

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Llwybrau at addysg a hyfforddiant ôl-16](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Routes into post-16 education and training](#)

RET 37

Ymateb gan: Unigolyn

Response from: Individual

- **Quality of information given to learners about the full range of post-16 options (vocational and academic routes post 16, i.e. further education, sixth form, apprenticeships and training, and onward to higher education)**

- Quality and nature of information provided to learners within schools and those educated other than at school (EOTAS).

Shocking poor in our experience. It's limited to the High school sixth form itself (Ysgol Calon Cymru) with a little promotion of Neath Port Talbot college which only delivers a few courses in Brecon (50mins away). Full access to college would be close to a 2 hour journey one way).

- Quality and nature of information provided directly to learners by Careers Wales.

Again shocking poor

- The extent to which further education colleges are able to engage directly with learners in schools.

Where we live only option is high school sixth form or cross border, no cross border colleges are allowed to engage with learners, full stop.

- The extent to which learners in schools are made aware of the options available to them in school sixth forms and local further education colleges, and how closely schools engage with local colleges. Are there any conflicts of interest between sixth forms and further education colleges and is this more prevalent in some areas of Wales more than others?

Huge conflict here in mid wales. Secondary schools still fighting for any child no matter what their ability or what suits them best.

- The extent to which employers are able to engage directly with learners in schools, for example at careers events.

There are no career event GCSE years and very very poor for sixth form

- Who else influences learners future career choices (e.g. parents, teachers, peers), and how well are those people supported to do this.
- **How effective careers support is at compulsory school age**
 - To what extent careers support at pre-16 is resulting in positive or negative outcomes post-16 e.g. young people finding themselves not in education, employment or training (NEET).
 - Whether work experience opportunities for learners of compulsory school are operational, effective and meaningful and any barriers in that regard.

Yes limited by location and cost. Both create barriers to pupils

- **Changes in routes post-18**
 - Is there evidence that learners are changing their choices post-18, including a drop in Higher Education enrolments, and if so why?
- **Welsh-medium provision**
 - The availability of post-16 options (both academic and vocational) through the medium of Welsh, and how this impacts on young people's choices.
- **Equity of access**
 - Are some groups of learners disadvantaged by the current system (e.g. pupils from low-income households, learners with travel needs)?

Yes because if you choose to go to Hereford College, or Shrewsbury you have to leave the house 6.30am and return after 7pm which is a massive ask as well as its not free so only children with parents who can afford the bus can and we are talking 500 pounds. Forcing you to stay in your local high school sixth form which is below national average on A level passes and should be excelling if you look at FSM make-up.

- What support is available for learners to improve access (financial or otherwise)? **Nothing.** And to add insult the bus company goes according to English half terms so often pupils can't get to college as no bus but college open.

- Is there any regional variation in the information and support provided about post-16 across Wales? Are there any particular challenges facing learners in rural areas?

As above. There is no choice you are forced into a third rate education

- Are there any other equality issues?

Seren isn't recognised in England

- **Post-16 destination data**

- Is there sufficient post-16 destination data collected to understand trends and inform what education institutions deliver? If not, what data is required to fully understand the post-16 landscape?

- **Welsh Government's role**

- How effective is the Welsh Government's approach to support participation in the full range of post-16 education and training options?

Very poor as should recognise rurality of Wales and sometimes working across borders is necessary to do the right thing for our children.

- Are learners, their families and schools aware of available Wales-wide support and programmes, such as the Young Person's Guarantee?

I'm not as an educated parent.

- Outcomes from Dr Hefin David MS's 'Transitions to .