

Imagine Tomorrow

Last year...

Focus on education

- We **launched** Imagine Tomorrow
- Big **education project** – we looked at how the post-16 system could be improved
- Heard **students ideas** on what we should do



Interim Report: 2013/14

- **Parity of esteem:** How to ensure perceptions, understanding, and value of Further Education (FE) and Higher Education (HE), university and college, are equal?
- **Access:** How are students able to choose and access the right education path for them?
- **Progression:** how could the post-16 education system best prepare students for their future?
- **Teaching and learning:** how can new technologies and teaching methods be utilised to support learning?

Parity of esteem

- Work informed, and was informed by, the Wood Commission: "*we must move on from our ingrained and frankly ill-informed culture that somehow vocational education is an inferior option*"
- Widespread understanding of the meaning and the status of a University lends it a higher value than many other qualifications
- Want to find a way to better articulate the meaning of vocational qualifications, alongside the creation of a more coherent pathway
- ***E.g. Finland: Equal status for academia and polytechnics***

Accessing education

- Requires high quality careers IAG, which suits the potential and interests of young people
- ***E.g. Australia: Paid VET training as part of secondary education***
- We need to radically rethink the structures of education to improve flexibility
- ***E.g. Germany: vocational education tailored specifically for single mothers***
- Requires a concerted effort to ensure all our young people have the opportunity of education, employment or training
- ***E.g. New Zealand: secondary-tertiary partnerships***

Progression

- Courses should provide more practical skills and understanding of their respective industries through structured placements
- ***E.g. Finland: Paid, funded and accredited placements***
- Education needs to provide students with the skills they need for employment in the short term, but also with wider skills and knowledge to enable them to pursue increasingly flexible pathways through lifelong learning during their working lives
- ***E.g. Germany: Dual vocational system***

Teaching and learning

- New technologies need to be better utilised to both enhance the L&T experience but also to improve flexibility for students and staff.
- ***E.g. United States: Enhanced learning through classroom flipping***
- Teaching needs to be better informed by research, both in content and how students learn and undertake research themselves
- ***E.g. Australia: students acting as consultants***

Areas for further consideration

- Continuing to enhance flexibility through greater articulation opportunities
- Postgraduate education as the next big question on fair access
- The role of professional bodies in improving access to those fields
- Improving the esteem, quality and experience of apprenticeships
- The role of schools in widening access
- How to ensure a funding system that has flexibility at its heart for students

This year...

Expanding this year

- Looking **across the post-16 sector**
- Imagine the **best possible** institutions and education system
- Getting **our argument** on the post-referendum and election agendas

1. Democratic & Ethical Institutions

- Our institutions have ethical and social **responsibilities**
- **Charter** for Democratic & Ethical Institutions
- **Campaigning** to make institutions comply

2. Post-16 Student Support

- **Broken** student support system - too many students struggle to pay the bills
- **Radical reform** of the support system
- Research into a **new model**
- **Mass campaign** to push for budget demands

3. Learner journey

- **Outdated** curriculum and teaching methods
- Research into **better, more inclusive** academic route and **parity of esteem** for vocational
- Doesn't get the **attention and resources** it deserves
- Look at how it can be best **implemented, funded and organised**

4. Institutional Funding

- To get the best education system, we need to have the **right funding**
- Construct a **new funding model** for the sector
- Should have **flexibility** for the student at its heart

What did we find?

Post-16 Learning, Teaching, Employability

- 1. Getting into education:** How do we ensure the fairest system possible to not just encourage students in tertiary education, but actively support them in?
- 2. Being in education:** How do we engage students in their learning, and support them to stay in education? What about L&T methods?
- 3. Flexibility in education:** How can we provide a more seamless post-16 system, where students can move flexibly between types, levels and modes of study, depending on their needs and circumstances?
- 4. Moving out of education:** Where does the responsibility on an institution stop, for their students? How do we best support students into further education or employment?

What does the 'learner journey' even mean?!

In groups, and using your own experiences and those of students you've encountered and/or know:

- Draw what you think the learner journey looks like, from pre-entry to post-graduation.
- What are the barriers at each step of the way, and what can we do to overcome them?
- Where and how do students move between types of education, and what can we do to improve it?

Be as creative as you can or want to be!

Thank you!



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