



Education
Scotland
Foghlam Alba

Our Best Future

Transition from school to college



For Scotland's learners, with Scotland's educators

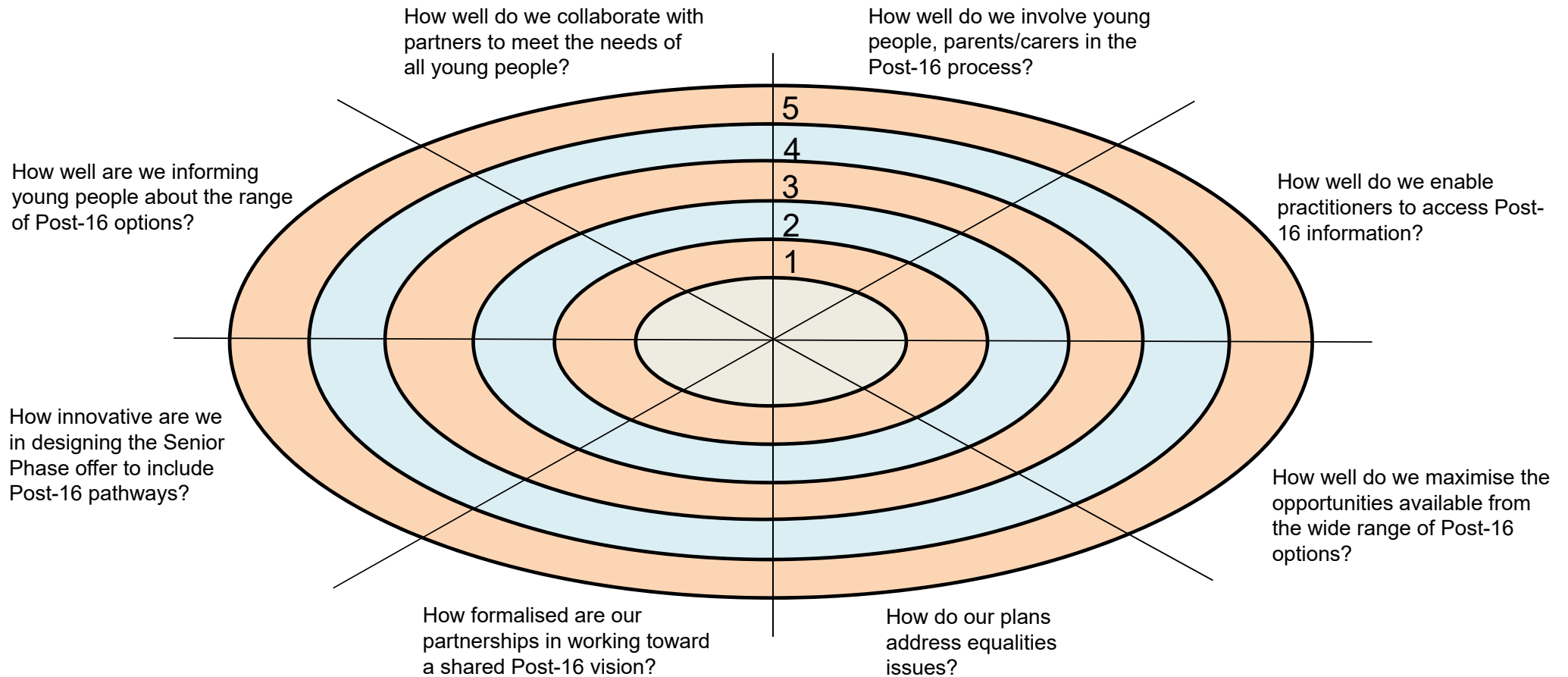
Transition Background

This workshop provides questions for senior managers and practitioners to consider in relation to supporting young people to make the transition from school to college learning.

- **Adjust educational provision and services to accommodate changes to the learning landscape emerging through COVID-19.**
- **Preparing and supporting young people to make informed decisions about their future learning.**
- **Selecting and recruiting young people on to post-school provision.**
- **Providing learners with access to support services to ease and enable transition to post-school options.**
- **Preparing and equipping young people to engage productively in post-school learning situations and activities.**
- **Provide an infrastructure which supports future learning.**



Our Best Future 3: Benchmarking



5 for confident, 1 for less confident

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Adjust educational provision and services to accommodate changes to the learning landscape emerging through COVID-19

What arrangements are in place to identify the range of options which will be available to young people from August 2020?

How will the types and levels of programmes (SCQF) be understood and promoted by key influencers?

How will we collaborate to ensure our shared knowledge of post-school options is up-to-date?

How can we work together to maximise our resources and expertise, for the benefit of all our young people?



Preparing and supporting young people to make informed decisions about their future learning (1).

What arrangements are in place across partners to ensure all young people are provided with accessible opportunities to discuss and explore their post-school options?

How will we ensure that young people receive sufficiently comprehensive information about the range of options available to them and the progression opportunities to work further learning?

How will we raise the awareness of subject teachers of the range of post-school opportunities linked to their specific subject area?



Preparing and supporting young people to make informed decisions about their future learning (2).

How will we ensure that young people and their parents/carers receive appropriate advice and information about ancillary services, such as funding and transport arrangements, to prepare for transition?

How can we draw on feedback from young people to influence and improve arrangements?

How can we work together to maximise our resources and expertise to support young people to make informed choices?



Selecting and recruiting young people on to post-school provision

What processes are in place to select and recruit young people onto the various types of post-school options?

How can we ensure that young people understand the different types of selection processes applied by different organisations?

How will we prepare and equip our young people to engage productively in different types of selection processes?

How can we draw on feedback from young people to influence and improve arrangements?

How can we work together to maximise our resources and expertise to ensure young people to enter appropriate post-school provision?



Providing learners with access to support services to ease and enable transition to post-school options.

How can we ensure that we all have up-to-date knowledge of the full range of support services available to young people within post-school options?

How can we ensure that young people are aware of the support services available to them, and are able to access them quickly and easily?

How can we ensure that additional support requirements are in place for young people at the point of entering post-school provision?

How can we draw on feedback from young people to influence and improve arrangements?

How can we work together to maximize our resources and expertise to ensure support services ease and enable successful transition to post-school options?



Preparing and equipping young people to engage productively in post-school learning situations and activities(1).

What arrangements are in place to introduce and induct young people into new learning situations and environments?

What arrangements are in place to assess the confidence and skills of young people to engage in projected types of learning activities?

What arrangements are in place to support young people to identify and address the gaps in skills required to engage productively in all types of learning activities?



Preparing and equipping young people to engage productively in post-school learning situations and activities(2).

What arrangements are in place to monitor the engagement and performance of young people experiencing different types of learning contexts?

How can we work together to maximise our resources and expertise to support young people to engage in different types of learning contexts?

How can we draw on feedback from young people to influence and improve arrangements?



Provide an infrastructure which supports future learning

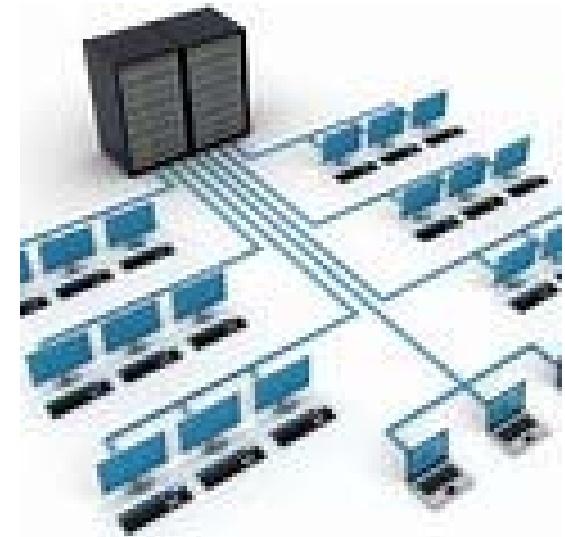
How can we share best practice to inform adjustment of internal and shared policies and practices to take account of the impact of COVID-19?

How can we coordinate and timetable joint learning activities, to enable young people to access to learning opportunities across different partners?

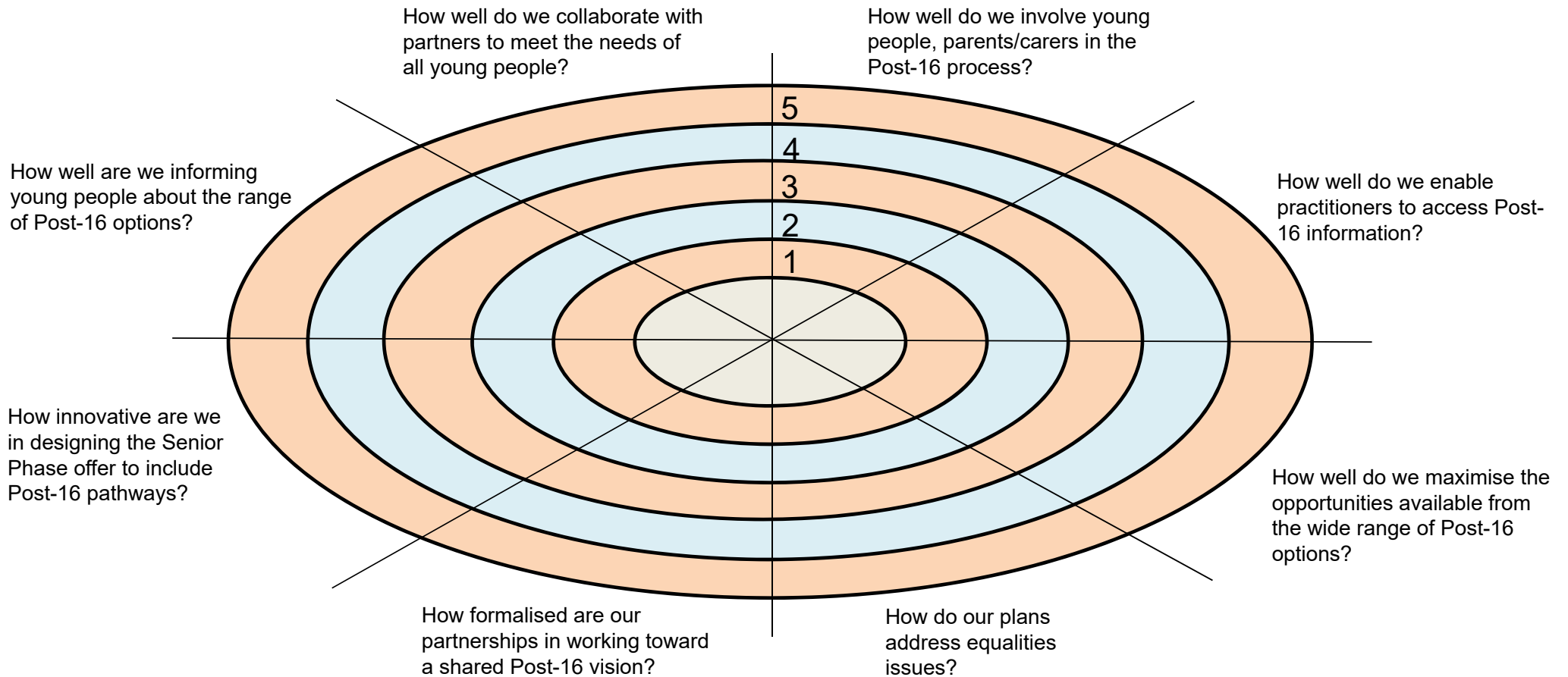
How will funding arrangements take account of hardship and changing circumstances?

How can we draw on feedback from young people to influence and improve arrangements?

How will we monitor the effectiveness of our arrangements and draw collectively on our findings to refine and enhance our provision?



Our Best Future 3: Benchmarking Exercise



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