

Learner Views on Current and Future Learning Provision in the Humber Sub Region: Executive Summary

Produced by TAC, a part of CfBT
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The research, commissioned and funded by the Learning and Skills Council, was based on the premise that organisational change should be implemented through partnership between all service users and deliverers.

The aim of the project was to enable young people, aged 14 to 19, and parents/carers to share their views on current learning provision and what they would like to see from future provision in the sub region, thereby giving them a voice in strategic level policy and planning for 14- 19 learning services across the sub region.

The report focuses on young people and parents/carers views on current provision, future learning needs, decision-making, support and access and minimum standards of learning provision.

The aims of this research report are to:

- ⇒ Present the issues and insights gathered through surveys and consultations with young people and parents/carers
- ⇒ Place the issues and insights in the context of recent research and learning providers views, where appropriate
- ⇒ Provide stakeholders with the opportunity to comment on the research findings.

The key findings of the research suggest:

- ⇒ Parents/carers, young people and learning providers all identified a lack of meaningful work experience and poor availability of work placements as a barrier to young people achieving their goals and a weakness of current provision.
- ⇒ Parents/ carers considered the changes most likely to have a high impact on young people's learning to be curriculum flexibility and more practical or active learning activities.
- ⇒ Young people would like to see changes to current provision to make it more 'personalised'.
- ⇒ Young people often mentioned the importance of enjoying what they are doing in order to learn.
- ⇒ The majority of young people and parents/carers do not feel informed of the full range of provision. They are aware of the learning provision offered by school sixth forms and FE colleges but few feel well informed about E2E or Apprenticeships.
- ⇒ More young people express a desire to remain in education or training than actual post 16 participation rates suggest.

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- ⇒ Nearly one quarter of 14-16 year olds said they would prefer to learn in college rather than in school and a small, but significant, number of 14-16 year olds said they would prefer to learn in the workplace.
 - ⇒ As many young people believe they will need to gain vocational qualifications in the near future as those who believe they will need academic qualifications.
 - ⇒ The majority of young people thought that employers were mainly interested in personal skills such as social and communication skills, punctuality and reliability, honesty, commitment, confidence and willingness to learn new skills.
 - ⇒ Parents/carers do not see themselves as influencing the career and key learning decisions made by their child(ren), however, young people and learning providers consider parents and carers to be a major influence on young people's choices.
 - ⇒ Young people see advice from parents/carers and from their own friends as more of an influence on decisions made than advice from any professional source.
 - ⇒ Availability of transport was more likely to be an importance influence on decisions to access provision post 16 made by young people in the East Riding than in other areas of the sub region. For parents/carers transport was a significant influence on the advice they gave in the East Riding, North Lincolnshire and Hull.
 - ⇒ The local availability of appropriate courses influenced the advice given by almost half of parents/carers.
 - ⇒ Young people in Hull and NE Lincolnshire were least likely to say that money influenced their decision-making.
 - ⇒ There were a number of differences between young people's and parents/carers' perceptions of the areas of support that would help them with their learning.
 - ⇒ Very few young people or parents/carers thought that additional support in IT, reading and writing, behaviour management or counselling would help with their learning. More or improved work experience and work-based learning and support in maths were the areas they both considered to be important.
 - ⇒ All of the areas of support identified as least important by parents and carers were rated as most important by learning providers.
 - ⇒ When asked: "What do you expect a college, school or training provider to offer you?" young people often stated "support" and "understanding. Young people accept that they also have responsibilities as well as rights. These responsibilities are respect, good behaviour, hard work and honesty.
 - ⇒ Young people expressed concern about how they would be made aware of their learning entitlements and how these entitlements would be monitored.