

## What can we do to ensure young learners move onto the right course for them?

### Independent evidence

Unsurprisingly there is evidence that the way colleges 'select' students is crucial to the success of 14-16 programmes. But it is not a case of turning undesirable students away. Rather, it is about ensuring that the right student is on the right course. This means informing the young people accurately and carefully about the course content and the skills required. Colleges need to work closely with schools to achieve this. Whilst schools can provide important information for the colleges about students' prior learning and aptitude, colleges can provide plenty of information for school staff, parents and pupils about the courses on offer. This helps to ensure students enrolled onto college courses they are interested in and for which they have an aptitude i.

### Your evidence and reflections

You can assess your current practice by noting the actions you took for your current cohort of young learners to prepare them for transition onto your programme. You may wish to go through the checklist below as a team in your next review meeting. What steps did you take to ensure:

- potential students were accurately informed about the course content and skills required
- you were properly informed about students' prior learning and aptitude, and
- that school staff and parents were well informed about your courses?

### Putting the evidence to work

If transition and information, advice and guidance (IAG) are themes which other departments are also looking to develop, you might like to encourage one of those teams to carry out the review exercise described above. You could then compare your findings to identify good practice that is worth continuing/adopting. You could also ask your quality assurance manager help you identify a colleague whose IAG practice is particularly good so you can draw on their knowledge and experience.

i Find out more about the development of 14-16 programmes in colleges at:

[www.nfer.ac.uk/publications/pdfs/downloadable/ICL.pdf](http://www.nfer.ac.uk/publications/pdfs/downloadable/ICL.pdf)

To read about the importance of listening to learners as part of an inclusion strategy, access this report by Rachel Davies: <http://www.nrdc.org.uk/content.asp?CategoryID=1275>

Follow this link for the Teaching and Learning Research Programme (TLRP) Post Compulsory commentaries: [www.tlrp.org/findings/post\\_comp\\_findings/post\\_comp\\_findings.html](http://www.tlrp.org/findings/post_comp_findings/post_comp_findings.html)