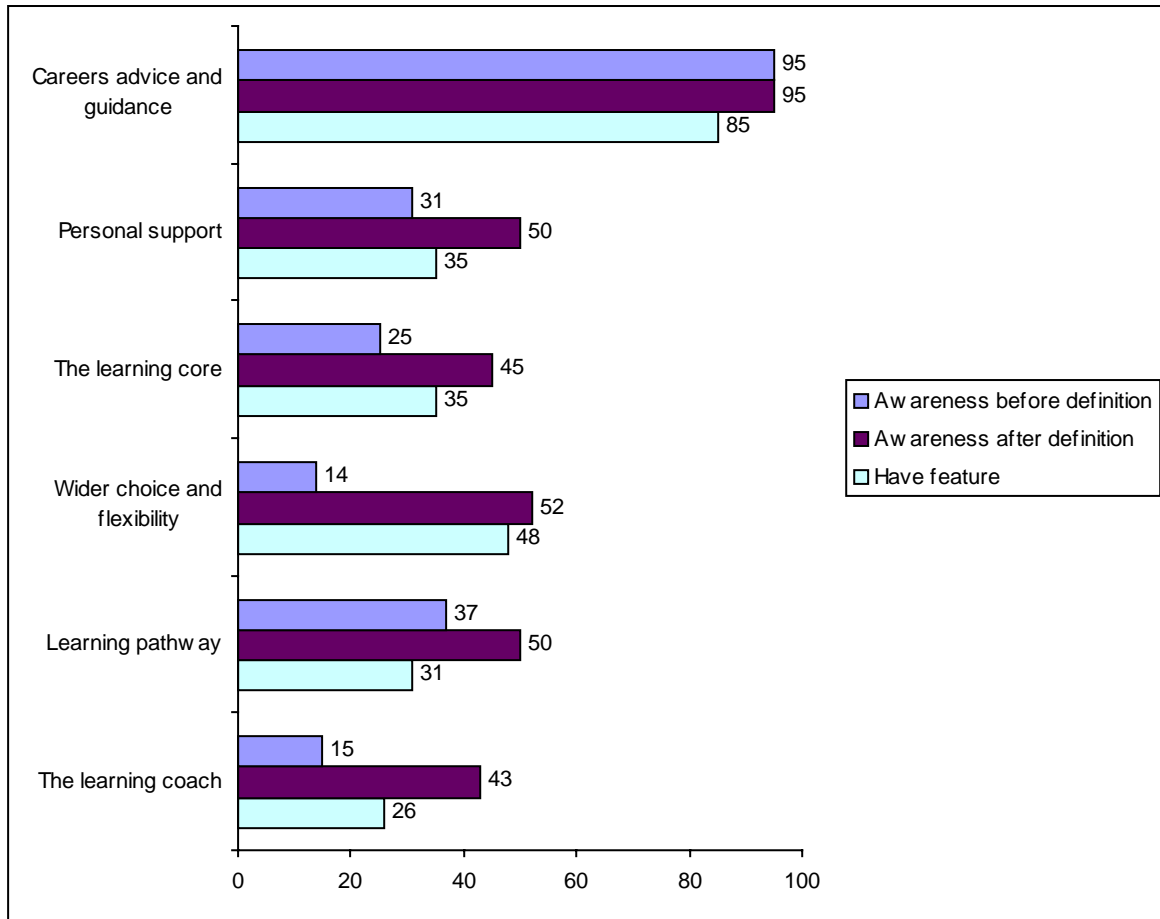
The outstanding message from this research is that the terminology used for the features of the action plan is not consistent between schools and colleges and is therefore not recognised by many young people and parents. Once respondents were made aware of the definition of each feature, they tended to show greater recognition. In order to increase the awareness of both young people and parents in Wales, and in order to assist in accurate measurement of awareness, it would be helpful if the features of learning pathways were consistently labelled by providers over a period of time (the recognition of careers advice and guidance both before and after prompting supports this).

Chart 22: Awareness of features of learning provision before and after definition read out and proportion of respondents aware of having each feature – young people



Base: All young people. Unweighted base 1000; weighted 1000. Don't know not shown

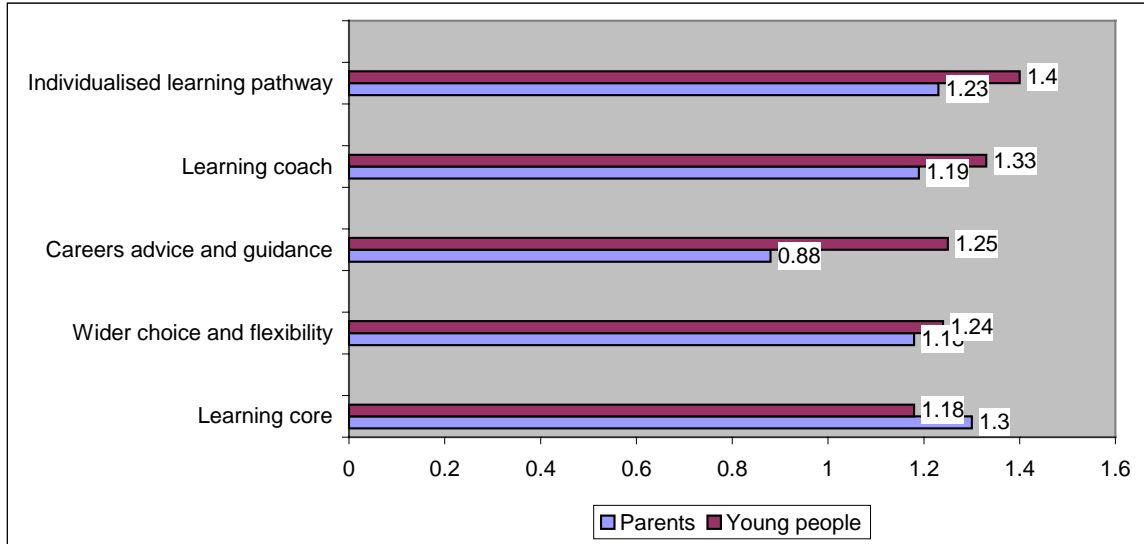
Chart 23: Awareness of features of learning provision before and after definition read out and proportion of respondents aware of their child having each feature – parents



Base: All parents. Unweighted base 756. Don't know not shown

Chart 25 below shows each feature covered in this research together with the mean satisfaction scores on each given by young people who were aware that they had (access to) the feature and parents who were aware that their child had (access to) the feature (ranging for +2 to -2). As can be seen, young people were most satisfied with the ILP, followed by the learning coach. They were least satisfied by the learning core, but overall, the satisfaction scores for all features were fairly high. The story changed slightly for the parents, who were most satisfied with the learning core, followed by the ILP. They were least satisfied with careers advice and guidance, where the score was particularly low. This is the element that most parents knew about, so perhaps they felt more able to be critical of what was on offer. It is also worth mentioning that the other features had recently been introduced, so that neither young people nor parents had a measure to compare them against.

Chart 24: Satisfaction with features of learning provision – young people and parents



Note: Mean score ranges from +2 (very satisfied) to -2 (very dissatisfied). Bases vary (satisfaction score based on those saying they have/their child has each feature).



6. Aspirations

The research study covered the aspirations of parents and young people for 14-19 education in Wales.

6.1 Importance of aspirations

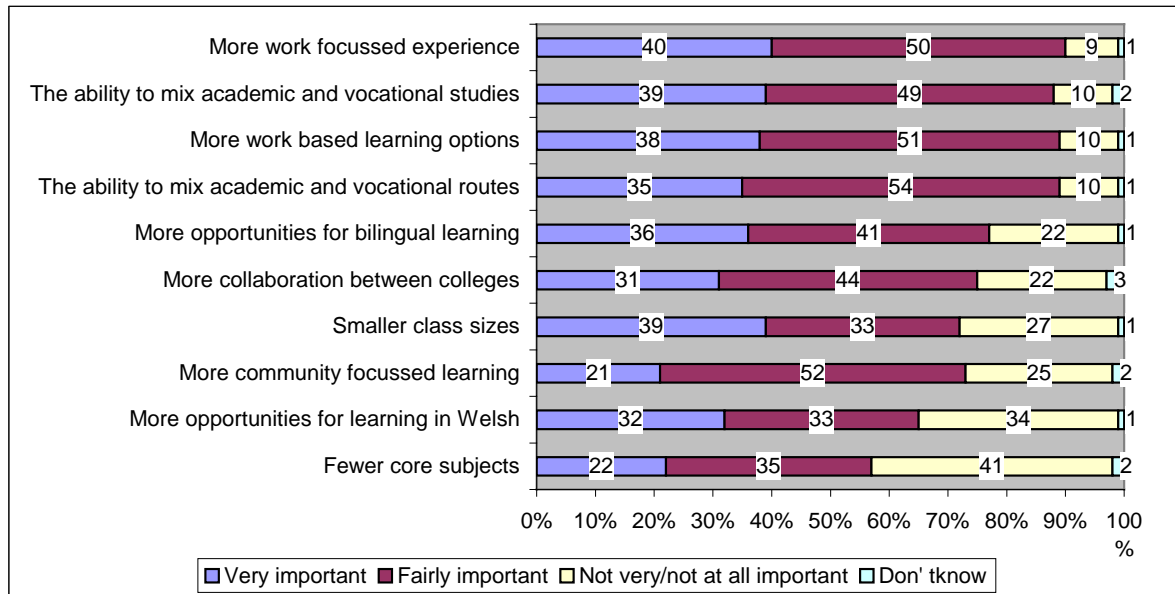
Respondents were read out ten possible aspirations regarding the future of learning in Wales and asked how important each one was to them personally.

6.1.1 14-19 year olds

Chart 26 below shows the importance ratings given to each aspiration by 14 to 19 year olds (the aspirations are ranked in order of the mean level of importance starting with the highest). Almost nine out of ten said that more work focussed experience, the ability to mix academic and vocational studies, more work based learning options and the ability to mix academic and vocational studies were at least fairly important to them personally. About three-quarters said the same about more opportunities for bilingual learning, more collaboration between colleges, smaller class sizes and more community focussed learning. Two thirds (65%) said more opportunities for learning in Welsh were at least fairly important to them, and just under three fifths said the same about having fewer core subjects. As can be seen in the chart below, more than half of all young people rated each aspiration as either very or fairly important to them.

There was a small difference between the importance ratings given by young people to “the ability to mix academic and vocational studies” and that given when the word “routes” was used instead of “studies” but this did not result in significantly different mean importance scores, nor in significantly different percentages describing each as “important” (“very” plus “fairly”). Greater differences were observed between the importance ratings given to “more opportunities for bilingual learning” and “more opportunities for learning in Welsh” – in the former case 77% said this was “important”, in the latter case this fell to 65%.

Chart 25: Importance of aspirations – young people



Base: All 14-19 year olds. Unweighted 1000; weighted 1000.

There were some significant differences by sex and age in the importance ratings. Females gave higher importance ratings than males to a number of aspirations:

- more opportunities for bilingual learning (80% very or fairly important among females, 73% among males)
- more community focussed learning (77% very or fairly important among females, 68% among males)
- smaller class sizes (76% very or fairly important among females, 67% among males)
- more opportunities to learn in Welsh (70% very or fairly important among females, 59% among males)
- fewer core subjects (60% very or fairly important among females, 53% among males)

The most notable differences by age or phase of education were:

- those in compulsory education unsurprisingly gave much higher importance ratings to fewer core subjects than those in post compulsory education (64% very or fairly important compared with 50%)
- 14 year olds gave lower ratings than 15 to 19 year olds to the ability to mix academic and vocational routes (78% important compared with 89% or more)

- those in compulsory education gave slightly higher importance ratings to more community focussed learning than did those in post compulsory education (75% compared with 69% important).

On more opportunities for learning in Welsh, 89% of young people attending Welsh speaking schools said this was important compared with 64% of all 14 to 19 year olds. However there was evidence of unfulfilled demand for learning in Welsh among those attending English speaking schools too, as 62% of those at English speaking schools described this as very or fairly important.

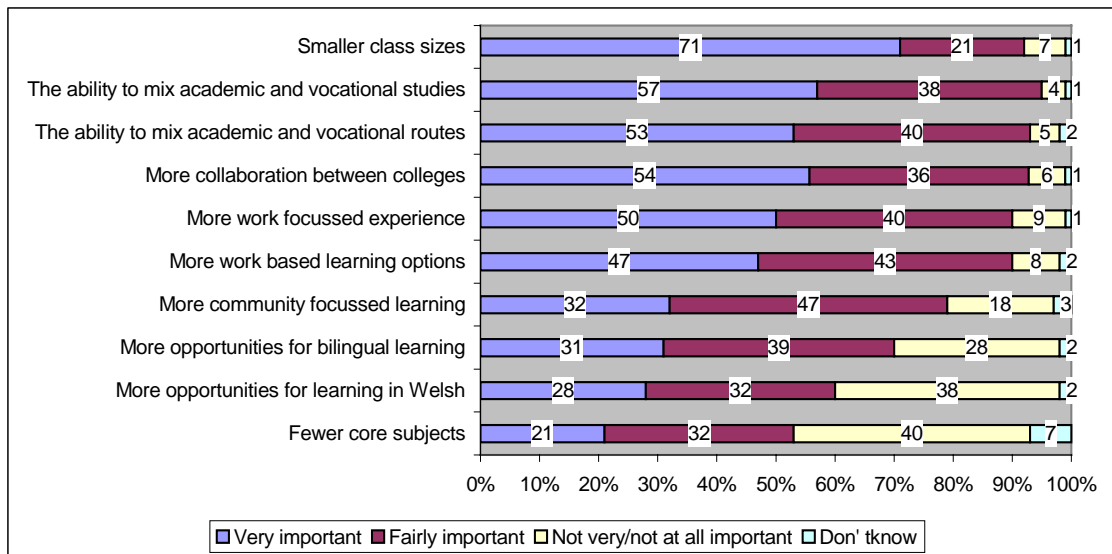
More work based learning options were especially important to those studying in FE colleges – 48% of whom described this aspiration as very important –and also to those not studying at all, 96% of whom said this was important and 44% very important.

On smaller class sizes, significant differences emerged between young people attending English speaking and Welsh speaking schools with the former attaching higher importance ratings to small class sizes (72% compared with 59% important). There were also significant differences between those in compulsory and post-compulsory education (68% and 76% respectively). The higher importance scores for smaller class sizes from those in post-compulsory education were driven by particularly high ratings from young people attending school sixth forms (84%) and universities (80%).

6.1.2 Parents

The chart below shows the importance ratings given to each aspiration by parents of 14 to 19 year olds (and again, the aspirations are ranked in order of the mean level of importance starting with the highest). The parents gave very high importance ratings to most of the aspirations, with nine out of ten or more describing smaller class sizes, the ability to mix academic and vocational studies or routes, more collaboration between colleges, more work based learning options and more work focussed experience as very or fairly important to them. About eight out of ten parents said more community focussed learning was important to them; seven out of ten more opportunities for bilingual learning; six out of ten more opportunities for learning in Welsh; about half, fewer core subjects.

Chart 26: Importance of aspirations - parents



Base: All parents. Unweighted base 756.

Smaller class sizes were clearly a higher priority for parents than for young people. Parents also appeared to attach a higher relative importance to more collaboration between colleges. Out of the ten aspirations covered, both parents and 14-19 year olds gave the lowest importance ratings to fewer core subjects and more opportunities for learning in Welsh.

When looking at the gender and age of the child, a number of differences emerged:

- parents of 14 year olds placed higher importance on more opportunities to learn in Welsh than parents of 17-19 year olds, mirroring the findings among young people themselves
- parents of 17 year olds placed higher importance on the ability to mix academic and vocational routes than those with 15-16 year olds or 18-19 year olds

As already seen among the young people, parents of 14 to 19 year olds were also particularly likely to want more opportunities for learning in Welsh if their child attended a Welsh-speaking school (86% said it was very or fairly important) but there also seemed to be demand from parents whose children attended English-speaking schools (53% important).

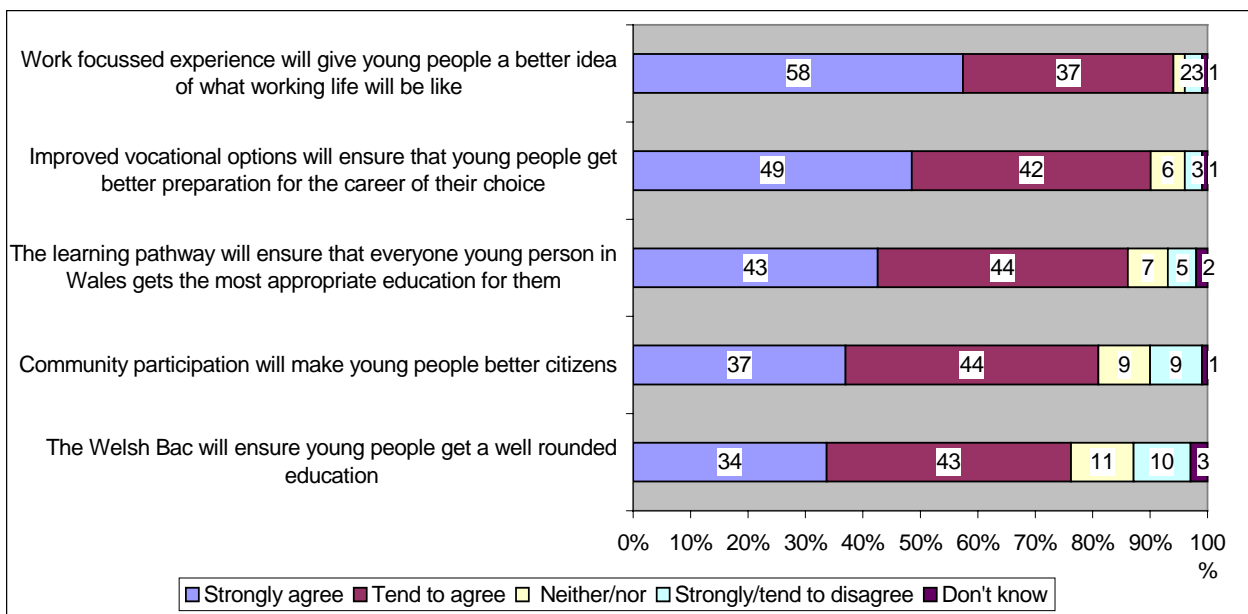
6.2 How the improved provision will affect young people in Wales

Respondents were asked how strongly they agreed or disagreed with a series of statements about how the improved provision would affect young people in Wales.

6.2.1 14-19 year olds

Young people are generally very positive about the likely impact of recent changes to learning provision for 14 to 19 year olds in Wales. Chart 28 below shows the proportion of 14 to 19 year olds who agreed or disagreed with each statement. Virtually all agreed that “work focussed experience will give young people a better idea of what working life will be like” (95%); about nine out of ten agreed that “improved vocational options will ensure that young people get better preparation for the career of their choice” (90%) and that “the learning pathway will ensure that every young person in Wales gets the most appropriate education for them” (86%). About eight out of ten agreed that “community participation will make young people better citizens” (81%) and that “the Welsh Bac will ensure young people get a well rounded education” (77%).

Chart 27: Impacts of new features of 14 to 19 learning provision – young people



Base: All 14-19 year olds. Unweighted 1000; weighted 1000.

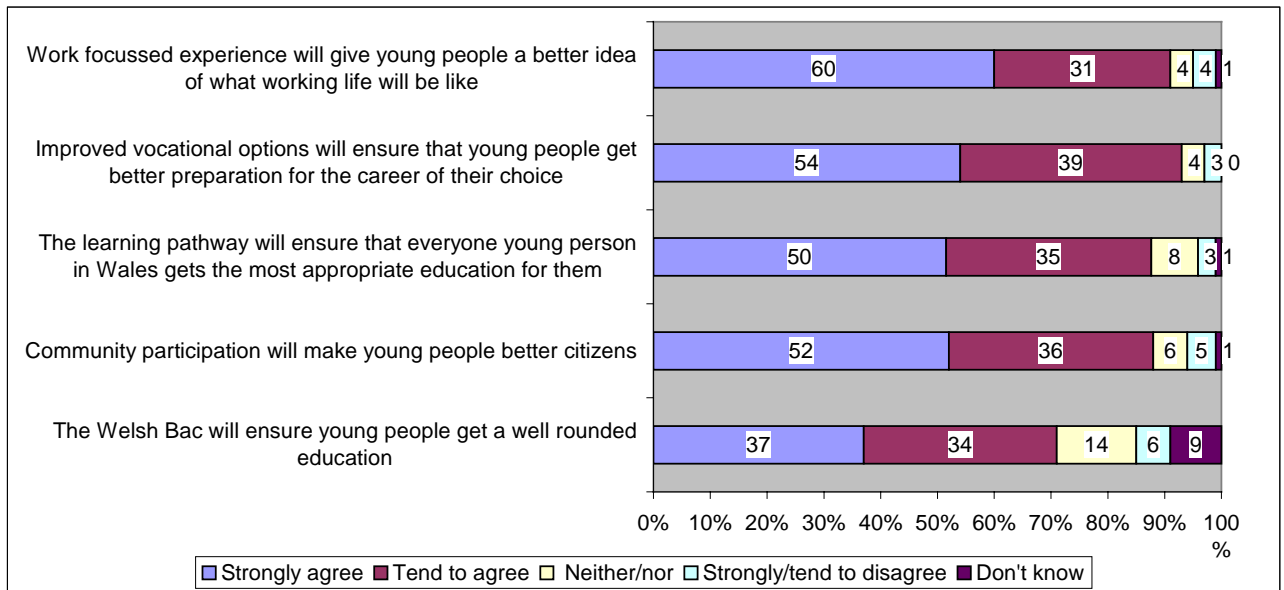
There were a few differences within these headline figures. On “the Welsh Bac will ensure that young people get a well rounded education”, those in compulsory education were more likely to agree than those in post compulsory education (81% compared with 74%); 15 year olds were most likely to agree at 87%. On “the learning pathway will ensure that every young person in Wales gets the most appropriate education for them” 14 and 15 year olds were the most likely to agree that this was the case (90%). On “improved vocational options will ensure that young people get better preparation for the career of their choice”, females were more likely than males to agree with this view (53% of females strongly agreed compared with 45% of males).



6.2.2 Parents

Parents of 14 to 19 year olds are also generally very positive about the likely impact of recent changes to learning provision. Nine out of ten or more agreed that “work focussed experience will give young people a better idea of what working life will be like” (91%) and that “improved vocational options will ensure that young people get better preparation for the career of their choice” (93%); nearly nine out of ten agreed that “the learning pathway will ensure that every young person in Wales gets the most appropriate education for them” (85%) and that “community participation will make young people better citizens” (85%). Seven out of ten agreed “the Welsh Bac will ensure young people get a well rounded education” (71%); there was more uncertainty about this proposition, with substantial minorities of parents neutral or saying they did not know.

Chart 28: Impacts of new features of 14 to 19 learning provision – parents



Base: All parents. Unweighted base 756.

Parents of 17-19 year olds were more likely than parents of younger people to agree that “community participation will make young people better citizens” (90% compared with 85%) and were also more likely to agree that ‘work focussed experience will give young people a better idea of what working life will be like’ (94% compared with 88%). Agreement with the latter statement was particularly high among parents whose children attended school sixth forms (100% agreed).

6.3 Summary

Both parents and young people attached similar importance to the aspirations for 14-19 education that were covered by the study. More opportunities for learning in Welsh and fewer core subjects were less important to them than the other aspirations, but well over half of both parents and young people said that these were very or fairly important to them. These statements and the importance ratings given to them shows that both parents and young people in Wales wished for improvements in the education and training of young people.

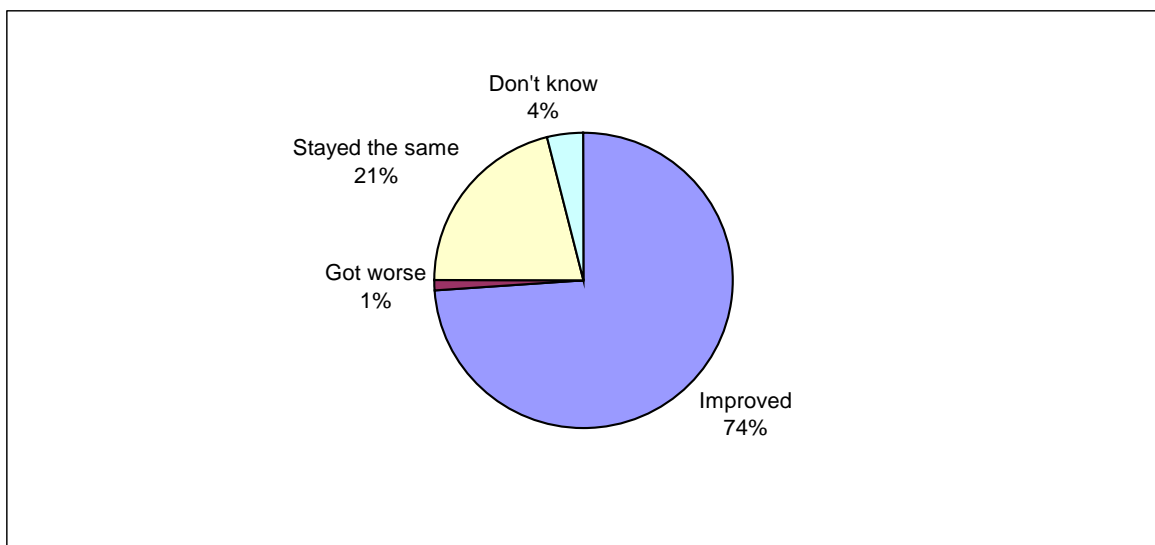
On the ways in which the new features of 14 to 19 learning provision will affect young people, parents and young people were very positive and gave similar responses. At least 7 out of 10 parents and young people agreed with all the statements. This shows that both parents and 14-19 year olds not only attach importance to the aspirations for 14-19 education, they think these will lead to real improvements.

7. Learning providers

7.1 Context and attitudes towards Learning Pathways

Three-quarters (74%) of providers felt that in general, learning provision for 14 to 19 year olds had improved over the past two years, while 21% felt it had stayed the same; only 1% felt it had got worse during that period, though 4% said they did not know.

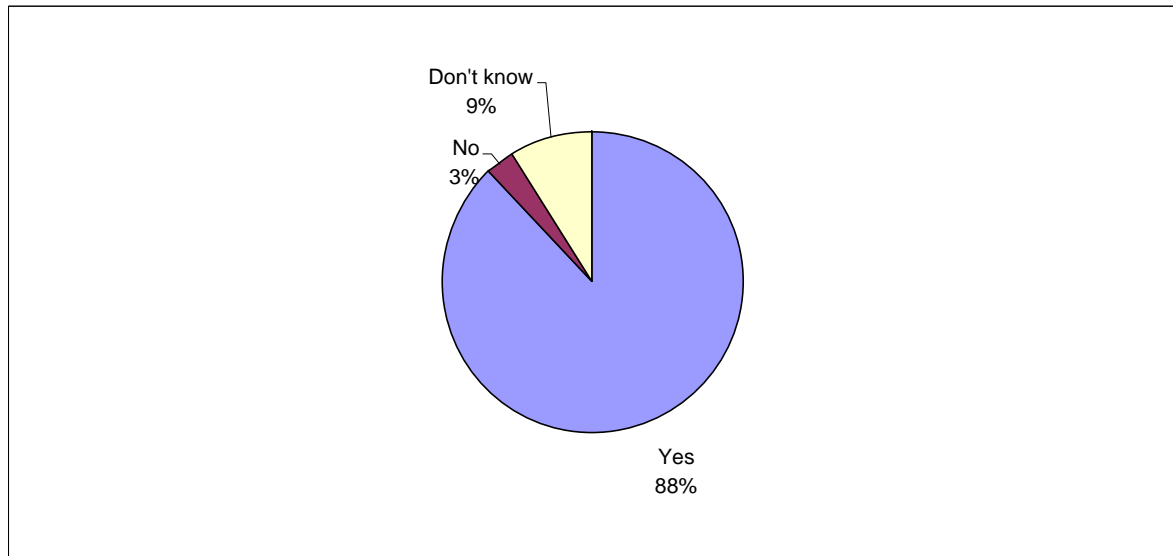
Chart 29: Changes in learning provision for 14 to 19 year olds over past two years



Base: All providers (unweighted: 100)

Feelings about the Learning Pathways programme were generally positive, though at this time some providers expressed neutral views, perhaps because they felt it was too early to tell. About nine out of ten (88%) providers said they thought the Learning Pathways programme would improve options for 14 to 19 year olds, a very small minority (3%) thought it would not and around a tenth (9%) were unsure.

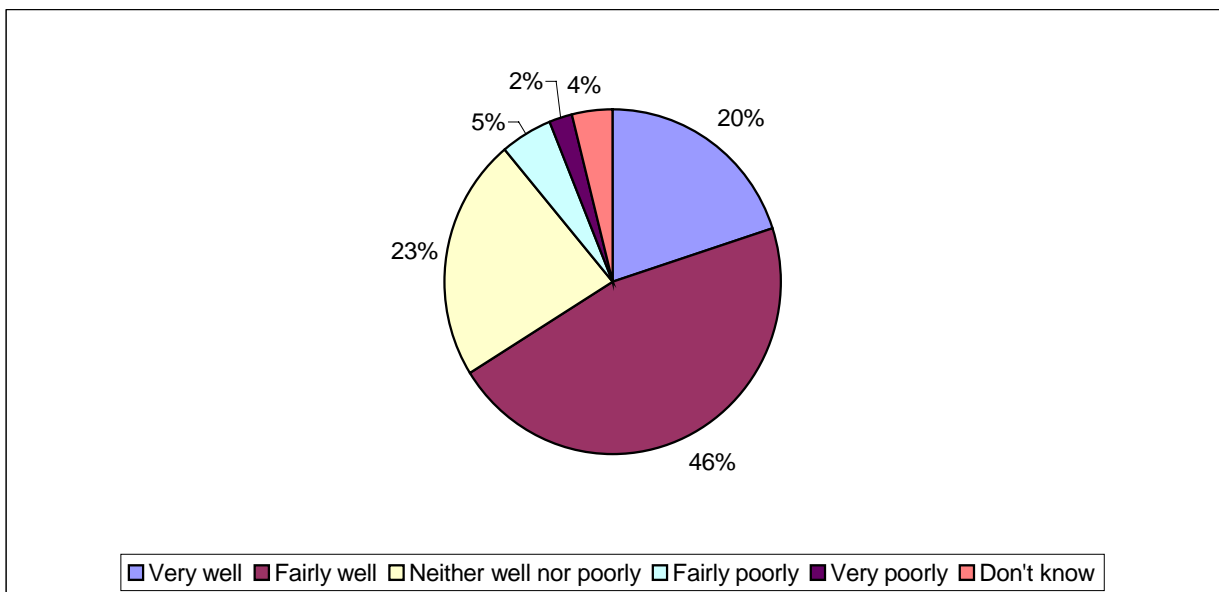
Chart 30: Will Learning Pathways improve options for 14 to 19 year olds?



Base: All providers (unweighted: 100)

About two-thirds (66%) of providers felt that the Learning Pathways programme fitted in at least fairly well with the options available to 14 to 19 year olds at their school/college. A fifth (20%) felt there was a very good fit while just under half (46%) felt the programme fitted fairly well. About a quarter of providers (23%) had a neutral opinion while a small minority felt that the fit was poor (7%).

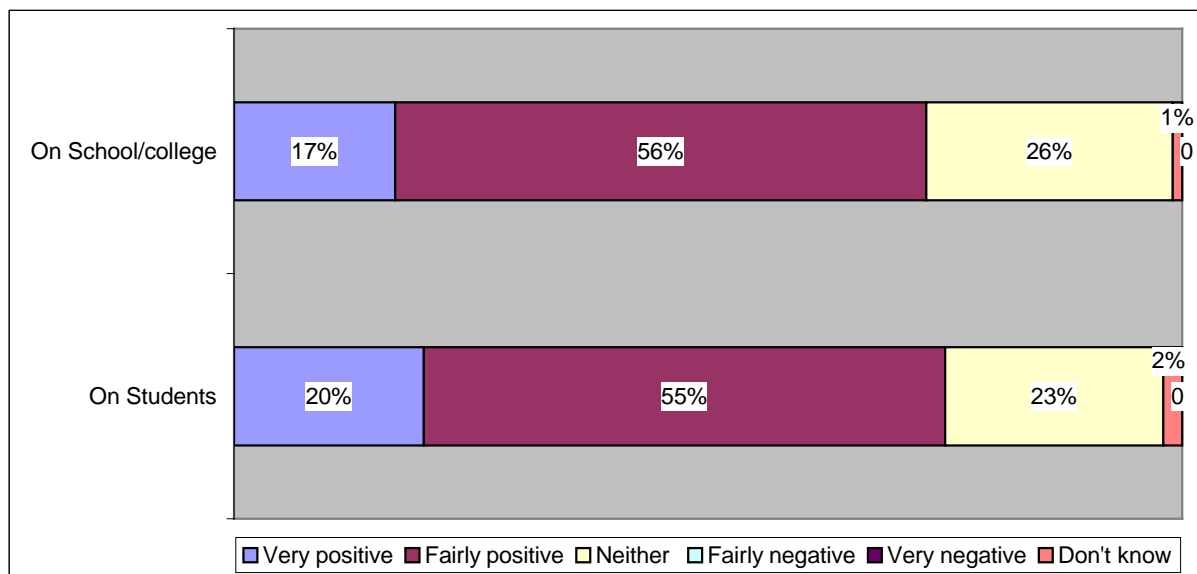
Chart 31: How well Learning Pathways fits in with options available to 14 to 19 year olds within providers' organisations



Base: All providers (unweighted: 100)

Just over four-fifths (84%) of providers said they had started implementing the Learning Pathways programme (12% said they definitely had not and 4% were unsure). Those who said they had started implementing it were then asked two questions about the impact of the Learning Pathways programme, firstly on their students and secondly on their school/college. Providers had very similar views on the two impacts, and none thought the impact had been negative, though about a quarter were neutral. A fifth (20%) of providers thought the impact on students had been very positive, and 55% fairly positive. Similarly, 17% thought the impact on the school/college had been very positive, and 56% fairly positive.

Chart 32: Nature of impact of Learning Pathways on school/college and on students



Base: All providers (unweighted: 100)

7.2 Individual Learning Pathways (ILPs)

Two-thirds (65%) of providers said their school/college had started implementing ILPs. A substantial minority of those who said they had started implementing reported some degree of difficulty with the implementation – 46% of this group said they had found it fairly or very difficult. A fifth (20%) said they had found it very or fairly easy. A third (32%) was non-committal, saying it had been neither easy nor difficult.

Of those who had not yet started implementing ILPs, about two-fifths (44%) said they were at least fairly ready to start implementing it, though they were much more likely to say they were fairly ready than very ready, and none described themselves as extremely ready. About a quarter (26%) described themselves as fairly unprepared to start implementing ILPs – none said they were very or extremely unprepared – while 30% gave a neutral answer.

About three-fifths (62%) of providers felt they had enough information to introduce ILPs to their school/college. A similar proportion, 66%, said they did have specific concerns about putting Individual Learning Pathways into practice. Among this group, the specific concerns most widely mentioned were funding levels (42%), timetabling problems (24%), costs/cost of transportation (21%), the collaboration of industry/employers (18%), staffing levels (17%) and logistics of movement/transport between sites (11%).

Some examples of providers' concerns are given below, many of which refer to funding issues¹:

Effect on school timetable. Pupils making wrong choices too early with no fallback option. Effect on school staffing and budgets (School, South West Wales)

Safety of pupils when not educated in school setting. Quality of provision. Tracking pupil attendance outside school. Dealing with challenging pupils in settings other than school. (School, South East Wales)

Funding levels restrict what we can offer. We have strong beliefs that learning pathways is the right way to proceed, but we are often frustrated by the poor levels of funding, e.g. learning coach developments, costs of non-traditional/vocational learning opportunities are high. Also we are frustrated by the 'empire building' approach adopted by some of our potential local collaborative partners; they are intent on focusing on 'growing their business' rather than opening up their institutions for the benefit of learners. This 'cultural barrier' is a major obstacle to 14-19 pathways. (School, North Wales)

Funding of new courses, physical difficulty in collaborative working with our partners, need to retrain staff into new areas of expertise (School, South East Wales)

The funding stream via LEA is still very unclear. Only when the financial model is more robust will we see which parts of the provision can be afforded. (School, South West Wales)

Sustainability. We are raising the expectations of our pupils and creating a market for provisions which are often more expensive. We are concerned that funding will run out. (School, South East Wales)

Marketing of different pathways to young people, parents etc, Ensuring appropriate balance between young person choosing and young person being advised, Cost of diverse pathways, many of which have small cohorts, Timetabling - both within schools and across the county, Transport - especially in a large and sparsely populated count. (School, South East Wales)

¹ Appendix 2 provides further comments from providers.

Development of learning pathways depends on links with a tertiary education provider and those links are not as developed as they should be across the LEA. Transport is going to be a major inhibitor to the development of learning pathways due to its cost. (School, South West Wales)

Access to quality WBL providers or employers who can provide appropriate work placements for a small minority of our students. (School, South East Wales)

Capped funding per individual learner may restrict size and nature of pathway (Further Education Institute, South West Wales)

Flexibility for students means that we need to be more flexible with teacher and co-worker contracts. There has not been enough open discussion on this. Changes to timetabling and out-of-hours provision are taking place at the same time as NC changes - too much in the melting pot? Rural areas finding it more difficult to extend choice and the learning day: transport, nearest provider etc. Funding to employ learning coaches etc to really work individually with all students is difficult in a time of reduced budgets. (School, Mid Wales)

The impact of a skewed timetable which would only satisfy the minority but adversely affect the majority from 11 to 19, not just 14 to 19. (School, South East Wales)

As a special school, we are unable to provide 14-19 year olds with 'Choice' due to staffing limitations. We have however broadened the curriculum to provide more vocational opportunities. Given the nature of our pupils we see this phase of learning as 'Preparation for Choice', and aim to provide them with a wide experience of college/vocational tasters so that they are better prepared to make the next step.(School, North Wales)

Funding, collaboration between different sectors that don't wish to do so, provision in rural areas. Lack of vision by some partners. Lack of a specific workforce to present specific parts e.g. learning champion, personal assistance. (School, North Wales)

There is no problem with expanding our vocational options, but we cannot logically collaborate with other providers (geography) and feel that we can offer a reasonable option package to our students. This needs improving, not drastic change. We do not feel that the Learning Coach provision (which could only be very superficial) will make a significant impact except with a small minority. (School, South West Wales)

Providers were asked what impact they expected the introduction of ILPs would have on the learner, from a pre-coded list. The impact chosen by the largest number of providers was that it would better prepare young people for working life, which 85% of providers selected. Three further impacts were all selected by about seven out of ten providers – that it would help young people identify ways to meet their aspirations for the future (72%), that more young people would take vocational courses (71%) and that it would broaden young people's aspirations (69%). Four out of ten expected it to keep young people in education for longer. Smaller numbers of providers had more negative expectations about the impact of ILPs: 14% thought it

would increase learners' workload and 10% thought it would confuse learners with too many options.

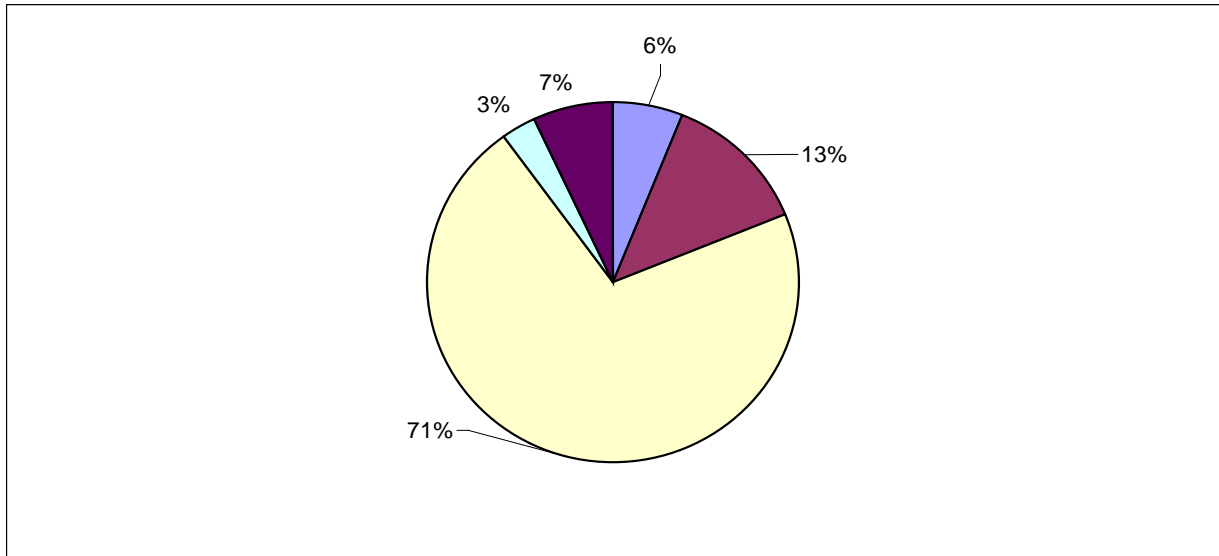
Table 2: Expectations about the impact of ILPs

Base: All providers (100)	Providers
	%
Better prepare young people for working life	85
Help young people identify ways to meet their aspirations for the future	72
More young people will take vocational courses	71
Broaden young people's aspirations	69
Keep young people in education for longer	40
Increase learners' workload	14
Confuse learners with too many options	10
Make no difference	1
Other	6
Don't know	2

7.3 Wider Choice and Flexibility

Providers were asked whether their school/college had made steps to either introduce new courses or subject options at their school/college or collaborate with local schools, colleges or training providers to make courses available to all learners. Seven out of ten providers (71%) said they had done both of these. Thirteen per cent said they had only collaborated with other local providers and 6% said they had only introduced new courses or subjects. Three per cent of providers said they had done neither. Seven per cent did not know what the situation had been within their own organisation.

Chart 33: Implementing Wider Choice and Flexibility



Base: All providers (unweighted:100)

Providers who had introduced new courses and subjects were asked what difficulties they had encountered by doing this. The difficulties mentioned by these providers included funding levels (29%), timetabling problems (27%), getting parents on board (19%), costs/costs of transportation (18%) and staffing levels (16%).

Those who had made steps to collaborate with other local providers were asked how easy this had been to implement. Nearly half (45%) of this group described it as very or fairly difficult, while about three in ten (29%) described it as very or fairly easy and about a quarter (26%) said it had been neither easy nor difficult.

The small number of providers who had not made any steps to collaborate with other local learning providers was then asked how ready their organisation was to start implementing Wider Choice and Flexibility. Five out of these ten did not know; two said they were very ready, one was fairly unprepared and two were non-committal.

Seven out of ten providers felt they had enough information to introduce Wider Choice and Flexibility to their organisation, 22% wanted more information about 8% were not sure.

Nearly half (48%) of providers said they had specific concerns about putting Wider Choice and Flexibility into practice. The concerns described were similar to the difficulties mentioned in introducing new subjects or courses. Among those who had specific concerns, 25% mentioned funding, 21% mentioned timetabling problems and costs/costs of transportation, 19% mentioned logistics/transport and 13% mentioned staffing levels.

Some of the verbatim comments made included the following:

I am the vocational coordinator for my school. My job remit is wider now than ever before but I am being given no extra time next year to cover this extra work. WAG should appoint coordinators on a different contract? (School, South East Wales)

With a falling roll and staff redundancies I don't know how we are going to be able to offer/implement many of the new courses that are becoming available. There is also the transportation cost to be incurred when venturing into collaboration with other providers. CRB checks are also a concern as is pupil welfare. (School, North Wales)

Where is the money coming from to support older members of staff who at present teach a traditional subject whilst replacing them with new staff who can teach the new curriculum requirements? (School, South East Wales)

... barriers to choices are in place due to the lack of will to collaborate 'fairly' in some cases, i.e. charging excessively and restricting options so as to 'corner the market' (School, North Wales)

There needs to be careful guidance given by adequately trained people and that must include teachers who KNOW the child best. (School, Mid Wales)

How individual can learning pathways be? If an NVQ is offered it is more cost effective to do it with a good sized group all doing the same course. What if one finishes quickly do they go onto the next level? Also concerned about the WAG reluctance to include non-GCSEs in performance tables - this needs to be urgently addressed. (School, South East Wales)

Overloading students which can lead to poor retention and achievement. Students still make inappropriate choices, often because they lack clear direction themselves. Parental influences often push students in inappropriate directions based on historical understanding. (Further Education Institute, North Wales)

Simplification of funding streams is needed. Analysis of the impact on the change to teacher contracts is needed at a national level. Models of vertical organisation are needed which would provide real flexibility. (School, Mid Wales)

Providing a greater range of subjects for the same number of pupils obviously leads to smaller classes, which may be uneconomic. DELLS will argue that collaboration will make the class sizes viable, but in rural areas, transport issues and the limited extent to which timetables can be harmonised make this a very real problem. (School, South West Wales)

The college introduced Learning Pathways this academic year (2006/07). Already the success of the program has given rise to capacity issues. The demand is rising from 450 pre-16 pupils to over 600 in September 2007. This places considerable demand on resources. (Further Education Institute, South East Wales)

When asked what they expected the impact of offering Wider Choice and Flexibility to be, providers' answers were very similar to those given in respect of the impact of ILPs.

Table 3: Expectations about the impact of Wider Choice and Flexibility

Base: All providers (100)	Providers
	%
Better prepare young people for working life	80
Help young people identify ways to meet their aspirations for the future	77
Broaden young people's aspirations	74
More young people will take vocational courses	74
Keep young people in education for longer	51
Confuse learners with too many options	10
Increase learners' workload	10
Make no difference	1
Other	5
Don't know	2

7.4 Learning Core

Two-thirds of providers (68%) said their school/college had started implementing the Learning Core element of Learning Pathways, while 18% said they had not and 14% were unsure.

Of those who had started implementing the Learning Core, 44% said it had been very or fairly easy to do so while 12% said it had been very or fairly difficult; the remainder chose a neutral response. Where implemented, the level of difficulty of this aspect of Learning Pathways compared favourably with ILPs or collaborating with other local education/training providers.

Those who had not started implementing the Learning Core were asked about their readiness to do so – there were only 18 respondents in this category. The majority of this small group (10 out of the 18 respondents) said their organisation was neither ready nor unprepared, while 3 said they were fairly ready and 5, fairly unprepared.

About two-thirds (64%) of all providers said they had enough information to introduce the Learning Core to their school/college, while 28% wanted more information and 8% were unsure. However, about one third (36%) of providers said they had specific concerns about putting the Learning Core into practice, and these related to funding levels and timetabling problems (19% of those with specific concerns mentioned



these), time, staff development/training, staffing levels and the need for support from pupils (each mentioned by 11% of this group).

Some providers said their concerns relating to the Learning Core had already been covered in answers relating to ILPs and Wider Choice and Flexibility, but a selection of specific comments is given below².

Some elements are fine, others are potentially going to meet with opposition from learners e.g. Wales, Europe and the rest of the World, particularly the language element - it is already an issue at KS4 in schools in this area. (School, North Wales)

Availability of opportunities to areas outside the normal GCSE-type work. (School, South West Wales)

The curriculum demands of the Learning Core, especially if the WBQ is to be used as the assessment tool, are great. Schools will find it difficult to find the time to cover all aspects with all pupils. (School, South East Wales)

Same as before - the whole system is too idealistic. If learning is to be individual and flexible why is there a compulsory core? Is it because WAG politicians know better? (School, South East Wales)

Staff CPD, funding, time to adapt and develop learning experiences. (School, South West Wales)

Again flexibility of learning environment and staffing. Who does the tracking (remember the huge problems of portfolio work in key skills). Selling to employers so that pupils really do have credit. Resources so that the Welsh dimension in WWWW is truly investigated. I have lots of experience in teaching and cannot visualise what it will be like for pupils in each key stage. (School, Mid Wales)

Accreditation - doing it properly in order to be meaningful to the learners. (Further Education Institute, North Wales)

That there are enough work place opportunities available to implement it (I suspect there won't be enough to increase beyond what we do now, that proves difficult), that all paperwork doesn't consume excessive amounts of time and energy and that experiences within work places are useful to learners (School, South East Wales)

The learning core would not seem to apply to the learning disabled. (School, South East Wales)

When asked about what impact they expected the introduction of the Learning Core to have, three-quarters (77%) of providers said it would encourage young people to

² Further comments are provided in Appendix 2.

take part in more community and voluntary activities. Other impacts mentioned by the majority of providers were better preparation of young people for working life (71%), giving young people a sense of community (65%) and broadening young people’s aspirations (60%).

Table 4: Expectations about the impact of the Learning Core

Base: All providers (100)	Providers
	%
Encourage young people to take part in more community and voluntary activities	77
Better prepare young people for working life	71
Give young people a sense of community (local or Welsh)	65
Broaden young people's aspirations	60
Keep young people in education longer	25
Increase learners' workload	19
Make no difference	6
Confuse learners with too many options	2
Don't know	1

7.5 Learning Coaches

About half (48%) of providers said their school or college had taken part in the trial offering Learning Coaches to learners; 9% were not sure and the remaining 43% said they had not taken part.

Of those who had taken part in the trial, half said it had been very or fairly easy to introduce Learning Coaches to their organisation – 19% said it had been very easy. A third (31%) had experienced difficulties, with 29% describing the process as fairly difficult. The difficulties related to funding levels (mentioned by 6 out of the 15 who answered this question), time, staffing levels and number of coaches required (three mentions each) and staff training (two mentions).

The verbatim comments relating to these difficulties are given below³:

Limited trial using 2 LC's for a short period. Difficult to assess impact. (School, North Wales)

³ Further comments are provided in Appendix 2.

Seen by too many as another layer of Careers Education, duplicating pastoral work, pupils expecting too much individual input. (School, South West Wales)

Staffing - 1. Time is needed to be able to develop the role of learning coach. 2. Number of people wishing to become involved. 3. If a non-teaching member of staff how will this impact on their role? 4. How will they be paid? (School, North Wales)

Insufficient funding, either externally or internally, to do this properly for all pupils. Selecting pupils, learning coaches being trained on what really is available currently. (School, Mid Wales)

Allocating sufficient quality time. The learning coaches have teaching commitments which pose difficulties here (School, South East Wales)

The impact upon a class not having their regular support worker. (School, North Wales)

Releasing people for the training - even though funding is available this does not always solve the problem., The quality/appropriateness of the training for those who were interested in taking part e.g. a very senior experienced lecturer who attended a training session found it was pitched at a very low level; much lower than HE despite the module being an HE module. She refused to attend any more sessions! However a newly appointed advice and guidance worker who did not have any advice and guidance quals has found the course useful. Matching the delivery to the qualification and client groups and ensuring consistency in the quality of delivery of training needs to be addressed. If the qualification had more credibility then doing it would be more attractive. It would sit very well as extra modules linked to the NVQ 4 in advice and guidance I would think, I think there is still, however, confusion as to how this role links with personal support, personal tutorial activity and advice and guidance. The other issue is that there is not funding to employ learning coaches and there needs to be more clarity about the long term vision for this role. (Further Education Institute, North Wales)

The availability of learning coach to visit school. Then left post for alternative job. (School, South East Wales)

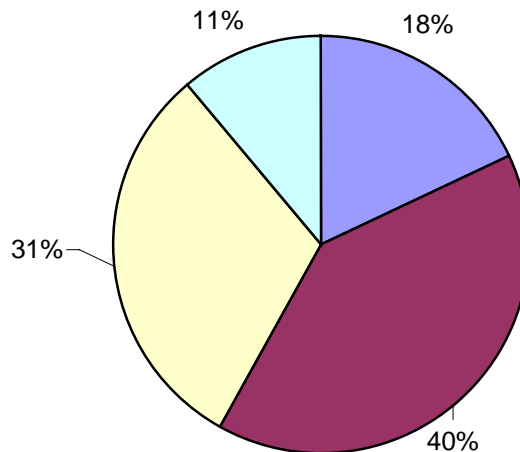
However, three-quarters (77%) of those who had taken part in the trial said the introduction of Learning Coaches had had a positive effect, and the remaining quarter (23%) said it had had no effect. When asked about specific effects, three-fifths (58%) said that those with a learning coach took more interest in their studies. Half said that disaffected learners were more engaged at school/college (50%) and that Learning Coaches delivered support in a more structured way (46%). A range of other effects were identified, but among these, a third (35%) of those who had taken part in the trial said that learners with a Learning Coach improved academically.

Table 5: Effects of the introduction of Learning Coaches

Base: Providers who took part in the trial to offer Learning Coaches (48)	Providers
	%
Those with a Learning Coach took more interest in their studies	58
Disaffected learners were more engaged at school/college	50
Learning Coaches deliver support in a more structured way	46
Attendance improved amongst those who had a Learning Coach	40
Learners became more confident about independent study	38
Learners became more willing to access a Learning Coach than their previous support	35
Those with a Learning Coach improved academically	35
Learning Coaches offer better support to learners than what was offered before	31
Learning Coach more effective as not a member of teaching staff	23
Learning Coach offers the same support to learners as before	15
Learners did not want to access Learning Coach	6
Learners did not do the work set for them by the learning coach	4
Learners felt they would not benefit from Learning Coach	4
Learners wary/scared of Learning Coaches	4
Learning Coach sessions took place outside lesson time	4
Learning Coaches offer less support to learners than what was offered before	4
Learning Coach seen as having negative associations	2
Other	31
Don't know	6

Providers were then asked whether their school/college had identified any people to train as Learning Coaches. About a fifth (18%) said they had identified all their Learning Coaches, but much more commonly, providers said they had identified some (40%) or none (31%) of their coaches.

Chart 34: Identified learning coaches yet



Base: All providers (unweighted: 100)

All providers were asked about their readiness to start offering learners a Learning Coach. Just under half (44%) described themselves as ready to do so – 22% extremely or very ready, and 22% fairly ready. A quarter (25%) felt neither ready nor unprepared and a similar proportion (22%) felt unprepared, most of these describing themselves as fairly unprepared (12%). Just over half (54%) felt they had enough information to introduce Learning Coaches to their organisation.

Just over half (54%) also had specific concerns about putting Learning Coaches into practice. The concerns mainly related to funding levels (cited by 31% of those who said they had concerns), numbers of coaches required (26%), uncertain status of coaches (20%), time, training, duplication of roles and staffing levels (each mentioned by 11%).

A selection of verbatim comments is given below⁴.

Concerns about people outside the school giving inappropriate advice to pupils. Cost - will it really be better than what happens at present? Another layer of bureaucracy. (School, South West Wales)

There is a lack of clarity as to the specific role of the learning coach. (School, South East Wales)

⁴ Further comments are provided in Appendix 2.

I said at the consultation stage that I believed that learning coaches should be teachers and this is what I believe still. I calculate that a school would have to employ several lcs to provide equal access to all and most schools do not have the funding for this. (School, South East Wales)

It is a good idea which has been handled incredibly badly. Most institutions have some form of Learning Coaching available to some if not all young people already. It is good for those involved in Learning Coaching to have additional training and for there to be a review of procedures to ensure that all pupils have their Learning Coach entitlement. But Learning Coaches have been parachuted into learning organisations without any thought at all as to what those organisations already do and this has caused great resentment. And the training 'pilot' has been utterly shambolic, with no evidence that Cohort 2 will have a better experience. (School, South East Wales)

The people we have identified are teachers. We don't see how they can fulfill the perceived role adequately on top of a full timetable commitment. (School, South West Wales)

Qualification is too difficult and as a result there is likely to be a shortage. It is a good idea in theory but more needs to be done to make it happen in reality. (School, South West Wales)

Not feasible to have a special person to be the LC - then only a minority of learners could benefit. Prefer the approach that all good teachers are already learning coaches and may just need CPD in wider issues related to courses/careers/higher education etc. (School, South East Wales)

High levels of support already exist in a special school. Very unsure as to the need for a learning coach within our school. It is more likely that as a result of providing a valued member of staff for Learning Coach Training we will lose her to the county to support mainstream pupils. (School, North Wales)

The current learning coach model is unsuitable for the learning disabled. (School, South East Wales)

All providers answered a question about what impacts they expected from the introduction of Learning Coaches. The two impacts expected by the largest number of providers were that disaffected learners would become more engaged and that learners would become more confident about independent study, both selected by three fifths of respondents (61% and 60% respectively). Three further impacts were each anticipated by about half of providers: that attendance would improve among those who had a Learning Coach (52%), that learners would improve academically (49%) and that better support would be offered to learners (49%). Just over two fifths expected that the introduction would broaden young people's aspirations (45%) and just under two fifths expected that learners would be more willing to access Learning Coaches than the kinds of support previously in place. A quarter of providers (26%)

thought it would help keep young people in education for longer. A tenth did not know what impacts they expected; 7% thought it would make no difference.

Table 6: Expected impacts of the introduction of Learning Coaches

Base: All providers (100)	Providers
	%
Disaffected learners more engaged at school/college	61
Learners become more confident about independent study	60
Attendance improved amongst those who had a Learning Coach	52
Learners will improve academically	49
Offer better support to learners than what was offered before	49
Broaden young people's aspirations	45
Learners more willing to access Learning Coach than previous support	38
Keep young people in education for longer	26
Make no difference	7
Increase learners' workload	3
It was already in place	1
Other	2
Don't know	10

All providers were also asked which of a range of different kinds of help they expected 14 to 19 year olds to receive from Learning Coaches. The commonest expectation was that 14 to 19 year olds would be enabled to make informed decisions, which two-thirds (67%) of providers mentioned. Around three fifths also expected that 14 to 19 year olds would be made more aware of the range of options available and what they involved (60%), that they would be helped to choose the best learning methods (59%) and that they would be helped to feel confident in their choices (55%). Just under half (46%) believed Learning Coaches would offer support not available elsewhere. About one sixth of providers (15%) gave a "don't know" answer.

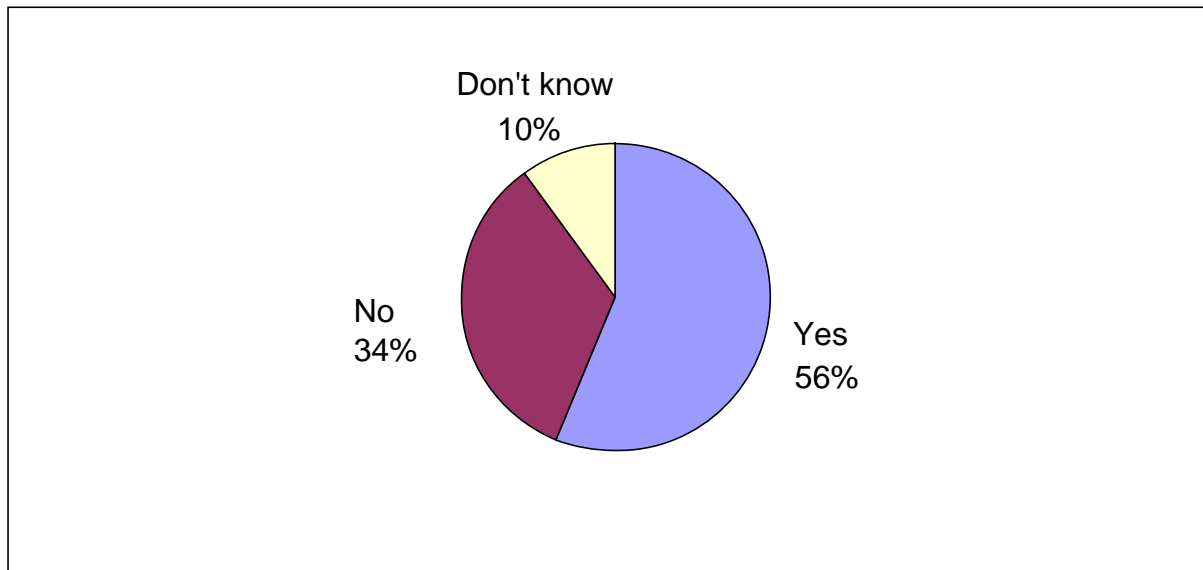
Table 7: Help expected to be available from Learning Coaches

Base: All providers (100)	Providers
	%
Enable 14 to 19 year olds to make informed decisions	67
Make 14 to 19 year olds more aware of the range of options available and what they involve	60
Help 14 to 19 year olds to choose the best learning methods	59
Help 14 to 19 year olds to feel confident in their choices	55
Offer support that is not available elsewhere	46
Don't know	15

7.6 Personal Support

Just over half (56%) of providers said they had started implementing the Personal Support element of Learning Pathways.

Chart 35: Started implementing Personal Support



Base: All providers (100)

Those who had started implementing Personal Support generally described it as very or fairly easy to implement (68%), and a quarter (23%) as very easy, though 9% said it had been fairly difficult and about a quarter (23%) were non-committal.

Of those who had not started implementing Personal Support, about a fifth (21%) described themselves as ready to start, a similar proportion (24%) said they were

unprepared and the remainder, who were the largest group at 56%, were non-committal about their state of readiness.

Just over half (53%) of all providers felt they had enough information to introduce Personal Support, while 36% wanted more information and 11% were unsure.

Levels of concern about implementing Personal Support seemed low compared with other aspects of the Learning Pathways programme: about one fifth of providers (22%) said they had specific concerns about it. These related to funding levels (mentioned by 8 out of the 22 who had concerns), personal support already being embedded in school life (6 mentions), costs (3 mentions), staff development (3 mentions) and staffing levels (2 mentions).

A selection of verbatim comments is given below (more comments are provided in Appendix 2):

There is plenty of personal support available at present. How will this improve on what is currently available? (School, South West Wales)

Funding to provide the support and training needed to give staff the confidence to deliver a quality programme rather than an ad hoc, makeshift, you-can-do-it-using-your-own-expertise sort of initiative that it is. (School, South East Wales)

Some voluntary sector organisations may be in an ideal situation to provide personal support given the additional links and networks in to the 14-19 networks, as they may be providing young people with this service already. (Voluntary Sector provider, South East Wales)

Personal support is already an embedded part of school life. (School, South West Wales)

Time involved to gain the necessary expertise. For example: bereavement counseling. There is little or no expertise and what is available cannot be accessed for in excess of 12 month waiting! (School, North Wales)

One to one tutorials are expensive to implement. (Further Education Institute, North Wales)

Still working on our local support network. We work with as many agencies as possible but there are waiting lists for everything! Greater understanding of our expertise in recognising children in need is required in some quarters e.g. Having taught a child for 5 years and seeing a real deterioration in their mental health to be told by a doctor, after a 10 min interview, there is no problem (sorry its a bit specific but it is a common problem). I find this incredibly insulting as teachers have been doing this for years as form tutors, heads of year etc. (School, South East Wales)

Lack of information. Lack of funding to deliver an effective provision to pupils with greatest need. (School, South West Wales)

All providers were asked what impact they expected the introduction of Personal Support to have. Three-quarters (75%) thought it would make learners feel supported and two-thirds (67%) thought it would stop learners with problems feeling isolated. In addition, about half thought it would help learners concentrate on their studies (53%) and improve learners' academic achievements (48%). One third thought it would keep young people in education longer. Relatively few anticipated negative impacts such as making learners wary of disclosing personal information.

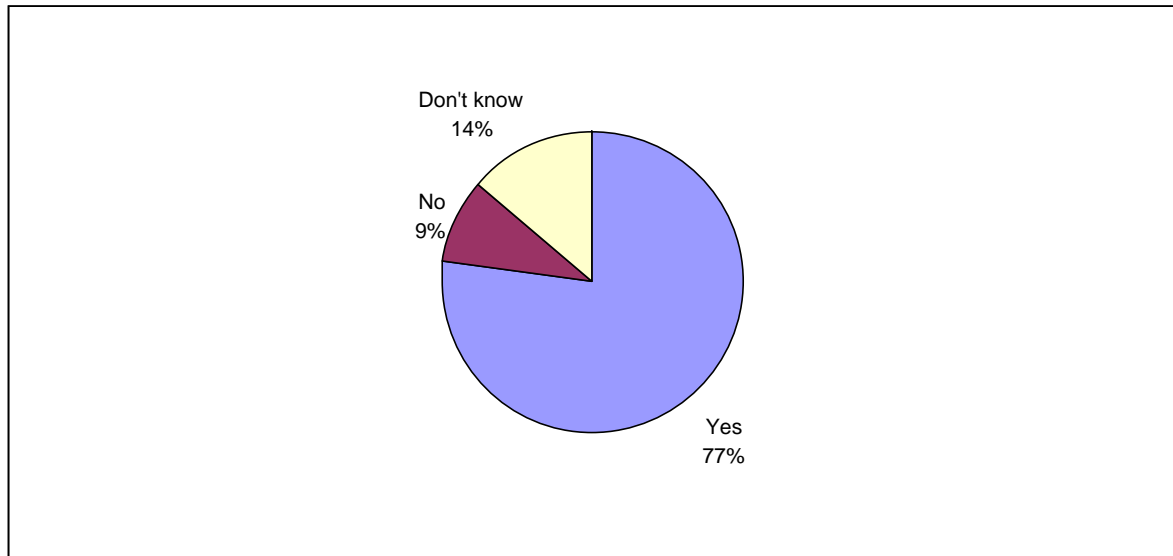
Table 8: Expected impact of the introduction of Personal Support

Base: All providers (100)	Providers
	%
Make learners feel supported	75
Stop learners with problems feeling isolated	67
Help learners concentrate on their studies	53
Improve learners academic achievements	48
Keep young people in education longer	33
Make learners wary of disclosing personal information at school/college	6
It was already in place	4
Make no difference	3
School/college is not the place to offer personal support	3
Don't know	10

7.7 Careers Advice and Guidance

Three-quarters (77%) of providers said their school/college had started implementing the Careers Advice and Guidance element of Learning Pathways.

Chart 36: Started implementing Careers Advice and Guidance



Base: All providers (unweighted: 100)

Careers Advice and Guidance did not appear to have presented major problems in its implementation. Three-quarters (78%) of those who had started implementing Careers Advice and Guidance said it had been easy to implement, and 31% said it had been very easy. While 18% were non-committal about the level of difficulty involved, only 4% described the process as difficult.

Of the nine providers who said they had not started implementing Careers Advice and Guidance, two said their organisation was at least fairly ready, two said they were very unprepared and the remaining five were neutral.

Seven out of ten providers (72%) felt they had enough information to introduce Careers Advice and Guidance to their school/college, while 17% indicated they wanted more information about this.

Levels of concern about the implementation of Careers Advice and Guidance were low, with just 9% saying they had specific concerns about it. The comments made by providers on this subject are given below⁵:

We integrate Careers Advice and Guidance anyway, and don't need the 14-19 Pathways agenda to tell us to do so. (School, South East Wales)

Careers Wales already offer a comprehensive programme - anything that will improve and build on this is welcome. (School, South East Wales)

⁵ Further comments are provided in Appendix 2.

Staff have an inherent dislike of delivering 'subjects' outside their main curricular areas. There is insufficient time/money within school, to employ a trained specialist to deliver this area to all pupils. Sometimes the delivery is inconsistent! It will need close monitoring to ensure quality delivery. (School, North Wales)

Impartiality of some advice offered. (Further Education Institute, South West Wales)

So far the careers advice is a part of the interview process the college offers all pre 16 learners. Learners are exposed to adults who have had careers before coming into education who try to gauge their knowledge of, and commitment to, the vocational pathway they are embarking on. These people are well equipped to share their experience throughout the vocational course. However careers advice is not a separate component of their pathways study in college. (Further Education Institute, South East Wales)

Providers were asked about what the expected impacts of the introduction of Careers Advice and Guidance. Four out of five (82%) felt it would help learners identify their pathway. About two thirds felt it would give all learners the same level of advice and guidance (67%), make learners feel supported (66%) and broaden learners' aspirations (64%). A third (35%) felt it would help keep young people in education for longer. No provider felt that this service would not be used by learners, but some concerns were voiced that it might be seen as offering biased advice (9%).

Table 9: Expected impact of the introduction of Careers Advice and Guidance

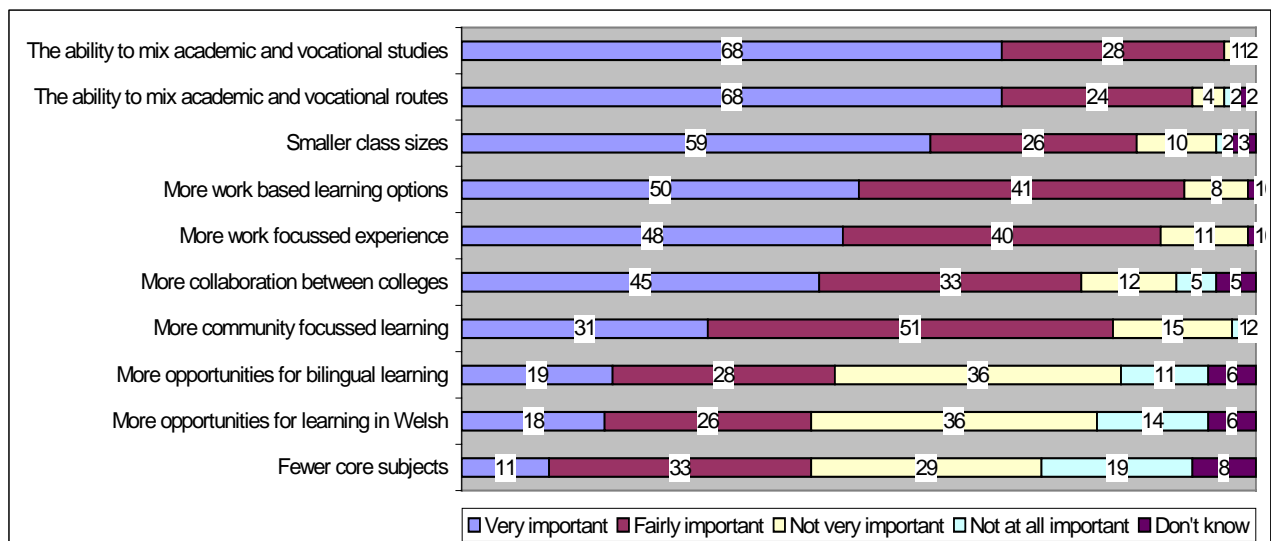
Base: All providers (100)	Providers
	%
Help learners identify their pathway	82
Give all learners the same level of advice and guidance	67
Make learners feel supported	66
Broaden learners' aspirations	64
Keep young people in education for longer	35
Seen as offering biased advice	9
It was already in place	3
Make no difference	2
Other	2
Don't know	4

7.8 Importance of aspirations

Like the 14 to 19 year olds and parents, the providers were asked to give an importance rating to each of a number of aspirations. These are ranked in order of mean importance score in the chart below. Providers did not discriminate between “the ability to mix academic and vocational studies” and “the ability to mix academic and vocational routes”; neither did they discriminate between “more work based learning options” and “more work focussed experience”, nor between “more opportunities for bilingual learning” and “more opportunities for learning in Welsh”, giving very similar importance ratings to each of the two statements in each case.

They gave the highest priority to the ability to mix academic and vocational studies/routes, with 68% describing each of these as very important. Next in order of importance came smaller class sizes (59% very important), followed by more work based learning options (50%)/more work focussed experience (48%), and more collaboration between colleges (45%). About a third (31%) described more community focussed learning as very important. About a fifth rated more opportunities for bilingual learning/more opportunities for learning in Welsh very important (19% and 18% respectively). Of the aspirations covered, the lowest importance was accorded to fewer core subjects, which 11% described as very important.

Chart 37: Importance of aspirations



Base: All Providers (unweighted: 100)

7.9 Effects of the improved provision for 14 to 19 year olds in Wales

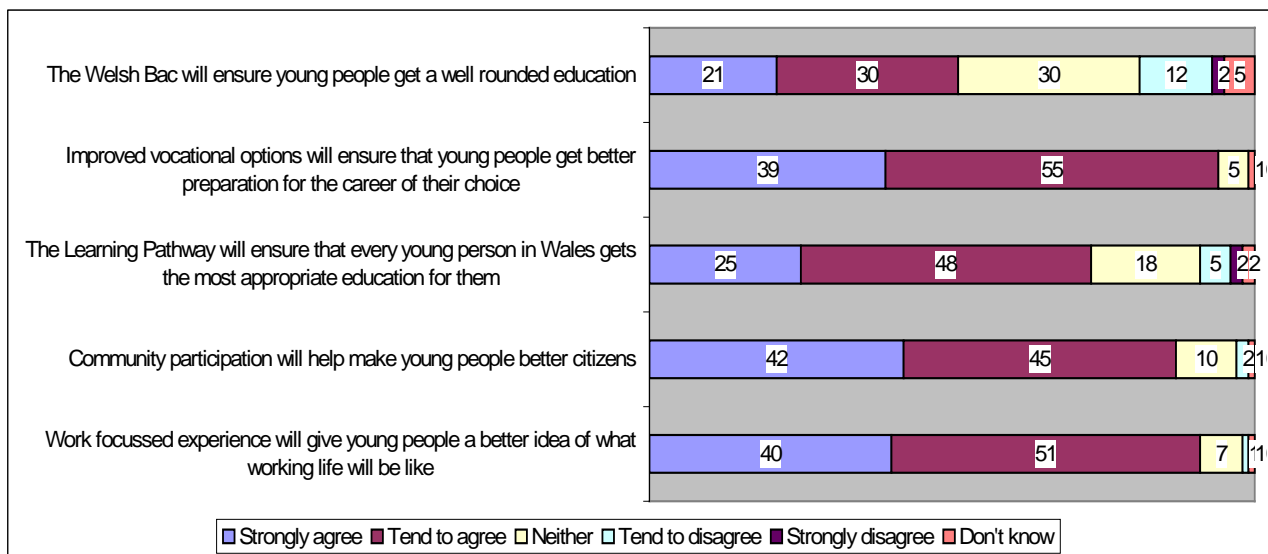
Providers were shown five statements about the effects of the improved provision for 14 to 19 year olds in Wales and asked how strongly they agreed or disagreed with each one. There was little explicit disagreement with any of the statements but levels of agreement varied somewhat.

Two fifths (39%) of providers strongly agreed that improved vocational options would ensure that young people got better preparation for the career of their choice, and 55% tended to agree; while 6% were non-committal, none disagreed with this statement. There were similarly high levels of agreement with the view that work focussed experience would give young people a better idea of what working life would be like (91% in agreement in total, 40% strongly agree) and that community participation would help make young people better citizens (87% in agreement in total, 42% strongly agree).

Three-quarters (73%) of providers agreed that the Learning Pathway would ensure that every young person in Wales got the most appropriate education for them, 25% strongly agreed. One fifth gave either a neutral answer or said they did not know, but 7% of providers disagreed with this view of the Learning Pathway.

Half (51%) of providers agreed that the Welsh Bac would ensure young people got a well-rounded education – 21% strongly agreed while 30% tended to agree. Fourteen per cent disagreed with the statement. A substantial 30% said they neither agreed nor disagreed while 5% did not know.

Chart 38: Effects of the improved provision for 14 to 19 year olds in Wales (agree/disagree statements)



Base: All providers (unweighted: 100)

7.10 Summary

Three-quarters of providers felt that, in general, learning provision for 14 to 19 year olds had improved over the past two years, while a fifth felt that it had stayed the same; only one per cent felt it had got worse during that period. The Learning Pathways programme was also regarded positively, with the vast majority of providers considering that it would enhance the options available for 14-19 year olds.

Furthermore, two thirds felt that the programme fitted well with the options available to 14-19 year olds at their school or college. Only a small minority felt that the fit was poor.

Although it is still early days for the Learning Pathways programme, an overwhelming majority of respondents (84%) stated that they were already implementing the programme, with three quarters of those pointing to a positive impact on both students and the school/college itself.

A smaller proportion (65%) had started implementing ILPs, with just under half of these stating that they had experienced difficulties in its implementation. Significant proportions of those which had not started implementing ILPs were dubious about whether they were ready to do so. These concerns appeared to be justified, given that two thirds of providers had reservations about their ability to implement the programme. The main problems envisaged were: funding levels; timetabling problems; cost of transportation; the collaboration of employers; and staffing levels.

The anticipated impact on learners of the introduction of ILPs were:

- Young people being better prepared for working life;
- Helping young people to identify ways to meet their aspirations;
- More young people taking vocational courses; and
- A broadening of young people's aspirations.

Smaller proportions mentioned potential negative impacts, such as increasing the learners' workload, and leading to confusion amongst learners through there being too many options available.

A large proportion of providers (77%) had taken steps to introduce new courses or subject options, as part of the Wider Choice and flexibility element, through their own provision or in collaboration with other local providers. Only a tenth could not identify instances of such development. Nearly half of this group who had taken steps to collaborate with other local providers had experienced difficulties in effecting these collaborative arrangements.

Almost half the respondents cited specific concerns about putting Wider Choice and Flexibility into practice. Funding, timetabling, cost of transportation, logistics and staffing levels were the main problems envisaged. Nonetheless, there was widespread consensus about the potentially beneficial impact of this element.

The Learning Core element had already been introduced by two thirds of the respondents, with the proportions stating that it had been easy to implement (44 per cent) being considerably higher than the proportions which had experienced difficulties (12 per cent).

Two thirds of respondents (64%) were confident that they had sufficient information to introduce the Learning Core, while a third (36%) had concerns funding and timetabling being the main ones.

As far as the anticipated impact of the Learning Core was concerned, the potential for encouraging young people to take part in more community and voluntary activities was most frequently mentioned. Preparing young people better for working life, giving them a sense of community and broadening their aspirations were also considered to be likely outcomes.

About half (48%) of the providers had taken part in the trial offering Learning Coaches to learners. Of those who had taken part in the trial, half said it had been very or fairly easy to introduce Learning Coaches to their organisation. A third had experienced difficulties, notably relating to funding levels, time, staffing levels and number of coaches required) and staff training.

The beneficial aspects of the Learning Coach were evident, with three quarters (77%) of respondents claiming that the effect had been positive. Of great significance was the fact that over half (58%) believed that students with Learning Coaches tended to take more interest in their studies. Only slightly smaller proportions contended that there had been an effect on disaffected learners, who took greater interest in their studies, and that the support they provided for students was delivered in a more structured way.

Clearly, the successful introduction of Learning Coaches throughout the education system requires the recruitment and training of suitably qualified individuals. While acknowledging that the initiative is in its early stage, a concern is that less than a fifth (18%) of providers had identified all their Learning Coaches, and almost a third (31%) had been unable to identify any.

In the light of the above, it was not surprising that less than half the providers (44%) considered that they were ready to offer Learning Coaches. Funding constraints, the number of coaches required and uncertainty about the status of coaches were the main concerns. The potential value of the Learning Coach element was readily apparent to providers, with a higher level of engagement among learners, and learners becoming more confident about independent study being the most frequently cited benefits.

In terms of the specific help they could provide, the commonest expectation was that 14-19 year olds would be enabled to make informed decisions (mentioned by two-thirds of providers). Around three fifths also expected that 14-19 year olds would be made more aware of the range of options available and what they involved (60%), that they would be helped to choose the best learning methods (59%) and that they would be helped to feel confident in their choices (55%).

Just over half (56%) of providers said they had started implementing the Personal Support element of Learning Pathways. Levels of concern about implementing Personal Support seemed low compared with other aspects of the Learning



Pathways programme. Concerns raised related to funding levels, personal support already being embedded in school life, costs, staff development and staffing levels. Three-quarters of providers thought it would make learners feel supported and two-thirds thought it would stop learners with problems feeling isolated. In addition, about half thought it would help learners concentrate on their studies and improve learners' academic achievements.

Not surprisingly, given its longstanding presence in schools and colleges, the Careers Advice and Guidance element was regarded as being relatively unproblematic to introduce, with very few concerns being raised. The potential for Careers Advice and Guidance to help learners to identify their pathway, as well as to make them feel supported and broaden their aspirations were acknowledged.

The most important aspirations, in the eyes of providers, were the ability to mix academic and vocational studies/routes and a reduction in class size.

Of a range of attitude statements which respondents were required to comment on, those which elicited the strongest degree of agreement were: "improved vocational options will ensure that young people get better preparation for the career of their choice"; and "work focussed experience will give young people a better idea of what working life will be like".

8. Conclusions and policy implications

Young people's awareness of 14-19 options is limited and restricted mainly to their current phase of learning, while parents know little about 14-19 options. It is important to recognise this relative lack of awareness at the outset when considering implications for policy. However, it should also be acknowledged that it is early days in terms of the policy roll-out.

The fact that around a third of young people and parents in the quantitative survey stated that they knew little about the qualifications on offer is clearly a cause for concern. This concern is heightened when the findings of the qualitative research which pointed to higher levels of a lack of awareness and understanding of options available is taken into account. As such, these findings highlight the urgent need to enhance the effectiveness of mechanisms for informing young people and their parents of the available options, and the implications of making specific choices.

An attachment to the value of vocational qualifications, vis-à-vis academic qualifications, was evident among around a quarter of young people and parents. Whether this reflected a considered and informed appraisal of the place of vocational qualifications, or whether it was based on an outdated or partial view of labour market demand, it was not possible to say.

A worryingly high proportion of both young people and parents did not seem to value qualifications, contending that work experience was more important. This again points to a need to reinforce the message that qualifications continue to grow in importance, in terms of labour market entry.

Given the dual status of Welsh and English as official languages of Wales, the proportion of young people who speak Welsh yet do not have the opportunity to use it in their learning suggests that more needs to be done to ensure that available provision matches aspirations. Closer monitoring and more effective implementation of the policy is needed here.

The enthusiasm for 'Work Focused Experience' exhibited by young people is important when considering initiatives relating to enhancing their employability and to enterprise education, as it indicates a willingness to embrace such opportunities and thereby develop decision-making, communication, team working and other skills deemed desirable by employers when recruiting.

If the Learning Pathways are to become embedded and influential in young people's decision-making and choice of options, then it is important that terminology which resonates with young people is used. A significant finding from this research was that the terminology used for the different components of the Action Plan was not consistent between schools and colleges and was not recognised by many young people and parents.

The high levels of recognition of careers advice and guidance among both young people and parents clearly highlights the importance of the Careers Service, and of

careers education in schools and colleges as credible and established sources of advice to young people. Moreover, the impartial, 'honest broker' role which has traditionally been adopted by careers services places Careers Wales in a pivotal position in the provision of advice and guidance.

Great encouragement can be taken from the high levels of satisfaction recorded by young people in relation to the ILPs. This suggests that, once young people and their parents are made aware not just of the existence of the various elements, but also of what they provide, there will be a significant, positive impact on their decision-making. In particular, the idea of the Learning Coach, if it is able to be made available to all young people, with appropriately skilled and qualified staff, could profoundly enhance young people's understanding of the opportunities and trajectories which they may embark on, as well as their confidence in their decision-making.

In order for this system to operate effectively, emphasis should be placed on facilitating cohesion and co-operation between the inputs of the careers service and school/college based providers of advice and guidance, especially those performing the role of Learning Coach.

It will also be necessary to ensure that those given responsibility for positions requiring the provision of advice and guidance are suitably knowledgeable and qualified for these roles. Professional qualifications in careers guidance and careers education will be vital here.

However, even the development of such a skilled and qualified support network will be less than effective, without greater consistency and clarity in the definitions of the elements of Learning Pathways, and their use by young people.

The fact that young people and their parents tended to know about the options which were available at the next stage of their education, rather than being knowledgeable across the whole 14-19 phase is not surprising, nor is it necessarily problematic. The most important thing is that they have sufficient knowledge and information to make informed and effective decisions at whatever stage they have reached.

Of those young people who were aware of the elements of the Learning Pathways, satisfaction levels were high. This suggests that a greater understanding of the range of options available is being developed and this is being reflected in appropriate choices being made.

The enthusiasm exhibited for undertaking work experience points to a heightened demand for good quality enterprise education and experience activities. By enhancing the employability of young applicants, this development is likely to be welcomed by employers.

Given that there was overwhelming support from providers for the view that the Learning Pathways programme would enhance young people's access to



appropriate opportunities, it can be expected that providers will be willing to provide support and co-operation for the embedding of the programme.

The Learning Coach, who has the capacity to provide ongoing support to young people in their decision-making is widely welcomed by providers, and recognised as being able to make a significant contribution to a more effective system. However, questions remain about the feasibility of providing the number of coaches to deliver the level of support required. It is not merely a case of allocating responsibility to existing staff. Firstly, there are considerable resource implications, if a sufficient level of support is to be maintained. Secondly, it needs to be recognised that particular expertise associated with careers advice and guidance, and a breadth of knowledge of the trajectories which young people might take, and the employment and learning opportunities which they might access, are required. The implications, in terms of the training of Learning Coaches, therefore need to be assessed.

Inevitably, concerns about the adequacy of funding available to support the new system have emerged. For example, the kind of support offered by a Learning Coach, is demanding on staff time, and may be regarded as being costly. It is therefore important to instigate systematic monitoring and evaluation of the initiative, in order to generate evidence of the impact on the outcomes for young people. An assessment can then be made of the cost-effectiveness of the programme.

In order to address the apparent reluctance, on the part of many providers, to enter into collaborative arrangements with other providers, efforts should be made to encourage greater co-operation and collaboration, in the interests of young people – that is, in enabling them to make choices from a wide range of provision.

9. Technical Appendix

9.1 Quantitative survey methodology – young people and parents

The quantitative surveys of parents of 14 to 19 year olds and of 14 to 19 year olds were carried out by telephone. A sample of telephone numbers was screened to identify households with eligible respondents. The screening focussed first of all on the presence of a parent of a 14 to 19 year old and wherever possible, that parent was interviewed for the survey. The parent was then asked for permission to interview their child. Providing the child was also in agreement, the child was then interviewed. However, the aim was to carry out more interviews with 14 to 19 year olds than with parents (1000 and 750 respectively), therefore some telephone numbers were screened only to identify the presence of a 14 to 19 year old who could be interviewed, though parental consent was still sought in the case of those aged 14 to 17. The sample sizes achieved were 1000 14 to 19 year olds and 756 parents of 14 to 19 year olds.

Once the questionnaire had been designed, a small scale pilot study was carried out in March 2007 in order to check that the questionnaire worked well in the field. Main fieldwork was carried out in April 2007 by GfK NOP's Telephone Interviewing Services. Parents and children were offered the option to take part in the survey in English or in Welsh.

In the analysis of the findings, the profile of 14 to 19 year olds was weighted by the age and gender of the young person in order to make it representative of 14 to 19 year olds in Wales. No profile information was available specifically about the parents of 14 to 19 year olds, and therefore no weighting has been applied to the demographic profile of the parents.

9.2 Quantitative survey methodology – providers

The quantitative survey of providers was carried out using a web-based questionnaire. DCELLS supplied details to GfK NOP of organisations providing education to 14 to 19 year olds in Wales. GfK NOP contacted each organisation by telephone to establish the name and e-mail address of the person with main responsibility for co-ordinating 14 to 19 education within that organisation (referred to as Network Representatives). A pilot study was carried out in which the survey questionnaire was sent out to a small number of individuals. Following this pilot study, GfK NOP e-mailed a link to the survey questionnaire to all of the Network Representatives. The link was embedded in an introductory message explaining the background and objectives of the research project. Representatives were also offered the option of completing the questionnaire in English or in Welsh. A number of e-mail reminders were sent out in order to encourage response. Data collection was carried out in May and June 2007. 100 Network Representatives took part in the survey. No weighting has been applied to the profile of these individuals.

Appendix 1 Qualitative research

9.3 Objectives of qualitative research

The main objective of the qualitative research was to inform and facilitate the quantitative baseline awareness study. In doing so, the qualitative remit was to qualify and explore what young people, parents and Network Representatives knew about Learning Pathways.

The Learning Pathways 14-19 Guidance II document splits Learning Pathways into six defined elements. However these terms were not universally used nor understood.

Not only does the 14-19 Learning Pathways seek to introduce new concepts, it absorbs already established initiatives into its programme. Therefore, this research also investigated initiatives that were already being delivered, although not thought to be part of the Learning Pathways programme.

In order to present quantitatively an accurate baseline of awareness of the Learning Pathways in Wales, research was needed to understand how the pathways were being referred to. Therefore, preliminary qualitative work was required to identify the terms and phrases used to describe the different elements of the Learning Pathways. This would help design the quantitative baseline questionnaires and ensure the research used the same language as the respondents taking part.

9.4 Approach and Audience

A dual approach was used to explore the Learning Pathways qualitatively. Group discussions were chosen to identify the prevailing understanding and awareness of the Learning Pathways amongst young people and parents while the depth interviews were designed to focus on the Learning Pathways and allow Network Representatives to elaborate on the terms used in academic and training institutions.

In total, nine focus groups were conducted with young people; six focus groups with parents and six depth interviews with Network Representatives. Consultations were carried out in the North, South and Mid-Wales. Each focus group included on average eight respondents while the depth interviews were administered on a one-to-one basis.

9.4.1 Young People

Of the nine focus groups conducted with young people, one focus group was conducted with 17-18 year olds who were no longer in education while the remaining eight focus groups were conducted with learners ranging from Year 9 through to Year 13.

In order to obtain a range of opinions, some of the young people outside education were in employment while some were currently unemployed. None of these young

people were involved in any formal training although all would have left full-time education within the last 2 years.

The focus groups conducted with learners were segmented by academic year and by an additional characteristic. These included: attending a school / college that offered the Welsh Baccalaureate, the likelihood of continuing with academic studies and stay in education, the likelihood of leaving education and the likelihood of studying vocational / applied subjects in the future.

Each focus group examined the knowledge young people had of the options available to them as well as testing the concepts behind the 14-19 Learning Pathways.

9.4.2 Parents

Three separate focus groups were conducted with parents of young people in Year 10, Year 11 and Year 13. These academic years were identified as young people who would be making decisions about their future and where parents could be involved in the decision making process. Parents of academic young people, learners seeking vocational courses as well as Welsh Baccalaureate students were included in the sample. As with young people; parents were asked about their knowledge of 14-19 year old options, and then to react to the six elements of the Learning Pathways.

9.4.3 Network Representatives

Network Representatives from three schools and three colleges were interviewed face to face about their understanding of and attitudes towards the options available to 14-19 year olds in Wales. Each interview lasted one hour, focussing on the Learning Pathways delivery, benefits and drawbacks.

9.5 Awareness

Prior to this research, little was known about how aware young people and parents were of the options available in Wales, and as already mentioned, qualitative research was conducted to avoid assuming an incorrect level of awareness when designing the quantitative questionnaire.

9.5.1 Options available to 14-19 year olds

It is unsurprising that Network Representatives were the most aware of the options available to learners while parents were the least knowledgeable.

Young people had a good knowledge of the options available to them, however, their knowledge was concentrated on their next education decisions rather than the extensive knowledge of all the options available to 14-19 year olds that Network Representatives had.

Similarly parents were very specific in their awareness of education options. They relied on formal correspondence from schools and colleges together with informal information passed on via word of mouth from their children or other parents. As a result, parents had heard about many of the options available to learners, including vocational qualifications, although they could not elaborate on what these options entailed.

These preliminary qualitative findings confirmed that the baseline surveys would need to reflect the different awareness levels of each sample group. The following section focuses on each element of the Learning Pathways, specifically the terms used to describe each and the extent to which each element is familiar to the sample groups.

9.5.2 Learning Pathways

All respondents were asked about their awareness and knowledge of the Learning Pathways. Only the Network Representatives were aware of Learning Pathways although many of the young people and parents were familiar with some of the Pathway elements.

A) Young People

Learners (still in education) and Young People (no longer in education) were enthusiastic about the 'new' elements of the Learning Pathways. There was little difference between these two groups in awareness of the Learning Pathways.

Increased flexibility and choice was welcomed as well as the opportunity to take part in 'Work Focused Experience' and receive support from a 'Learning Coach'.

B) Parents

Parents felt strongly that the Learning Pathways would make a positive change to the options available to 14-19 year olds. However, as parents' knowledge of the options currently available was patchy, they were unaware of the full extent to which the options were available to young people.

C) Network Representatives

Network Representatives were the most knowledgeable about the 14-19 Learning Pathways. They were aware of their implementation and the need to adapt current practices as well as introduce new initiatives to their school / college.

Network Representatives were most able to inform the quantitative research design by stating how the Learning Pathways were being implemented and how they were referred to / planned to be referred to when implemented.



9.5.3 Learning Pathways in detail

All respondents were asked to comment on the different elements of the 14-19 Learning Pathways. Once asked for spontaneous recognition of each element, a short definition was read out to all respondents. Unfortunately, some of the definitions used were vague and without practical examples which confused some respondents (especially young people). Therefore it is worth noting that some of the definitions provided will have an effect on the outcomes of the research.

A) Individually Tailored Learning Pathways

Terms: Referred to as 'Learning Pathways' or 'Individual Action Planning' by Network Representatives only. No term used by young people or parents.

Only Network Representatives were aware of the Individually Tailored Learning Pathways. Both parents and young people liked the ability to design an 'individual route' by the introduction of additional courses including the opportunity to take more vocational courses.

"Those [academic] pathways may as well have brick walls down them as they know where they want to go."

Provider Mid Wales 6th Form

"I like that you get the chance to work out what suits you best, but will the timetable allow you to truly choose what you want?"

Yr 10, South, BAC

B) Options Menu

Terms: Referred to as 'Options' or 'Year 10 Options' by young people and parents. Only one Network Representative referred to the 'Options Menu'.

This was seen to be an established concept already, likening the Learning Pathways Options Menu to the GCSE choices that have to be made in Year 10. The addition of greater vocational possibilities was praised by Network Representatives and young people although parents were concerned that the options could be too specific to local employers. Generally, respondents saw the Options Menu as an updated version of the current system to include a broader range of courses.

"I think we do get a lot of support and guidance and there is a wide range of options available"

Yr 11, Mid Wales, academic

C) Learning Core

Terms: No established term. One Network Representative likened the Learning Core to 'Enhancements'. There was a lot of confusion between the terms 'Learning Core' and 'Core Subjects' (i.e. subjects such as maths, English and science which traditionally formed the basis of GCSE options)..

The Learning Core had not been introduced in the schools / colleges taking part in the qualitative research. Therefore, across the sample there was an overall lack of knowledge and awareness which was not helped by the fact that the definition used to describe this concept was unclear.

Network Representatives anticipated benefits for the whole child, not just with regard to academic achievement (however this judgement was based on knowledge of the Learning Pathways prior to this research). Young people and parents were more sceptical of the implementation of the Learning Core, and concerned about the number of compulsory subjects that already exist.

"I think most people think of the core curriculum as Maths, English, Science, Welsh but I think understanding is developing that it is much more than that."

Provider Mid Wales School

D) Support (including the Learning Coach)

Terms: Referred to as 'Learning Coach' by Network Representatives and young people taking part in the pilot. Other general terms such as 'Personal Tutors', 'Careers Advisors/Teachers' and 'Guidance Counsellors' were mentioned.

In this research the concept of Support, which has three sub-elements in the Learning Pathways 14-19 Guidance II, focussed on the introduction of Learning Coaches. Consequently, Support was seen as something that was already being offered by schools and colleges in Wales.

The role of a Learning Coach was seen to be an extension of the support already available, by providing more personalised advice, ongoing support and goal setting. The concept of a Learning Coach was generally well received although the opinions of young people and parents were tainted by their low opinion about the current support offered to learners.

"A learning coach sounds more helpful than the careers advisers. It sets you goals so you're trying to achieve them. It sounds more specific. It helps you develop what you want to do. You could do it in a team, like a group discussion. With a careers adviser, it's just one person's ideas"

Yr 11, Mid Wales, academic

9.6 Additional features of the 14-19 Learning Pathways

The qualitative research also tested some of the additional features of the 14-19 Learning Pathways. These features were presented in the same way as the main Pathway elements, with definitions read out to respondents during the focus groups/interviews.

Asked to all respondents (Young People, Parents and Network Representatives):

9.6.1 *Learning in Welsh*

Terms: Referred to as 'Learning in the medium of Welsh' by young people and Parents alike. Learning all subjects in Welsh was referred to as attending a 'Welsh speaking school' or a 'Designated Welsh School'.

Learning in Welsh was supported by Parents and acknowledged as an asset if applying to work for the Welsh Assembly / Local Government. Young People were the least enthusiastic about learning in Welsh because of its lack of practical application and fears that they would have to re-learn subjects in English when going on to higher education.

9.6.2 *Welsh Baccalaureate*

Terms: Universally referred to as the 'Welsh Bac' instead of the Baccalaureate.

There was high awareness of the introduction of the Welsh Baccalaureate although younger learners, young people outside education and parents were unsure what the 'Welsh Bac' really involved.

When informed about the details of the Welsh Baccalaureate, the concept was very positively received, overcoming initial fears that the qualification would only permit learning in Welsh. This qualification was described as benefiting the 'whole person', rewarding academic and non-academic achievement.

9.6.3 *Work-Focused Experience*

Terms: No established term. Likened to 'Work Experience' and 'Work Placements' that are already offered in schools and colleges. Described as 'Apprenticeships' by Parents.

Work-focused experience captured the imagination and interest of young people, offering a real chance to experience the world of work through individual, bespoke placements. Parents feared work-focused experience might signal the re-introduction of Youth Training Schemes which were not popular amongst the sample.



9.6.4 Community Participation

Terms: Most respondents, except a few Network Representatives, were unaware of the term although understood the concept.

Community Participation was not cited as something currently offered by schools/colleges. Introducing these 'extra-curricular' activities to education would make participation much more accessible and provide an opportunity to enhance young people's CVs. However, Network Representatives and Young People were conscious of the additional time such activities would demand over and above the normal academic week.

Asked of Network Representatives only:

9.6.5 14-19 Networks

Terms: Referred to as '14-19 Network or 'Consortia'

Network Representatives were aware of this term with most already involved in their local Network by attending meetings. The 14-19 Networks were described as facilitating the delivery of the 14-19 agenda.

9.6.6 14-19 Guidance and Action Plan

Terms: 14-19 Guidance and Action Plan

All Network Representatives were aware of the Guidance and the Action Plan. Most had read the whole document while some relied on summary documents distributed via the 14-19 Networks. The 14-19 Guidance and Action Plan was described by Network Representatives as their users' manual.

9.6.7 Prospectus of Activities

Terms: Unaware of term.

Network Representatives were not aware of the Prospectus of Activities and hence did not have a preferred term to describe it. None of the Network Representatives included in this research had started to implement the Prospectus of Activities to their school / college.

9.6.8 Formal Learning

Terms: Described as 'Main qualification'

All Network Representatives were aware of formal learning and described it as the 'traditional education experience'.

9.6.9 Non-Formal Learning and Informal Learning

Terms: Confusion between terms, hence no distinction between non-formal and informal learning. Both referred to as 'Enrichments', 'Additionality' or 'Extra-Curricular'.

Both types of learning were seen to happen outside the immediate remit of the classroom with non-formal learning offering accreditation for participation. Some Network Representatives thought that elements of non-formal and informal learning were currently being delivered by pastoral systems and/or tutorials.

9.7 Implications for quantitative research

From the qualitative research findings, it became obvious that each sample group would require a separately tailored questionnaire. Young people, parents and Network Representatives had very different levels of awareness as well as varying points of reference to explain the new ideas included in the 14-19 Learning Pathways.

Therefore the learnings from the qualitative research were translated into practical questionnaire adaptations. The implications are described below for each separate questionnaire.

9.7.1 Young People

Qualitative Finding:

The baseline awareness of young people was low as young people had a narrow focus regarding 14-19 awareness.

Implication for Quantitative Survey:

- It was considered unwise to assume that young people were aware of any Learning Pathways terms.
- The questionnaire needed to have practical examples of each element of Learning Pathways, explicitly pointing out any new/unique details to ensure understanding.
- The questionnaire needed to use accessible language to help young people understand the concepts while concise enough to establish a base line
- Explain the need for Learning Pathways to be introduced and how it will could benefit young people



9.7.2 Parents

Qualitative Finding:

The baseline awareness of parents was limited due to lack of detailed knowledge of what 14-19 options entailed.

Implication for Quantitative Survey:

- Although parents appeared to be aware of 14-19 options, they were not aware of the Learning Pathways. Therefore the recommendation was not use any of the formal Learning Pathway terms.
- Like the Young People's questionnaire, it was deemed necessary to include practical examples of each element of Learning Pathways, explicitly pointing out any new/unique details to ensure understanding.
- Explain at the start of the questionnaire why Learning Pathways are being introduced and how these will be better and different. Parents were likely to refer to past initiatives as points of reference when understanding the new 14-19 Learning Pathways.
- The questionnaire needed to be broad enough to discuss the program with those who know nothing about it, but narrow enough to establish a baseline.

9.7.3 Network Representatives

Qualitative Finding:

The baseline awareness of Network Representatives was high given that they were responsible for implementing the Learning Pathways in their school / college and had been privy to DCELLS policy documents.

Implication for Quantitative Survey:

- Together with looking at knowledge of each element Learning Pathways, investigate how many colleges and schools have started to implement each element.
- Additional issues might be worth exploring such as how difficult it would be to implement elements and if they required additional support (other than funding).

Appendix 2 Verbatim comments from Providers

Individual Learning Pathways

Timetabling issues, transportation costs, pupil welfare, quality of provision. (School, North Wales)

Funding for the elements of individual attention needed which involves change from traditional curriculum and therefore staffing. (School, South East Wales)

Finance, availability of vocational trainers, employer involvement. (School, South West Wales)

As a voluntary national youth body (Urdd Gobaith Cymru), which offers informal opportunities and without being formal through the medium of Welsh, no-one has asked us what the options are, how to put the information in the prospectus nor how to operate on a national level. We find it frustrating as a voluntary body to operate through 22 networks. (Voluntary Sector provider, Mid Wales)

Bringing on the staff, training and education of the profession, more needs to be done to spread the agenda. Resources: the cost is HUGE, especially STAFF TIME. Convincing parents and students: they need to value LP OVERLOAD, especially the assessment of Key Skills. (School, Mid Wales)

Lack of provision and flexibility in Welsh. (School, South East Wales)

The idea is too idealistic and difficult to implement into a school timetable. Alternative vocational provision is very expensive. If WAG expects a large percentage to undertake such provision it needs to get industry to take training seriously and take on more young people. Funding so far has lacked planning: we don't know from one year to the next how much will be provided and what it can be used for. (School, South East Wales)

The disparate and generally targeted provision for 14-16 year olds where small schools are still unable to put in a vocational element during normal school hours. (Further Education Institute, North Wales)

The administration of individual studies and to support individual learners. The ongoing finance of pathways and courses. Maintaining partnerships when requirements differ over years. (School, South West Wales)

Dependent on goodwill of colleges and the commitment of the schools to participate. Also the issue of travel arises. At the moment the steers are not strong enough. It now needs to be cranked up a gear so to speak. (Further Education Institute, North Wales)

Funding from core for agencies such as Fairbridge and other voluntary providers, who are able to offer very specialist options working within strategic plans and

frameworks but with no core monies offered. (Voluntary sector provider, South East Wales)

Provision is expensive and difficult to timetable, especially ensuring that students don't miss work at school by attending link courses. (School, North Wales)

The guidance lacks detail and solid underpinnings. Every one is aware of its aims but unsure how to get there. (School, South West Wales)

Successful implementation of learning pathways, in particular the development of individual learning pathways, requires strong strategic planning structures on a county/sub-regional basis. The current reliance (via the 14-19 Networks) on voluntary collaboration and annual planning/funding will not allow for the cross-institutional planning required to enable the development of appropriate learning pathways for all learners across the ability range. The second concern is that learners need access to comprehensive, impartial advice and guidance that, at 16, includes all the available options including work-based, school and college as well as cross institutional pathways if available. Parents also need clear information on the pathways available and associated progression route, for example very few parents have any awareness of work-based routes or the fact that they can lead into HE. Hence my answers above are positive in terms of my own College, which is committed to the initiative but learning pathways cannot be implemented successfully within single institutions or within the current planning and funding structures (Further Education Institute, North Wales)

Lack of specific funding to develop new options for those with learning difficulties and lack of accredited options at entry levels. (School, South East Wales)

Lack of funding to deliver the leaning pathways agenda in the spirit intended. Lack of practical advice and guidance from DELLS and LEA. (School, South West Wales)

Wider choice and flexibility

The onus is largely placed on students to travel to alternative provision e.g. local college for MFL. Perhaps we ought to be adopting a 'greener' approach and have peripatetic staff between institutions? (School, South West Wales)

At the moment it is manageable because we are dealing with relatively small numbers. It could be impractical to think in terms of an individually tailored curriculum for each pupil. (School, South East Wales)

The experience of the voluntary sector is not currently being engaged as fully as it can be. (Voluntary Sector provider, South East Wales)

Need more specific advice on models and how this is expected to work. (School, South West Wales)

Introduction of Diploma's in 2010. (School South East Wales)



That careers service and careers advice in schools have a full understanding of the range of courses and qualifications that are available post 16. (Further Education Institute, South West Wales)

Ensuring the quality of experiences, learning and outcomes for all learners across institutions and providers. (School, South West Wales)

Again it is about working together. Are the schools committed to this within their own constraints? It is dependent totally on the strength of the local network and how committed it is to the philosophy of change to meet the demands of learning pathways. (Further Education Institute, North Wales)

Ensuring that collaboration is successful for learners, that standards are high enough across partners, that learners remain motivated and that younger pupils are not badly disrupted by impact on timetable and staff time and energy. (School, South East Wales)

Collaboration is very difficult due to distance from other schools and colleges. (School, South West Wales)

Whereas as a school we are positive about collaboration and are happy to work with local partners, collaboration is easier with local tertiary colleges as they have more flexible timetables. As an 11-16 school, they do not pose as much of a threat to us as they would to a 11-18 school. (School, South West Wales)

Learning Core

Pressure on curriculum - too much going in and not enough being taken out. WBQ needs to have its profile raised in Wales and outside Wales. (School, South East Wales)

Staff commitment. (School, South West Wales)

Human resources and restrictions of the timetable with all the pressure at present. Must ensure that the whole thing isn't considered as a 'bolt on'. (School, South East Wales)

Time on the curriculum. Costly in the Sixth Form. (School, South West Wales)

WBQ administrative demands. Funding of WBQ courses. Equivalence of WBQ. Staff training, especially in ITT institutions. (School, South East Wales)

Making this available to PT and WBL students. Providing realistic access to all aspects of the core e.g. sport, Welsh and aesthetic for all. Availability of and competition for quality work placements. (Further Education Institute, North Wales)

The College delivers the Welsh Bac on a wide range of academic and vocational provision across the levels and this has been very successful in integrating the core into students' learning pathways. The main concern here is the lack of awareness of

the Welsh Bac's strengths and value amongst employers and some HEIs. Although institutions such as ourselves do what we can to inform stakeholders, much more needs to be done centrally. As regards the core on non-Welsh Bac provision, key skills are an important element of our full time programmes however further developments are constrained by the very limited growth we have for 16-19 and therefore the funding available to support the core. Providing appropriate and sufficient work experience in an area dominated by SMEs and micro-businesses is a challenge. Incentives (not necessarily financial) to encourage employers to engage in work experience would be very helpful. Streamlining health and safety checking on a county/sub-regional basis would also be very helpful as this is a very expensive and time consuming activity. There is probably significant duplication of activity by different providers at the moment. Colleges could play a more prominent role in providing work related experiences, for example in their RWEs, which schools might find very useful. The potential here needs to be explored. (Further Education Institute, North Wales)

There is a risk that, by including voluntary activities undertaken sometimes out of school, pupils might be deterred from continuing with them if they are perceived as being an extension of school and are made to feel more formalised. (School, South West Wales)

Learning Coaches

Not enough money to do the job properly (School, South East Wales)

Identifying staff. Training demands. Distinctive role in a school versus other elements of Pastoral Care already provided. Funding of Learning Coaches. (School, South East Wales)

This has to be absorbed as a college overhead in addition to other support services already offered. (Further Education Institute, South West Wales)

We have 2 learning coaches undergoing training in a College with approx. 2,000 full time 14-19s. This is because of the difficulty in releasing people for training, the lack of credibility of the qualification amongst people many of whom already have degrees or level 4 NVQ in advice and guidance, and the poor experience by 1 person of the quality of the training. We are hoping to train 2 more next year. However without a clear steer on how learning coaches are to be funded in the long term, it is unclear how this initiative is to be taken forward. It is however an initiative we are very keen to take forward because of the positive effect on the learners it has had based on the small number of learners in College who have access to one. (Further Education Institute, North Wales)

Training was fine, but finding time/money to use them has been problematical. (LEA)

Commitment required by volunteers to the formal training. Lack of numbers of people coming through to have sufficient impact. (Further Education Institute, South East Wales)



Having enough money to provide the number of learning coaches actually needed. (School, South East Wales)

We have one part time learning coach partially funded for 14-19 network funds. She is really good, and is very effective. The problem is how do we provide learning coaches/coaching for all students? THERE IS NO MONEY!!! IT WILL BE DONE ON THE CHEAP (LIKE SO MANY OTHER INITIATIVES) and will therefore be much less effective than it could be - the idea is good, the implementation plan is rubbish! I.e. it was not thought through at WAG level! (School, North Wales)

The adoption of term 'Learning Coach' although technically accurate has tended to suggest that the strong pastoral arrangements are inadequate. Not enough attention has been given to build on existing good practice. (School, South West Wales)

Where are they coming from? (School, South West Wales)

As a national, voluntary, Welsh medium youth services body, we didn't have the opportunity to offer learning champions' training to our staff and volunteers. (Voluntary Sector provider, South East Wales)

That LC should be adequately trained and that they respect the professionalism of teachers - many of whom know the students much better than they will do. (School, Mid Wales)

The number of learning coaches required to provide support to a large cohort of students across a multi-site organization. (Further Education Institute, South East Wales)

Lack of awareness that similar work is being done in schools already. (School, South East Wales)

This years funding may allow us to employ the equivalent of half a week's workload for a learning coach. Much of what the coach is meant to do is already being done. It's a good idea. The system should fund at least one full time learning coach for every school. Otherwise how can we do more than we are already doing? (School, South East Wales)

Duplication of roles that are already completed by other staff. How do we manage and create a distinctive role for the Learning Coach? Who manages and how do we manage their role? (School, South East Wales)

Number needed for an institution as big as us and the clarity of roles re personal tutors. Cost estimated at £200K. (Further Education Institute, North Wales)

Employing suitable coaches, disrupting timetables, pupil perception. (School, North Wales)



I want to provide learning coaches for all pupils and I can not. Tutors act as coaches but it is not the same as another person who takes an interest in you and is not a teacher so is a real person! (School, Mid Wales)

Learning Coach - very American in name and ridiculed in the staff rooms. (School, South East Wales)

Who are the learning coaches going to be? If teachers, where will they find the time? If external, when will they come to school/ learners visit them? Pupils will have to miss lessons to attend these sessions - may be counter-productive. If external coaches, what about quality control? Most importantly where will the funding come from and will it be sustainable? (School, South West Wales)

How will their role fit with the pre existing Form tutor's role? How many L coaches will we need, who will fund this, are they full time posts? (School, South East Wales)

Funding, and time on the timetable. (LEA)

Lack of funding, Initial training needs. (School, North Wales)

Personal support

This support is already available in my school. There is a lot of expertise and strong networks to offer personal support .(School, North Wales)

Time element- who, where, how much? (School, South East Wales)

Will funding be provided say for a full time counselor who is not a teacher - i.e. do it properly? (School, South East Wales)

Provide sufficient personnel and time for each learner. (School, South West Wales)

Source of support. Funding to be provided. (School, North Wales)

Not suitable for a learning disabled context. (School, South East Wales)

Lack of staffing/funding capacity. Initial training for staff. (School, North Wales)

Careers Advice and Guidance

There is already a comprehensive programme of careers advice and guidance in place. (School, North Wales)

SLD students are not easy to assist in this area and we have lost our good links with Careers Wales. (School, Mid Wales)

Not enough places for pupils to experience work experience. Overkill on risk assessments. (School, South West Wales)



Appendix 3 Questionnaire for parents and young people

INTRO 1

Good morning/afternoon/evening I am calling from GfK NOP Social Research. We are conducting interviews with 14-19 year olds and their parents regarding the learning options currently available to 14-19 year olds in Wales. The research is being carried out on behalf of the Department for Education, Lifelong Learning and Skills in the Welsh Assembly Government

The research we are conducting relates to the educational opportunities available to 14-19 year olds in Wales. So I need to start by finding out:

S2 Is there a 14-19 year old who is not being privately educated in this household?

No..... 1 THANK AND CLOSE

Yes2. GO TO QA

S1 Can I confirm that you live in Wales?

Yes 1 - GO TO INTRO 2

No:-

No – don't live in Wales..... 2 – T&C

No – refused..... 3 – T&C

Other – cannot continue 4 – T&C

INTRO 2

QA Are there any parents or carers of 14-19 year olds currently living in this household?

Yes - parent of 14-19 year old speaking on phone..... 1– GO TO INTRO 3A

Yes – parent of 14-19 year old in household..... 2– ASK TO SPEAK TO PARENT AND GO TO INTRO 3B

Yes – parent or 14-19 year old in household, but not available in fieldwork 3 – GO TO Q49

Yes – parent or 14-19 year old in household, please arrange another time

4 – ARRANGE TIME TO CALL BACK



No:-

No – no parents of 14-19 year olds in household..... 5 – GO TO QB

No – refused..... 6 – T&C

Other – cannot continue 7 – T&C

QB Is there anyone aged 16 to 19 in this household who I can talk to?

Yes, speaking..... GO TO INTRO 4A

Yes, not speaking.....ASK TO SPEAK TO THEM AND GO TO INTRO 4B

No..... THANK AND CLOSE

INTRO 3A - INTRO FOR PARENT (if they answered the phone)

The survey should take about 15 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about learning.

Is it okay to continue now, or should we call at a more convenient time?

REASSURANCES: USE AS NECESSARY

- The Department for Lifelong Learning and Skills has responsibility for funding, planning and promoting learning throughout Wales.
- The answers you give will not be used in any way that could be associated with your name or address.
- We have randomly selected your telephone number for this survey. We are interviewing 1000 14-19 year olds and parents in Wales
- Participation in the survey is entirely voluntary.

The GfK NOP researcher in charge of this project is Julie Talbot. **IF RESPONDENT HAS ANY QUERIES/COMPLAINTS:** You can contact her on 0207 890 9075

CONTINUE 1 GO TO QC

APPOINTMENT 2 GO TO APPOINTMENT SCREEN

REFUSED 3 GO TO THANK AND CLOSE

QC Can you tell me how many children aged 14-19 and not being privately educated there are in your household?



Number _____

IF 0 THANK AND CLOSE

IF ONLY ONE CHILD AT QC

QC1 What age is he or she?

14

15

16

17

18

19

IF ANSWER AT QC IS 2 OR MORE

QC1 What ages are they?

14

15

16

17

18

19

INTERVIEWER: ASSIGN HOUSEHOLD TO CHILD AGE BASED ON LOWEST QUOTA FIRST

IF RESPONDENT HAS 2 OR MORE CHILDREN IN THAT AGE CATEGORY CHOSEN FOR THE QUOTA, ASK

QD1 Thinking of children of <quota> age, can you give me the first name of the child with the next birthday? INTERVIEWER REASSURE PARENT THAT THE CHILD'S NAME IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

Enter name _____

IF RESPONDENT ONLY HAS ONE CHILD AT QC OR IF ONLY ONE IN QUOTA CATEGORY AT QC1 ASK



QD2 Can you give me the first name of the child? INTERVIEWER REASSURE PARENT THAT THE CHILD'S NAME IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

Enter name _____

QE RECORD CHIIID'S GENDER. IF NOT OBVIOUS ASK: Can I please take down your child's gender? INTERVIEWER REASSURE PARENT THAT THE CHILD'S GENDER IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

- 1. Male
- 2. Female

INTRO 3B – INTRO FOR PARENT IF THEY DID NOT ANSWER THE PHONE

Good morning/afternoon/evening I am calling from GfK NOP Social Research on behalf of the Department for Lifelong Learning and Skills in the Welsh Assembly Government. We are conducting interviews with 14-19 year olds and their parents regarding the learning options currently available to 14-19 year olds in Wales.

The survey should take about 15 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about learning.

Is it okay to continue now, or should we call at a more convenient time?

REASSURANCES: USE AS NECESSARY

- The Department for Lifelong Learning and Skills has responsibility for funding, planning and promoting learning throughout Wales.
- The answers you give will not be used in any way that could be associated with your name or address.
- We have randomly selected your telephone number for this survey. We are interviewing 1000 14-19 year olds and parents in Wales
- Participation in the survey is entirely voluntary.

The GfK NOP researcher in charge of this project is Julie Talbot. **IF RESPONDENT HAS ANY QUERIES/COMPLAINTS:** You can contact her on 0207 890 9075

CONTINUE	1	GO TO QC
APPOINTMENT	2	GO TO APPOINTMENT SCREEN
REFUSED	3	GO TO THANK AND CLOSE



QC Can you tell me how many children aged 14-19 and not being privately educated there are in your household?

Number _____

IF 0 THANK AND CLOSE

IF ONLY ONE CHILD AT QC

QC1 What age is he or she?

14

15

16

17

18

19

IF ANSWER AT QC IS 2 OR MORE

QC1 What ages are they?

14

15

16

17

18

19

INTERVIEWER: ASSIGN HOUSEHOLD TO CHILD AGE BASED ON LOWEST QUOTA FIRST

IF RESPONDENT HAS 2 OR MORE CHILDREN IN THAT AGE CATEGORY CHOSEN FOR THE QUOTA, ASK

QD1 Thinking of children of <quota> age, can you give me the firstname of the child with the next birthday? INTERVIEWER REASSURE PARENT THAT THE CHILD'S NAME IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER



GfK NOP

Enter name _____

IF RESPONDENT ONLY HAS ONE CHILD AT QC OR IF ONLY ONE IN QUOTA CATEGORY AT QC1 ASK

QD2 Can you give me the first name of the child? INTERVIEWER REASSURE PARENT THAT THE CHILD'S NAME IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

Enter name _____

QE RECORD CHILD'S GENDER. IF NOT OBVIOUS ASK: Can I please take down your child's gender? INTERVIEWER REASSURE PARENT THAT THE CHILD'S GENDER IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

- 1 Male
- 2 Female



4A – INTRO FOR 16-19 YEAR OLD SPEAKING ON PHONE

The survey should take about 15 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about learning.

Is it okay to continue now, or should we call at a more convenient time?

REASSURANCES: USE AS NECESSARY

- The Department for Education, Lifelong Learning and Skills has responsibility for funding, planning and promoting learning throughout Wales.
- The answers you give will not be used in any way that could be associated with your name or address.
- We have randomly selected your telephone number for this survey. We are interviewing 1000 14-19 year olds and parents in Wales.
- Participation in the survey is entirely voluntary.

The GfK NOP researcher in charge of this project is Julie Talbot. **IF RESPONDENT HAS ANY QUERIES/COMPLAINTS:** You can contact her on 0207 890 9075

CONTINUE	1	GO TO QC
APPOINTMENT	2	GO TO APPOINTMENT SCREEN
REFUSED	3	GO TO THANK AND CLOSE

QC Can you tell me your age?

14 THANK AND CLOSE

15 THANK AND CLOSE

16

17

18

19

QD Can you tell me your first name? INTERVIEWER REASSURE 16-19 YEAR OLD THAT THE CHILD'S NAME IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER



Enter name _____

QE RECORD CHILD'S GENDER. IF NOT OBVIOUS ASK: Can I please take down your gender? INTERVIEWER REASSURE 16-19 YEAR OLD THAT GENDER IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

- 1 Male
- 2 Female

INTRO 4B

Good morning/afternoon/evening I am calling from GfK NOP Social Research on behalf of the Department for Lifelong Learning and Skills in the Welsh Assembly Government. We are conducting interviews with 14-19 year olds and their parents regarding the learning options currently available to 14-19 year olds in Wales.

The survey should take about 15 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about Learning.

Is it okay to continue now, or should we call at a more convenient time?

REASSURANCES: USE AS NECESSARY

- The Department for Education, Lifelong Learning and Skills has responsibility for funding, planning and promoting learning throughout Wales.
- The answers you give will not be used in any way that could be associated with your name or address.
- We have randomly selected your telephone number for this survey. We are interviewing 1000 14-19 year olds and parents in Wales.
- Participation in the survey is entirely voluntary.

The GfK NOP researcher in charge of this project is Julie Talbot. **IF RESPONDENT HAS ANY QUERIES/COMPLAINTS:** You can contact her on 0207 890 9075

CONTINUE	1	GO TO QC
APPOINTMENT	2	GO TO APPOINTMENT SCREEN
REFUSED	3	GO TO THANK AND CLOSE



QC Can you tell me your age?

14..... THANK AND CLOSE

15 THANK AND CLOSE

16

17

18

19

QD Can you tell me your first name? INTERVIEWER REASSURE 16-19 YEAR OLD THAT THE CHILD'S NAME IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

Enter name _____

QE RECORD CHILD'S GENDER. IF NOT OBVIOUS ASK: Can I please take down your gender? INTERVIEWER REASSURE 16-19 YEAR OLD THAT GENDER IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

1 Male

2 Female



INTRO 5A- FIRST CONTACT WITH LEARNER AGED 14-19 FOLLOWING CONTACT WITH PARENT

IF YES AT Q48, Q49, Q50, Q51 OR IF CALLBACK (CODE 2) AT Q50 OR Q51

Good morning/afternoon/evening I am calling from GfK NOP Social Research on behalf of the Department for Lifelong Learning and Skills in the Welsh Assembly Government. We are conducting interviews with 14-19 year olds and their parents regarding the learning options currently available to 14-19 year olds in Wales.

The survey should take about 15 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about past learning and what you have been doing since then.

Is it okay to continue now, or should we call at a more convenient time?

REASSURANCES: USE AS NECESSARY

- The Department for Education, Lifelong Learning and Skills has responsibility for funding, planning and promoting learning throughout Wales.
- The answers you give will not be used in any way that could be associated with your name or address.
- We have randomly selected your telephone number for this survey. We are interviewing 1000 14-19 year olds and parents in Wales.
- Participation in the survey is entirely voluntary.

The GfK NOP researcher in charge of this project is Julie Talbot. **IF RESPONDENT HAS ANY QUERIES/COMPLAINTS:** You can contact her on 0207 890 9075

CONTINUE	1	GO TO QC
APPOINTMENT	2	GO TO APPOINTMENT SCREEN
REFUSED	3	GO TO THANK AND CLOSE

QC Can you tell me your age?

- 14
- 15
- 16
- 17



18

19

QD Can you tell me your first name and surname? INTERVIEWER REASSURE 14-19 YEAR OLD THAT THE NAME WILL NOT BE CONNECTED WITH ANY OF THEIR RESPONSES AND IS FOR MONITORING PURPOSES ONLY

Enter first name _____

Enter surname _____

QE RECORD CHILD'S GENDER. IF NOT OBVIOUS ASK: Can I please take down your gender? INTERVIEWER REASSURE 16-19 YEAR OLD THAT GENDER IS ONLY COLLECTED TO MAKE THE INTERVIEW EASIER TO ADMINISTER

1 Male

2 Female

SECTION 1. AWARENESS OF VOCATIONAL AND GENERAL OPTIONS CURRENTLY AVAILABLE

Q1. THERE IS NO Q1

Q2. THERE IS NO Q2

Q3. Overall, how much do you think you know about the qualifications on offer to you/<name>?

1. Know a lot

2. Know a fair amount

3. Know a little

4. Not very much

5. Nothing at all

6. Don't know

SECTION 2. PERCEPTIONS OF OPTIONS ON OFFER

ASK ALL

Q4. I am going to read out some things that other people have said about education and qualifications. I would like you to tell me how much you agree or disagree with each one.



1. Agree strongly
2. Tend to agree
3. Neither agree nor disagree
4. Tend to disagree
5. Disagree strongly
6. don't know

ROTATE ORDER OF PRESENTATION

INTERVIEWER NOTE: Vocational qualifications are qualifications related to a particular job.

For 14-19s

- a. I cannot/could not find a qualification that is/was suitable for my needs
- b. It is very important that young people gain recognised qualifications
- c. Academic qualifications are more important than vocational qualifications
- d. Work experience is more important than getting qualifications
- e. Employers are more likely to take on people with academic qualifications than people with vocational qualifications
- f. Vocational qualifications are accepted for university entry

For Parents

- a. My son/daughter cannot/could not find a qualification that is/was suitable for his/her needs
- b. It is very important that young people gain recognised qualifications
- c. Academic qualifications are more important than vocational qualifications
- d. Work experience is more important than getting qualifications
- e. Employers are more likely to take on people with academic qualifications than people with vocational qualifications
- f. Vocational qualifications are accepted for university entry

Q5. Overall, how satisfied or dissatisfied are you with the range of qualifications on offer to you/<name>?



1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied
6. Don't know

IF DISSATISFIED AT Q5

Q6. Can you tell me why you are dissatisfied with the range of qualifications on offer?

PROBE FULLY: RECORD VERBATIM

Open ended

Don't know

SECTION 3. LEARNING THROUGH THE MEDIUM OF WELSH
--

Q7. Are you /is <name of child> a Welsh speaker?

1. Yes – ask questions in rest of section,
2. No – move to next section GO TO Q13

Q8. Have you (or <name of child> received any education up to now through the medium of Welsh?

1. Yes
2. No
3. Don't know

Do you or <name of child> currently have any opportunities to use your/his/her Welsh language skills in your education and training?

1. Yes, use it in all or most of subjects
2. Yes, use it in some subjects
3. I use it in one subject at most



4. No, I don't get any opportunities to use Welsh

Q.1 How important is it to you that you are/<name> is able to learn through the medium of Welsh?

1. Very important
2. Fairly important
3. Not very important
4. Not important at all
5. Don't know

And how satisfied or dissatisfied are you with the availability of opportunities to learn/for <name> to learn in Welsh in your local area?

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied
6. Don't know

IF DISSATISFIED AT 11

Can you tell me why you are dissatisfied with the opportunities to learn/for <name> to learn through the medium of Welsh?

DO NOT PROMPT, CODE ALL THAT APPLY

1. Opportunities not offered
2. Opportunities only offered in certain subjects
3. Opportunities only offered through the medium of Welsh
4. Opportunities not offered close enough to home/ too far to travel
5. Other (specify)
6. No particular reason
7. Don't know



SECTION 4. AWARENESS OF LEARNING OPPORTUNITIES AND MODES

ASK ALL

What types of learning can you think of which take place outside the classroom and help to develop the skills of young people aged 14-19?

DO NOT PROMPT, CODE ALL MENTIONED

1. Work experience
 2. On the job learning/work based learning (e.g. apprenticeships)
 3. Community participation/voluntary work
 4. Independent research projects/study
 5. Other (specify)
 6. None
 7. Don't know
- THERE IS NO Q14
 - THERE IS NO Q15
 - THERE IS NO Q16

ASK ALL

And which of these terms related to education and training for young people in Wales have you heard of?

READ OUT, CODE ALL HEARD OF

1. Learning Pathway
2. Wider Choice and Flexibility
3. The Learning Core
4. Learning Coach
5. Personal support
6. Careers Advice and Guidance
7. None of these



8. Don't know

READ OUT: The following are aspects of learning that are meant to be available to all 14-19 year olds. We want to find out if they have been made available to you <name of child>

INDIVIDUALISED LEARNING PATHWAY

The definition of the individualised learning pathway is:

the opportunity to choose your own mix of learning, which suits your own interests, abilities and preferred way to learn.

For example, this may be a mix of formal learning such as GCSEs, NVQs, A Levels, non-formal learning such as the Duke of Edinburgh Award Scheme, First Aid/Food Hygiene certificates etc, and informal learning such as membership of a sports or social club, babysitting, work experience, or part-time work.

It is sometimes called individual action planning

Having heard this definition, are you familiar with the individualised learning pathway?

9. Yes

10. No

11. Don't know

THERE IS NO Q19

Do you/does <name> have an individualised learning pathway (as far as you are aware)?

12. Yes

13. No

14. Don't know

IF HAVE A INDIVIDUALISED LEARNING PATHWAY AT Q20

How satisfied are you with your/his/her individualised learning pathway? Are you

15. Very satisfied

16. Fairly satisfied

17. Neither satisfied nor dissatisfied



- 18. Fairly dissatisfied
- 19. Very dissatisfied
- 20. Don't know

WIDER CHOICE AND FLEXIBILITY

The definition of the wider choice and flexibility is:

Access to a wide choice of relevant options together with greater flexibility as to how quickly learners complete the options

For example, learners can do a mix of applied studies as well as academic courses. They can also take single science or maths if that is more suitable for them.

It is sometimes called options.

Having heard this definition, are you familiar with wider choice and flexibility?

- 21. Yes
- 22. No
- 23. Don't know

Do you /does [INSERT CHILD'S NAME] have wider choice and flexibility as far as you are aware?

- 24. Yes
- 25. No
- 26. Don't know

IF HAVE WIDER CHOICE AND FLEXIBILITY AT Q23

How satisfied are you with the wider choice and flexibility available to you/him/her

- 27. Very satisfied
- 28. Fairly satisfied
- 29. Neither satisfied nor dissatisfied
- 30. Fairly dissatisfied
- 31. Very dissatisfied
- 32. Don't know



THE LEARNING CORE

The definition of the learning core is:

Core subjects plus enhancements such as Welsh language and other skills relevant to the workplace, careers advice and an understanding of Wales, Europe and the world. Common experiences include work focussed experience, voluntary activities and PE.

The learning core is not just made up of formal learning such as GCSEs, but also of opportunities to develop your attitudes and values and voluntary activities.

Having heard this definition, are you familiar with the learning core?

33. Yes

34. No

35. Don't know

Do you (does [INSERT CHILD'SNAME]) have a learning core which is not just made up of formal learning such as GCSEs but also of opportunities to develop attitudes and values and voluntary activities?

36. Yes

37. No

38. Don't know

if have EXPERIENECE OF THE LEARNING CORE AT Q26

How satisfied are you with the learning core that you/he/she currently have/has?

39. Very satisfied

40. Fairly satisfied

41. Neither satisfied nor dissatisfied

42. Fairly dissatisfied

43. Very dissatisfied

44. Don't know



THE LEARNING COACH

The definition of the learning coach is:

Someone (or sometimes a team of people) who helps the learner to identify what they'd like to learn and develop their own learning pathway, in a way that maximises the young person's ability to learn.

In other words, the learning coach will help the learner decide which options are best for them.

It is sometimes called Personal Tutor..

Having heard this definition, are you familiar with the learning coach?

45. Yes

46. No

47. Don't know

Do you (or does [INSERT CHILD'S NAME]) have a learning coach?

48. Yes

49. No

50. Don't know

IF HAVE A LEARNING COACH AT Q29

How satisfied are you with your/his/her Learning Coach?

51. Very satisfied

52. Fairly satisfied

53. Neither satisfied nor dissatisfied

54. Fairly dissatisfied

55. Very dissatisfied

56. Don't know

IF YES AT Q29

Which of the following kinds of help have you/has [INSERT CHILD'S NAME] received from your/his/her learning coach?



- 57. Enable you/<name of child> to make informed decisions
- 58. Help you/<name of child> to choose the best learning methods
- 59. Offer support that is not available elsewhere
- 60. Make you/<name of child> more aware of the range of options available and what they involve
- 61. Help you/<name of child> to feel confident in their choices
- 62. Don't know
- 63. None of the above / Refused

PERSONAL SUPPORT

The definition of personal support is:

Helping young people to develop their own solutions to personal, social, emotional and physical problems.

Personal support is available for any young person facing difficulties to speak to in confidence. Advisors can offer support and refer the young person to other specialists if necessary.

It is sometimes called Guidance Counsellors.

Having heard this definition, are you familiar with personal support?

- 64. Yes
- 65. No
- 66. Don't know

Do you (or does [INSERT CHILD'S NAME]) have personal support at school/college?

- 67. Yes
- 68. No
- 69. Don't know



CAREERS ADVICE AND GUIDANCE

The definition of careers advice and guidance is:

Providing learners with specialist information and advice on the wide range of career options and learning options available.

For example, a careers adviser will help learners to get the right qualifications and experiences to help them get the future and career that they want.

It is sometimes called Careers Advisors.

Having heard this definition, are you familiar with careers advice and guidance?

70. Yes

71. No

72. Don't know

Do you (does [INSERT CHILD'S NAME]) have careers advice and guidance?

73. Yes

74. No

75. Don't know

IF have a CAREERS ADVICE AND GUIDANCE AT Q35

How satisfied are you with your/his/her careers advice and guidance?

76. Very satisfied

77. Fairly satisfied

78. Neither satisfied nor dissatisfied

79. Fairly dissatisfied

80. Very dissatisfied

81. Don't know

ASPIRATIONS

Taking into account everything that we have talked about, I would now like to ask you about your future aspirations for 14-19 educational provision.



ROTATE STATEMENTS

How important are each of the following to you personally? Can you tell me if they are very important, fairly important, not very important or not at all important? Allow don't know

82. More opportunities for learning in Welsh
83. More opportunities for bilingual learning
84. Fewer core subjects
85. The ability to mix academic and vocational routes
86. More work based learning options
87. Smaller class sizes
88. More collaboration between colleges
89. The ability to mix academic and vocational studies
90. More work focussed experience
91. More community focussed learning

Finally, taking into account everything we have discussed, can you tell me how strongly you agree or disagree with the following statements about how the improved provision for 14-19 year olds in Wales will affect young people? Would you say you strongly agree, tend to agree, neither agree nor disagree, tend to disagree, strongly disagree? Allow don't know

ROTATE STATEMENTS

92. Work focussed experience will give young people a better idea of what working life will be like
93. Community participation will make young people better citizens
94. The learning pathway will ensure that every young person in Wales gets the most appropriate education for them
95. Improved vocational options will ensure that young people get better preparation for the career of their choice
96. The Welsh Bac will ensure young people get a well rounded education



CLASSIFICATION

The last few questions are about you for classification purposes.

Are you [INSERT CHILD'S NAME] still studying? Are you/<name of child>

- 97. In full time education
- 98. In part time education
- 99. Not studying at all
- 100. don't know
- 101. refused

IF CODES 1 OR 2 AT Q39

What type of school or college are you/he/she studying at?

PROBE TO PRECODES

- 102. English speaking school
- 103. Welsh school
- 104. School sixth form
- 105. Sixth form college
- 106. FE college
- 107. In the workplace/on work based learning
- 108. other (specify)
- 109. don't know
- 110. refused

Can you please tell me what qualifications you/he/she are studying for?

- 111. Still at school
- 112. Vocational GCSE
- 113. GCSE
- 114. Vocational A level



- 115. A level
- 116. Vocational AS level
- 117. AS level
- 118. NVQ level 1
- 119. NVQ level 2
- 120. NVQ level 3
- 121. GNVQ level 1
- 122. GNVQ level 2
- 123. GNVQ level 3
- 124. Other (specify)
- 125. don't know
- 126. refused
- THERE IS NO Q42
- THERE IS NO Q43

Are you currently... READ OUT. SINGLE CODE

- 127. Working 30 hours or more a week (full-time)
- 128. Working 8-29 hours a week (part-time)
- 129. Retired/Not working with private pension/means
- 130. Unemployed less than 6 months and seeking work
- 131. Unemployed more than 6 months - not able to work
- 132. Retired with state benefit/pension only
- 133. Not working with state benefit/pension only for other reason
- 134. Student
- 135. Not working - Housewife/Househusband

Reply may be REF



- THERE IS NO Q45
- THERE IS NO Q46

FOR PARENT'S ONLY

INTERVIEWER CODE

Parent is

136. Male

137. Female

IF AGED 14-17

Can I have your permission to now interview <child's name> covering the same information as I have just spoken to you about?

138. Yes, have permission 1
139. No do not have permission 2 THANK AND CLOSE

IF CODE 5 AT INTRO 2

Can I have your permission to interview <child's name> covering the same information as I have just spoken to you about?

140. Yes, have permission 1 START INTERVIEW WITH 14-19 YEAR OLD
141. No do not have permission 2 THANK AND CLOSE

IF YES AT Q48

May I speak to <child's name> now, or would it be more convenient if I call back at another time.

142. Yes, can speak to now START INTERVIEW WITH 14-19 YEAR OLD
143. Another time MAKE AN APPOINTMENT TO CALL BACK

IF AGED 18+

I would like to interview <child's name>, covering the same subjects I have just talked to you about. May I speak to them now or should I call back at a later date?

144. Yes, interview after parent START INTERVIEW WITH 14-19 YEAR OLD



GfK NOP

145. No
ANOTHER TIME

MAKE AN APPOINTMENT TO CALL BACK AT

COLLECT FIRST NAME AND SURNAME FOR QUALITY CHECKING PURPOSES

INTRO FOR 14-19 YEAR OLD

Good evening, Can I please speak to <name>? We've just conducted a survey with your parent or guardian with regards to your education, and would now like to ask you for your opinions. Would now be convenient?



Appendix 3 Questionnaire for providers

QUESTIONNAIRE: FOR LEARNING/TRAINING 14-19 CO-ORDINATORS SURVEY

Questionnaire Objectives

- To explore attitudes towards the current options available to 14-19 year olds, highlighting any common themes of positive or negative perceptions
- To establish the level of awareness and attitudes towards the six key elements of the 14-19 Learning Pathways framework
- Highlight any area where significant improvement is expected or hoped for as a result of the action plan
- Highlight any areas of concern for 14-19 Co-ordinators or their staff with regard to the action plan
- Identify any perceived barriers to the attainment of the action plan's objectives from the point of view of 14-19 Co-ordinators
- Consider significant differences or similarities among the education and training sectors
- To identify and discuss the implications that these findings may have for the action plan and other learning and skills related policy and practice in Wales
- Identify the aspirations that providers and practitioners have for the future of the 14-19 Learning Pathways

INTRODUCTIONS

INTRO1

The Welsh Assembly Government has asked GfK NOP, an independent research agency, to conduct a survey on their behalf. We would like to know what you think about the Learning Pathways for 14-19 year olds.

This information will help to improve learning programmes in the future and will be used to benchmark progress of the pathways in the future. The interview will take about 15 minutes.

The screens will tell you what you need to do. If you want to see how far you are through the survey then please see the progress bar in the top right corner.



GfK NOP

If you want to complete the questionnaire in more than one sitting (for example, if you are interrupted or if you feel you need more privacy), click on STOP at the bottom of the screen in the survey and close the window. When you wish to complete the remainder of the questionnaire, come back to this email and click on the link again. You will be taken back to where you finished before.

REASSURANCES: USE AS NECESSARY

The Department for Lifelong Learning and Skills has responsibility for funding, planning and promoting learning throughout Wales.

The answers you give will not be used in any way that could be associated with your name or education provider. The answers you give will be combined with those from others who take part in the survey.

We obtained your contact details from the Department for Education, Lifelong Learning and Skills (DELLS).

Participation in the survey is entirely voluntary. We are not trying to sell you anything.

The GfK NOP researcher in charge of this project is Julie Talbot. If you have any queries or complaints, you can contact her on 0207 890 9075.

ASK ALL

INT LANGUAGE*

Can I just check, would you prefer to undertake the interview in Welsh? If so, I can make an appointment for another interviewer to call you. INTERVIEW CODE BELOW

INTERVIEW WILL BE IN ENGLISH - CONTINUE

INTERVIEW WILL BE IN WELSH -

We will email you a survey in Welsh in the next couple of weeks. Thank you for your time and patience.

INTRO2

Background

The Learning Pathways programme is intended to transform learning for 14-19 year olds in Wales. The Learning Pathways programme is made up of six key elements, which fall under two main headings: Learning Pathways and Support for Learners.



Learning Pathway

The Learning Pathway is the learning experience of each individual 14-19 year old. It consists of the Learning Core and the choice of options from which the learner selects, with informed guidance and support.

The phrase 'Learning Pathway' is used to describe the entire learning experience undertaken by 14-19 year olds. It is made up of the following three elements.

Learning Pathway

This is the opportunity to choose your own mix of learning, which suits your own interests, abilities and preferred way to learn.

For example, this may be a mix of formal learning such as GCSEs, NVQs, A Levels, non-formal learning such as the Duke of Edinburgh Award Scheme, First Aid/Food Hygiene certificates etc, and informal learning such as membership of a sports or social club, babysitting, work experience, or part-time work.

Wider Choice and Flexibility

All learners at age 14-19 should have access to a wide choice of relevant options. They should also have greater flexibility in how quickly they complete the options.

For example, learners can do a mix of applied studies as well as academic courses. They can also take single science or maths if that is more suitable for them.

The Learning Core

The learning core is made up of core subjects plus enhancements such as Welsh language and other skills relevant to the workplace, careers advice and an understanding of Wales, Europe and the world. Common experiences include work focussed experience, voluntary activities and PE

The learning core is not just made up of formal learning such as GCSEs, but also of opportunities to develop your attitudes and values and voluntary activities.

Support for Learners

Support for learners is a blend of learning support, careers information, advice and guidance and access to personal support which will enable all learners to receive the information, advice and guidance they need.

Support for learners is mainly provided by careers advisors, learning coaches and guidance counsellors. It is made up of the following three elements



Learning Coach

Someone (or sometimes a team of people) who helps the learner to identify what they'd like to learn and develop their own learning pathway, in a way that maximises the young person's ability to learn.

In other words, the learning coach will help the learner decide which options are best for them.

Personal support

Personal support helps young people to develop their own solutions to personal, social, emotional and physical problems.

Personal support is available for any young person facing difficulties to speak to someone in confidence. Advisors can offer support and refer the young person to other specialists if necessary.

Careers advice and guidance

Careers advice and guidance provides learners with specialist information and advice on the wide range of career and learning options available.

For example, a careers advisor will help learners to get the right qualifications and experiences to help them achieve the future and career that they want.

SECTION 2 THE LEARNING PATHWAYS PROGRAMME

Q1. In general, in the past two years do you think that provision for 14-19 year olds has:

1. Improved
2. Got worse
3. Remained the same
4. Don't know

How does the 'Learning Pathways' Programme fit in with the options available to 14-19 year olds at your school/college?

1. Very well
2. Fairly well
3. Neither well nor poorly
4. Fairly poorly
5. Very poorly



Have you started to implement the 'Learning Pathways' programme at your school/college?

- 6. Yes
- 7. No
- 8. Don't know

IF YES at Q3

What impact has the 'Learning Pathways' programme had on your students

- 9. Very positive
- 10. Fairly positive
- 11. Neither positive nor negative
- 12. Fairly negative
- 13. Very negative
- 14. Don't know

IF YES at Q3.

What impact has the 'Learning Pathways' programme had on your school/college

- 15. Very positive
- 16. Fairly positive
- 17. Neither positive nor negative
- 18. Fairly negative
- 19. Very negative
- 20. Don't know

Do you think that the 'Learning Pathways' programme will improve options for 14-19 year olds

- 21. Yes
- 22. No
- 23. Don't know



**SECTION 3 LEVELS OF AWARENESS AND ATTITUDES TOWARDS
INDIVIDUAL LEARNING PATHWAYS**

BOX WITH DEFINITION OF INDIVIDUAL LEARNING PATHWAYS SHOULD
APPEAR ON SCREEN

Has your school/college started implementing 'Individual Learning Pathways' to
14-19 year olds?

1. Yes
2. No
3. Don't know

IF YES

How easy has it been to implement?

7. Very easy
8. Fairly easy
9. Neither easy nor difficult
10. Fairly difficult
11. Very difficult
12. Don't know

IF NO

And how ready is your school/college to start implementing 'Individual Learning
Pathways'?

146. Extremely ready
147. Very ready
148. Fairly ready
149. Neither ready nor unprepared
150. Fairly unprepared
151. Very unprepared
152. Extremely unprepared
153. Don't know



TO ALL

Do you feel you have enough information to introduce Individual Learning Pathways' to your school/college?

1. Yes, have enough information
2. No, would like more information
3. Don't know

Do you have any specific concerns about putting 'Individual Learning Pathways' into practice?

1. Yes
2. No
3. Don't know

IF YES

What are your concerns?

Thinking about the introduction of 'Individual Learning Pathways', what impact do you expect it will have on the learner? Please state all that apply

1. More young people will take vocational courses
2. Better prepare young people for working life
3. Help young people identify ways to meet their aspirations for the future
4. Broaden young peoples aspirations
5. Keep young people in education for longer
6. Increase learners workload
7. Confuse learners with too many options
8. Make no difference (single code)
9. Other reason.... (please specify)
10. Don't know



SECTION 4 LEVELS OF AWARENESS AND ATTITUDES ABOUT WIDER CHOICE AND FLEXIBILITY

BOX WITH DEFINITION OF INDIVIDUAL WIDER CHOICE AND FLEXIBILITY SHOULD APPEAR ON SCREEN

Regarding '**Wider Choice and Flexibility**' has your school/college made steps to either:

Introduce new courses or subject options at your school/college and/or Collaborate with local schools, colleges, training providers to make courses available to all learners

1. Only Introduce new courses or subjects
2. Only Collaborate with local school, colleges, training providers
3. Both
4. Neither
5. Don't know

IF INTRODUCE NEW COURSES OR SUBJECTS or BOTH

What difficulties have you encountered by introducing new courses and subjects?

IF COLLABORATE OR BOTH

How easy has collaboration with local schools, colleges and training providers been to implement?

154. Very easy
155. Fairly easy
156. Neither easy nor difficult
157. Fairly difficult
158. Very difficult
159. Don't know



IF NEITHER OR DON'T KNOW AT Q14

And how ready is your school/college to start implementing 'Wider Choice and Flexibility'?

1. Extremely ready
2. Very ready
3. Fairly ready
4. Neither ready nor unprepared
5. Fairly unprepared
6. Very unprepared
7. Extremely unprepared
8. Don't know

TO ALL

Do you feel you have enough information to introduce 'Wider Choice and Flexibility' to your school/college?

1. Yes, have enough information
2. No, would like more information
3. Don't know

Do you have any specific concerns about putting 'Wider Choice and Flexibility' into practice?

1. Yes
2. No
3. Don't know

IF YES

What are your concerns?

Thinking about offering 'Wider Choice and Flexibility', what impact do you expect it will have? Please tick all that apply

1. More young people will take vocational courses
2. More young people will take a mix of vocational and academic courses
3. Help young people identify ways to meet their aspirations for the future
4. Broaden learners aspirations
5. Keep young people in education for longer
6. Increase learners workload
7. Confuse learners with too many options
8. Make no difference (single code)
9. Other reason.... (please specify)
10. Don't know

SECTION 5 LEVELS OF AWARENESS AND ATTITUDES TOWARDS LEARNING CORE
--

BOX WITH DEFINITION OF LEARNING CORE SHOULD APPEAR ON SCREEN

Has your school/college started implementing the '**Learning Core**' element of Learning Pathways to 14-19 year olds?

1. Yes
2. No
3. Don't know

IF YES

How easy has it been to implement?

160. Very easy
161. Fairly easy
162. Neither easy nor difficult
163. Fairly difficult
164. Very difficult



IF NO

And how ready is your school/college to start implementing the 'Learning Core'?

1. Extremely ready
2. Very ready
3. Fairly ready
4. Neither ready nor unprepared
5. Fairly unprepared
6. Very unprepared
7. Extremely unprepared
8. Don't know

TO ALL

Do you feel you have enough information to introduce the 'Learning Core' to your school/college?

1. Yes, have enough information
2. No, would like more information
3. Don't know

Do you have any specific concerns about putting 'Learning Core' into practice?

1. Yes
2. No
3. Don't know

IF YES

- What are your concerns?
 - Thinking about the introduction of the 'Learning Core', what impact do you expect it will have? Please tick all that apply
1. Give young people a sense of community (local or Welsh)
 2. Better prepare young people for working life



3. Encourage young people to take part in more community and voluntary initiatives/projects
4. Broaden young peoples aspirations
5. Keep young people in education for longer
6. Increase learners workload
7. Confuse learners with too many options
8. Make no difference (single code)
9. Other reason.... (please specify)
10. Don't know

SECTION 6 LEVELS OF AWARENESS AND ATTITUDES TOWARDS LEARNING COACH

BOX WITH DEFINITION OF INDIVIDUAL LEARNING COACH SHOULD APPEAR ON SCREEN

Has your school/college taken part in the trial offering 'Learning Coaches' to learners?

1. Yes
2. No
3. Don't know

IF YES

How easy was it to introduce 'Learning Coaches' to your school/college? (this includes identifying a Coach, allocating learners and scheduling meetings)

165. Very easy
166. Fairly easy
167. Neither easy nor difficult
168. Fairly difficult
169. Very difficult



IF FAIRLY/ VERY DIFFICULT

What difficulties did you have?

ALL WHO SAID YES AT Q29

Overall, did the introduction of 'Learning Coaches' have a positive or negative effect on learners and your school/college?

170. Positive effect.

171. No effect

172. Negative effect

TO ALL WHO SAID YES AT Q29

What effect has introducing 'Learning Coaches' to your school/college had ? Please tick all that apply

173. Disaffected learners were more engaged at school/college

174. Those with a Learning Coach improved academically

175. Those with a Learning Coach took more interest in their studies

176. Attendance improved amongst those who had a Learning Coach

177. Learners become more confident about independent study

178. Learners became more willing to access a Learning Coach than their previous support

179. Learning Coach more effective as not a member of teaching staff

180. Learning Coaches offer better support to learners than what was offered before

181. Learning Coaches deliver support in a structured way

182. Learning Coaches offer less support to learners than what was offered before

183. Learning Coach offers the same support to learners as before

184. Learners did not want to access Learning Coach

185. Learning Coach seen as having negative associations

186. Learners wary/scared of Learning Coaches



187. Learners felt they would not benefit from Learning Coach
188. Learning Coach sessions took place outside lesson time
189. Learners did not do the work set for them by the Learning Coach
190. Other reason.... (please specify)
191. Don't know

TO ALL

Has your school/college identified any people to train as 'Learning Coaches'?

1. Yes, all of our learning coaches have been identified
2. Some, of our learning coaches have been identified
3. None of our learning coaches have been identified
4. Don't know

TO ALL

And how ready is your school/college to start offering learners a 'Learning Coach' now?

1. Extremely ready
2. Very ready
3. Fairly ready
4. Neither ready nor unprepared
5. Fairly unprepared
6. Very unprepared
7. Extremely unprepared
8. Don't know

TO ALL

Do you feel you have enough information to introduce 'Learning Coaches' to your school/college?

1. Yes, have enough information
2. No, would like more information
3. Don't know



Do you have any specific concerns about putting 'Learning Coach' into practice?

1. Yes
2. No
3. Don't know

IF YES

What are your concerns?

Thinking about the introduction of 'Learning Coaches', what impact do you expect it will have? Please tick all that apply

192. Disaffected learners will be more engaged at school/college
193. Learners will improve academically
194. Attendance will improve amongst those who had a Learning Coach
195. Learners will become more confident about independent study
196. Learners will be more willing to access Learning Coach than previous support
197. Offer better support to learners than what was offered before
198. Broaden young peoples aspirations
199. Keep young people in education for longer
200. Increase learners workload
201. Confuse learners with too many options
202. Make no difference (single code)
203. Other impact.... (please specify)
204. Don't know

Which of the following kinds of help do you think that 14-19 year olds will receive from the learning coach?

205. Enable 14-19 year olds to make informed decisions
206. Help 14-19 year olds to choose the best learning methods
207. Offer support that is not available elsewhere



- 208. Make 14-19 year olds more aware of the range of options available and what they involve
- 209. Help 14-19 year olds to feel confident in their choices
- 210. Don't know
- 211. None of the above / Refused

SECTION 7 LEVELS OF AWARENESS AND ATTITUDES TOWARDS PERSONAL SUPPORT

BOX WITH DEFINITION OF INDIVIDUAL PERSONAL SUPPORT SHOULD APPEAR ON SCREEN

Has your school/college started implementing the '**Personal Support**' element of Learning Pathways to 14-19 year olds?

- 1. Yes
- 2. No
- 3. Don't know

IF YES

How easy has it been to implement?

- 212. Very easy
- 213. Fairly easy
- 214. Neither easy nor difficult
- 215. Fairly difficult
- 216. Very difficult

IF NO

And how ready is your school/college to start offering students 'Personal Support'?

- 1. Extremely ready
- 2. Very ready
- 3. Fairly ready
- 4. Neither ready nor unprepared
- 5. Fairly unprepared



6. Very unprepared
7. Extremely unprepared
8. Don't know

TO ALL

Do you feel you have enough information to introduce 'Personal Support' to your school/college?

1. Yes, have enough information
2. No, would like more information
3. Don't know

Do you have any specific concerns about putting 'Personal Support' into practice?

1. Yes
2. No
3. Don't know

IF YES

What are your concerns?

Thinking about the introduction of 'Personal Support', what impact do you expect it will have? Please tick all that apply

1. Help learners concentrate on their studies
2. Stop learners with problems feeling isolated
3. Improve learners academic achievements
4. Make learners feel supported
5. Keep young people in education for longer
6. Make learners wary of disclosing personal information at school/college
7. School/college is not the place to offer personal support
8. Make no difference (single code)
9. Other reason.... (please specify)
10. Don't know



**SECTION 8 LEVELS OF AWARENESS AND ATTITUDES TOWARDS CAREER
ADVICE AND GUIDANCE**

BOX WITH DEFINITION OF CAREERS ADVICE AND GUIDANCE SHOULD
APPEAR ON SCREEN

Has your school/college started implementing the '**Careers Advice and Guidance**'
element of Learning Pathways to 14-19 year olds?

1. Yes
2. No
3. Don't know

IF YES

How easy has it been to implement?

217. Very easy
218. Fairly easy
219. Neither easy nor difficult
220. Fairly difficult
221. Very difficult

IF NO

And how ready is your school/college to start offering learners 'Careers Advice and
Guidance'?

1. Extremely ready
2. Very ready
3. Fairly ready
4. Neither ready nor unprepared
5. Fairly unprepared
6. Very unprepared
7. Extremely unprepared
8. Don't know



TO ALL

Do you feel you have enough information to introduce 'Careers Advice and Guidance' to your school/college?

1. Yes, have enough information
2. No, would like more information
3. Don't know

Do you have any specific concerns about putting this element of the 14-19 pathways into practice?

1. Yes
2. No
3. Don't know

IF YES

What are your concerns?

Thinking about the introduction of 'Careers Advice and Guidance', what impact do you expect it will have? Please tick all that apply

- 1 Help learners identify their 'pathway'
2. Give all learners the same level of advice and guidance
3. Broaden learners aspirations
4. Make learners feel supported
5. Keep young people in education for longer
6. Seen as offering biased advice
7. It will not be used by learners
8. Make no difference (single code)
9. Other reason.... (please specify)
10. Don't know



ASPIRATIONS

Taking into account everything that we have talked about, I would now like to ask you about your future aspirations for 14-19 educational provision.

ROTATE STATEMENTS

How important are each of the following in your opinion? Can you tell me if they are very important, fairly important, not very important or not at all important? Allow don't know

- 222. More opportunities for learning in Welsh
- 223. More opportunities for bilingual learning
- 224. Fewer core subjects
- 225. The ability to mix academic and vocational routes
- 226. More work based learning options
- 227. Smaller class sizes
- 228. More collaboration between colleges
- 229. The ability to mix academic and vocational studies
- 230. More work focussed experience
- 231. More community focussed learning

Finally, taking into account everything we have discussed, can you tell me how strongly you agree or disagree with the following statements about how the improved provision for 14-19 year olds in Wales will affect young people? Would you say you strongly agree, tend to agree, neither agree nor disagree, tend to disagree, strongly disagree? Allow don't know

ROTATE STATEMENTS

- 13. Work focussed experience will give young people a better idea of what working life will be like
- 14. Community participation will help make young people better citizens
- 15. The learning pathway will ensure that every young person in Wales gets the most appropriate education for them
- 16. Improved vocational options will ensure that young people get better preparation for the career of their choice



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17. The Welsh Bac will ensure young people get a well rounded education

Thank you very much for taking part in this survey. If you have any questions, please contact the project executive, Julie Talbot at GfK NOP on 020 7890 9075.

Appendix of tables

Table 10: Knowledge of qualifications by gender and age – young people

Base: all 14-19 year olds	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
A lot	18	18	18	15	9	17	23
A fair amount	51	50	51	45	47	57	52
A little	17	16	17	19	22	18	13
Not very much	11	12	10	12	17	7	10
Nothing at all	3	3	3	7	2	1	2
Mean score	2.71	2.69	2.73	2.49	2.46	2.81	2.83

Note: 'Don't know' not shown. Mean score range is from +4 ("a lot") and 0 ("nothing at all").

Table 11: Knowledge of qualifications by educational phase – young people

Base: all 14-19 year olds	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	1000	463	448
Weighted	1000	452	454
	%	%	%
Know a lot	18	14	24
Know a fair amount	51	49	57
Know a little	17	20	12
Not very much	11	13	6
Nothing at all	3	3	1
Mean score	2.71	2.58	2.97

Note: 'Don't know' not shown

Table 12: Knowledge of qualifications by gender and age of child - parents

Base: all parents	Total	Gender of child		Age of child			
		Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	%	%	%	%	%	%	%
Know a lot	27	26	28	23	20	29	31
Know a fair amount	49	50	48	55	55	54	42
Know a little	12	11	14	9	15	8	14
Not very much	10	10	9	9	10	8	10
Nothing at all	2	3	1	3	1	2	2
Mean score	2.90	2.88	2.92	2.86	2.83	2.99	2.91

Note: 'Don't know' not shown. Mean score range is from +4 ("a lot") and 0 ("nothing at all").

Table 13: Knowledge of qualifications by educational phase of child – parents

Base: all parents	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	756	371	331
	%	%	%
Know a lot	27	24	32
Know a fair amount	49	54	46
Know a little	12	11	13
Not very much	10	9	9
Nothing at all	2	2	-
Mean score	2.9	2.89	3.01

Table 14: Satisfaction with range of qualifications by educational phase – young people

Base: all 14-19 year olds	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	1000	469	531
Weighted	1000	457	543
	%	%	%
Very satisfied	31	27	38
Fairly satisfied	59	63	55
Neither satisfied nor dissatisfied	4	4	3
Fairly dissatisfied	3	3	2
Very dissatisfied	1	1	*
Mean score	1.18	1.15	1.29

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied). * denotes less than 1%.

Table 15: Satisfaction with range of qualifications by gender and age of child – parents

		Gender of child		Age of child			
Base: all parents	Total	Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	%	%	%	%	%	%	%
Very satisfied	38	39	37	28	37	44	40
Fairly satisfied	47	47	48	57	49	41	45
Neither satisfied nor dissatisfied	6	6	7	7	5	5	7
Fairly dissatisfied	6	5	6	4	5	6	6
Very dissatisfied	3	3	2	4	3	4	5
Mean score	1.13	1.15	1.12	1.04	1.12	1.17	1.16

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied)

Table 16: Opportunities to use Welsh in education and training by gender and age - parents

		Gender of child		Age of child			
Base: all parents of Welsh speakers	Total	Male	Female	14	15	16	17-19
Unweighted	243	127	116	57*	37*	48*	101
	%	%	%	%	%	%	%
Yes, use it in all or most subjects	36	34	39	61	32	27	28
Yes, use it in some subjects	24	25	23	19	30	35	20
Use it in one subject at most	12	12	12	12	22	15	7
No, don't get any opportunities to use Welsh	28	29	26	7	16	23	46

Note: * denotes small base

Table 17: Opportunities to use Welsh in education and training by educational phase - parents

	Educational phase		
Base: all parents of Welsh speakers	Total	Compulsory	Post compulsory
Unweighted	243	132	105
	%	%	%
Yes, use it in all or most subjects	36	42	30
Yes, use it in some subjects	24	28	20
Use it in one subject at most	12	16	8
No, don't get any opportunities to use Welsh	28	14	42

Table 18: Perception of qualifications by gender and age – young people

		Gender		Age			
Base: all 14-19 year olds	Total	Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	mean	mean	mean	mean	mean	mean	mean
I cannot/could not find a qualification that is/was suitable for my needs	-0.78	-0.76	-0.80	-0.55	-0.58	-0.87	-0.89
It is very important that young people gain recognised qualifications	1.53	1.53	1.53	1.54	1.59	1.57	0.80
Academic qualifications are more important than vocational qualifications	0.36	0.42	0.29	0.65	0.47	0.48	0.18
Work experience is more important than getting qualifications	-0.48	-0.49	-0.47	-0.68	-0.68	-0.67	-0.29
Employers are more likely to take on people with academic qualifications than people with vocational qualifications	0.75	0.83	0.67	1.02	0.82	0.89	0.59
Vocational qualifications are accepted for university entry	0.73	0.74	0.73	0.71	0.86	0.83	0.67

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree)

Table 19: Perceptions of options on offer by educational phase – young people

		Educational phase	
Base: all 14-19 year olds	Total	Compulsory	Post compulsory
Unweighted	1000	463	448
Weighted	1000	452	454
	mean	mean	mean
I cannot/could not find a qualification that is/was suitable for my needs	-0.78	-0.66	-0.98
It is very important that young people gain recognised qualifications	1.53	1.56	1.54
Academic qualifications are more important than vocational qualifications	0.36	0.55	0.18
Work experience is more important than getting qualifications	-0.48	-0.72	-0.33
Employers are more likely to take on people with academic qualifications than people with vocational qualifications	0.75	0.93	0.61
Vocational qualifications are accepted for university entry	0.73	0.81	0.68

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree). 'Don't know' not shown

Table 20: Perception of options on offer by gender and age of child - parents

		Gender of child		Age of child			
Base: all parents	Total	Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	mean	mean	mean	mean	mean	mean	mean
My son/daughter cannot/could not find a qualification that is/was suitable for his/her needs	-0.82	-0.75	-0.89	-0.75	-0.70	-1.06	-0.80
It is very important that young people gain recognised qualifications	1.72	1.72	1.73	1.77	1.71	1.81	1.67
Academic qualifications are more important than vocational qualifications	0.27	0.32	.022	0.36	0.52	0.35	0.12
Work experience is more important than getting qualifications	-0.32	-0.30	-0.35	-0.19	-0.36	-0.43	-0.32
Employers are more likely to take on people with academic qualifications than people with vocational qualifications	0.70	0.71	0.69	0.72	0.79	0.69	0.66
Vocational qualifications are accepted for university entry	.027	0.19	0.35	0.30	0.14	-0.13	0.44

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree)

Table 21: Perceptions of options on offer by educational phase

		Educational phase	
Base: all parents	Total	Compulsory	Post compulsory
Unweighted	756	375	381
	mean	mean	Mean
My son/daughter cannot/could not find a qualification that is/was suitable for his/her needs	-0.82	-0.83	-0.93
It is very important that young people gain recognised qualifications	1.72	1.76	1.68
Academic qualifications are more important than vocational qualifications	0.27	0.45	0.12
Work experience is more important than getting qualifications	-0.32	-0.34	-0.32
Employers are more likely to take on people with academic qualifications than people with vocational qualifications	0.70	0.74	0.65
Vocational qualifications are accepted for university entry	.027	0.13	0.43

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree). 'Don't know' not shown

Table 22: Satisfaction with range of qualifications by gender and age – young people

	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Base: all 14-19 year olds							
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Very satisfied	31	30	32	30	21	32	34
Fairly satisfied	59	60	59	58	70	60	56
Neither satisfied nor dissatisfied	4	4	5	5	3	4	4
Fairly dissatisfied	3	3	3	3	2	3	3
Very dissatisfied	1	1	1	1	1	1	1
Mean score	1.18	1.17	1.19	1.16	1.10	1.20	1.21

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied)

Table 23: Satisfaction with range of qualifications by educational phase – young people

	Total	Educational phase	
		Compulsory	Post compulsory
Base: all 14-19 year olds			
Unweighted	1000	469	531
Weighted	1000	457	543
	%	%	%
Very satisfied	31	27	38
Fairly satisfied	59	63	55
Neither satisfied nor dissatisfied	4	4	3
Fairly dissatisfied	3	3	2
Very dissatisfied	1	1	*
Mean score	1.18	1.15	1.29

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied). * denotes less than 1%.

Table 24: Satisfaction with range of qualifications by gender and age of child - parents

Base: all parents	Total	Gender of child		Age of child			
		Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	%	%	%	%	%	%	%
Very satisfied	38	39	37	28	37	44	40
Fairly satisfied	47	47	48	57	49	41	45
Neither satisfied nor dissatisfied	6	6	7	7	5	5	7
Fairly dissatisfied	6	5	6	4	5	6	6
Very dissatisfied	3	3	2	4	3	4	5
Mean score	1.13	1.15	1.12	1.04	1.12	1.17	1.16

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied)

Table 25: Satisfaction with range of qualifications by educational phase - parents

Base: all parents	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	756	375	381
	%	%	%
Very satisfied	38	36	44
Fairly satisfied	47	50	43
Neither satisfied nor dissatisfied	6	5	6
Fairly dissatisfied	6	5	5
Very dissatisfied	3	4	1
Mean score	1.13	1.11	1.26

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied)

Table 26: Opportunities to use Welsh in education and training by gender and age – young people

	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Base: all 14-19 Welsh speakers							
Unweighted	293	131	162	66	50	48	129
Weighted	291	140	151	65	48	47	131
	%	%	%	%	%	%	%
Yes, use it in all or most subjects	32	36	29	36	34	43	25
Yes, use it in some subjects	29	20	36	31	29	22	29
Use it in one subject at most	13	15	11	15	15	13	11
No, don't get any opportunities to use Welsh	27	29	25	18	22	21	35

Note: 'Don't know' not shown

Table 27: Opportunities to use Welsh in education and training by educational phase – young people

	Total	Educational phase	
		Compulsory	Post compulsory
Base: all 14-19 Welsh speakers			
Unweighted	293	153	120
Weighted	291	149	120
	%	%	%
Yes, use it in all or most subjects	32	39	27
Yes, use it in some subjects	29	27	32
Use it in one subject at most	13	15	11
No, don't get any opportunities to use Welsh	27	20	29

Note: 'Don't know' not shown

Table 28: Opportunities to use Welsh in education and training by gender and age - parents

Base: all parents of Welsh speakers	Total	Gender of child		Age of child			
		Male	Female	14	15	16	17-19
Unweighted	243	127	116	57	37	48	101
	%	%	%	%	%	%	%
Yes, use it in all or most subjects	36	34	39	61	32	27	28
Yes, use it in some subjects	24	25	23	19	30	35	20
Use it in one subject at most	12	12	12	12	22	15	7
No, don't get any opportunities to use Welsh	28	29	26	7	16	23	46

Note: 'Don't know' not shown

Table 29: Opportunities to use Welsh in education and training by educational phase - parents

Base: all parents of Welsh speakers	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	243	132	105
	%	%	%
Yes, use it in all or most subjects	36	42	30
Yes, use it in some subjects	24	28	20
Use it in one subject at most	12	16	8
No, don't get any opportunities to use Welsh	28	14	42

Note: 'Don't know' not shown

Table 30: Awareness of learning opportunities outside of the classroom by gender and age – young people

	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Base: all 14-19 year olds							
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Work experience	18	16	21	9	11	18	24
Community participation/voluntary work	18	18	18	14	19	17	20
On the job learning/work based learning	14	16	13	4	10	12	19
Independent research projects/study	11	11	11	8	12	13	11
Sports clubs/sports	6	7	5	4	7	7	6
After school clubs/revision classes	2	2	3	3	5	2	1
Other education/home learning	2	2	1	1	1	2	2
Don't know	34	34	35	44	38	37	29
No answer	12	11	12	13	9	10	12

Note: Responses 2% or higher shown

Table 31: Awareness of learning opportunities outside of the classroom by educational phase – young people

	Total	Educational phase	
		Compulsory	Post compulsory
Base: all 14-19 year olds			
Unweighted	1000	463	448
Weighted	1000	452	454
	%	%	%
Work experience	18	12	25
Community participation/voluntary work	18	17	20
On the job learning/work based learning	14	8	19

Base: all 14-19 year olds	Total	Educational phase	
		Compulsory	Post compulsory
Independent research projects/study	11	11	11
Sports clubs/sports	6	6	6
After school clubs/revision classes	2	3	1
Other education/home learning	2	1	2
Don't know	34	41	28
No answer	12	11	12

Note: Responses 2% or higher shown

Table 32: Awareness of learning opportunities outside of the classroom by gender and age of child - parents

Base: all parents	Total	Gender of child		Age of child			
		Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	%	%	%	%	%	%	%
Work experience	29	28	30	23	33	28	31
Community participation/voluntary work	27	29	25	36	26	26	25
On the job learning/work based learning	16	15	18	10	13	17	20
Independent research projects/study	13	14	11	15	16	11	11
Sports clubs/sports	7	9	5	9	8	8	5
Duke of Edinburgh Award Scheme	3	4	3	3	3	5	3
Musical activities/groups	2	2	2	6	1	2	1
Other education/home learning	2	2	2	1	2	2	2
Don't know	18	18	18	17	16	17	20
No answer	12	9	14	10	15	12	11

Note: Responses 2% or higher shown

Table 33: Awareness of learning opportunities outside of the classroom by educational phase of child – parents

Base: all 14-19 year olds	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	756	371	331
	%	%	%
Work experience	29	28	30
Community participation/voluntary work	27	30	25
On the job learning/work based learning	16	13	18
Independent research projects/study	13	14	11
Sports clubs/sports	7	8	6
Duke of Edinburgh Award Scheme	3	3	4
Musical activities/groups	2	3	1
Other education/home learning	2	16	19
Don't know	18	13	10

Note: Responses 2% or higher shown

Table 34: Awareness of aspects of learning by gender and age – young people

Base: all 14-19 year olds	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Careers advice and guidance	91	89	92	89	90	90	91
Personal support	41	42	40	40	47	37	41
The learning core	31	33	29	36	35	31	28
Wider choice and flexibility	23	23	23	26	24	23	22
Learning pathway	22	21	22	22	15	20	24
The learning coach	17	18	16	19	22	17	14

Note: don't know not shown

Table 35: Awareness of aspects of learning by educational phase – young people

		Educational phase	
Base: all 14-19 year olds	Total	Compulsory	Post compulsory
Unweighted	1000	463	448
Weighted	1000	452	454
	%	%	%
Careers advice and guidance	91	90	92
Personal support	41	42	43
The learning core	31	34	29
Wider choice and flexibility	23	24	25
Learning pathway	22	18	24
The learning coach	17	21	14

Note: Don't know not shown

Table 36: Awareness of aspects of learning - parents

		Gender of child		Age of child			
Base: all parents	Total	Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	%	%	%	%	%	%	%
Careers advice and guidance	95	96	93	93	95	95	95
Learning pathway	37	36	37	38	30	41	37
Personal support	31	32	30	31	26	34	32
The learning core	25	24	25	27	21	24	25
The learning coach	15	15	15	17	18	11	14
Wider choice and flexibility	14	14	14	10	13	14	16

Note: don't know not shown

Table 37: Awareness of aspects of learning by educational phase – parents

Base: all 14-19 year olds	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	756	371	331
	%	%	%
Careers advice and guidance	95	94	95
Learning pathway	37	35	37
Personal support	31	30	33
The learning core	25	24	27
The learning coach	15	16	14
Wider choice and flexibility	14	13	16

Note: don't know not shown

Table 38: Satisfaction with wider choice and flexibility by gender and age – young people

Base: all 14-19 year olds	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Very satisfied	34	33	35	37	33	37	31
Fairly satisfied	59	60	59	56	62	57	60
Neither satisfied nor dissatisfied	4	5	3	4	5	3	4
Fairly dissatisfied	2	2	3	3	-	1	3
Very dissatisfied	*	1	-	-	-	1	*
Mean score	1.24	1.22	1.26	1.27	1.28	1.29	1.19

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied). * denoted less than 1%. – denoted 0%.

Table 39: Satisfaction with the learning core by gender and age – young people

		Gender		Age			
Base: all 14-19 year olds	Total	Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Very satisfied	29	27	31	31	22	31	31
Fairly satisfied	62	63	62	61	73	62	59
Neither satisfied nor dissatisfied	5	5	5	5	4	5	5
Fairly dissatisfied	3	5	1	1	1	3	5
Very dissatisfied	*	-	*	1	-	-	-
Mean score	1.18	1.13	1.24	1.23	1.15	1.21	1.16

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied). * denotes less than 1% and – denotes 0%.

Table 40: Satisfaction with the learning coach by gender and age – young people

		Gender		Age			
Base: all 14-19 year olds	Total	Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Very satisfied	47	51	43	44	48	49	47
Fairly satisfied	43	39	46	49	47	43	40
Neither satisfied nor dissatisfied	3	3	4	-	4	2	4
Fairly dissatisfied	5	4	6	4	2	4	6
Very dissatisfied	*	1	-	-	-	2	-
Mean score	1.33	1.40	1.27	1.38	1.40	1.34	1.30

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied). * denotes less than 1%. - denotes 0%.

Table 41: Satisfaction with careers advice and guidance by gender and age – young people

		Gender		Age			
Base: all 14-19 year olds	Total	Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	%	%	%	%	%	%	%
Very satisfied	47	47	47	52	43	56	44
Fairly satisfied	39	41	38	34	48	34	39
Neither satisfied nor dissatisfied	5	5	4	7	5	3	5
Fairly dissatisfied	5	4	6	5	3	3	7
Very dissatisfied	2	1	4	1	1	4	3
Mean score	1.25	1.30	1.19	1.33	1.32	1.35	1.16

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied)

Table 42: Satisfaction with careers advice and guidance by gender and age of child - parents

Base: all parents	Total	Gender of child		Age of child			
		Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	%	%	%	%	%	%	%
Very satisfied	31	31	30	26	35	40	27
Fairly satisfied	42	44	41	42	38	39	45
Neither satisfied nor dissatisfied	8	8	8	12	9	4	7
Fairly dissatisfied	11	10	12	12	10	10	12
Very dissatisfied	4	3	5	4	3	4	5
Mean score	0.88	0.94	0.81	0.79	0.98	1.03	0.81

Note: 'Don't know' not shown. Mean score range from +2 (very satisfied) to -2 (very dissatisfied)

Table 43: Importance of aspirations by gender and age – young people

Base: all 14-19 year olds	Total	Gender		Age			
		Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	mean	mean	mean	mean	mean	mean	mean
More opportunities for learning in Welsh	0.55	0.40	0.71	0.74	0.58	0.55	0.48
More opportunities for bilingual learning	0.87	0.73	1.02	0.95	0.81	0.90	0.86
Fewer core subjects	0.30	0.23	0.38	0.54	0.56	0.37	0.12
The ability to mix academic and vocational routes	1.14	1.09	1.19	0.99	1.28	1.09	1.16
More work based learning options	1.17	1.12	1.22	1.15	1.17	1.12	1.19
Smaller class sizes	0.81	0.65	0.98	0.58	0.75	0.86	0.89
More collaboration between colleges	0.83	0.83	0.84	0.87	0.95	0.83	0.79
The ability to mix academic and vocational studies	1.17	1.11	1.24	1.13	1.21	1.06	1.21
More work focussed experience	1.21	1.18	1.25	1.25	1.17	1.19	1.22
More community focussed learning	0.68	0.54	0.83	0.84	0.69	0.67	0.63

Note: Mean score ranges from +2 (very important) to -2 (not important at all)

Table 44: Importance of aspirations by educational phase – young people

		Educational phase	
Base: all 14-19 year olds	Total	Compulsory	Post compulsory
Unweighted	1000	463	448
Weighted	1000	452	454
	mean	mean	mean
More opportunities for learning in Welsh	0.55	0.62	0.53
More opportunities for bilingual learning	0.87	0.88	0.92
Fewer core subjects	0.30	0.51	0.13
The ability to mix academic and vocational routes	1.14	1.13	1.16
More work based learning options	1.17	1.14	1.16
Smaller class sizes	0.81	0.72	0.97
More collaboration between colleges	0.83	0.88	0.80
The ability to mix academic and vocational studies	1.17	1.13	1.22
More work focussed experience	1.21	1.20	1.20
More community focussed learning	0.68	0.74	0.59

Note: Mean score ranges from +2 (very important) to -2 (not important at all). 'Don't know' not shown

Table 45: Importance of aspirations by gender and age of child - parents

		Gender of child		Age of child			
Base: all parents	Total	Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	mean	mean	mean	mean	mean	mean	mean
More opportunities for learning in Welsh	0.40	0.31	0.49	0.56	0.50	0.48	0.27
More opportunities for bilingual learning	0.68	0.63	0.74	0.79	0.79	0.71	0.59
Fewer core subjects	0.21	0.20	0.21	0.31	0.26	0.11	0.18
The ability to mix academic and vocational routes	1.43	1.39	1.47	1.54	1.35	1.31	1.46
More work based learning options	1.31	1.32	1.29	1.35	1.23	1.18	1.37
Smaller class sizes	1.57	1.54	1.60	1.58	1.50	1.64	1.57
More collaboration between colleges	1.42	1.40	1.44	1.46	1.43	1.37	1.42
The ability to mix academic and vocational studies	1.50	1.47	1.52	1.54	1.41	1.53	1.50
More work focussed experience	1.32	1.34	1.30	1.27	1.29	1.31	1.36
More community focussed learning	0.93	0.91	0.95	0.98	0.84	0.81	0.99

Note: Mean score ranges from +2 (very important) to -2 (not important at all)

Table 46: Importance of aspirations by educational phase - parents

Base: all parents	Total	Educational phase	
		Compulsory	Post compulsory
Unweighted	756	375	381
	mean	mean	Mean
More opportunities for learning in Welsh	0.40	0.49	0.34
More opportunities for bilingual learning	0.68	0.76	0.65
Fewer core subjects	0.21	0.25	0.12
The ability to mix academic and vocational routes	1.43	1.40	1.46
More work based learning options	1.31	1.26	1.33
Smaller class sizes	1.57	1.57	1.59
More collaboration between colleges	1.42	1.44	1.40
The ability to mix academic and vocational studies	1.50	1.50	1.51
More work focussed experience	1.32	1.27	1.37
More community focussed learning	0.93	0.88	0.96

Note: Mean score ranges from +2 (very important) to -2 (not important at all). 'Don't know' not shown

Table 47: Extent to which improved provision will affect young people by gender and age – young people

		Gender		Age			
Base: all 14-19 year olds	Total	Male	Female	14	15	16	17-19
Unweighted	1000	474	526	170	171	171	488
Weighted	1000	516	484	168	165	166	501
	mean	mean	mean	mean	mean	mean	mean
Work focussed experience will give young people a better idea of what working life will be like	1.50	1.48	1.53	1.53	1.57	1.52	1.47
Community participation will make young people better citizens	1.09	1.06	1.11	1.10	1.21	0.98	1.07
The learning pathway will ensure that every young person in Wales gets the most appropriate education for them	1.26	1.20	1.32	1.36	1.31	1.22	1.21
Improved vocational options will ensure that young people get better preparation for the career of their choice	1.37	1.32	1.43	1.36	1.38	1.31	1.40
The Welsh Bac will ensure that young people get a well rounded education	1.01	0.97	1.05	1.11	1.17	1.07	0.90

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree)

Table 48: Extent to which improved provision will affect young people by educational phase – young people

		Educational phase	
Base: all 14-19 year olds	Total	Compulsory	Post compulsory
Unweighted	1000	463	448
Weighted	1000	452	454
	mean	mean	mean
Work focussed experience will give young people a better idea of what working life will be like	1.50	1.53	1.49
Community participation will make young people better citizens	1.09	1.112	1.07
The learning pathway will ensure that every young person in Wales gets the most appropriate education for them	1.26	1.33	1.21
Improved vocational options will ensure that young people get better preparation for the career of their choice	1.37	1.36	1.41
The Welsh Bac will ensure that young people get a well rounded education	1.01	1.11	0.93

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree)

Table 49: Extent to which improved provision will affect young people by gender and age of child – parents

		Gender		Age			
Base: all 14-19 year olds	Total	Male	Female	14	15	16	17-19
Unweighted	756	397	359	138	132	133	353
	mean	mean	mean	mean	mean	mean	mean
Work focussed experience will give young people a better idea of what working life will be like	1.48	1.48	1.47	1.40	1.37	1.53	1.53
Community participation will make young people better citizens	1.34	1.32	1.36	1.20	1.37	1.29	1.40
The learning pathway will ensure that every young person in Wales gets the most appropriate education for them	1.36	1.32	1.41	1.39	1.36	1.35	1.36
Improved vocational options will ensure that young people get better preparation for the career of their choice	1.45	1.41	1.50	1.42	1.37	1.45	1.50
The Welsh Bac will ensure that young people get a well rounded education	1.09	1.11	1.07	1.11	1.14	1.05	1.08

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree)

Table 50: Extent to which improved provision will affect young people by educational phase – parents

		Educational phase	
Base: all 14-19 year olds	Total	Compulsory	Post compulsory
Unweighted	756	371	331
	mean	mean	mean
Work focussed experience will give young people a better idea of what working life will be like	1.48	1.41	1.52
Community participation will make young people better citizens	1.34	1.29	1.41
The learning pathway will ensure that every young person in Wales gets the most appropriate education for them	1.36	1.38	1.35
Improved vocational options will ensure that young people get better preparation for the career of their choice	1.45	1.40	1.49
The Welsh Bac will ensure that young people get a well rounded education	1.09	1.11	1.08

Note: Mean score ranges from +2 (strongly agree) to -2 (strongly disagree)