

Where do they go?

A study of progression
in the South Wales
Valleys



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Where do they go?

Aims

- To study community based student progression
- To form a hypothesis on progression
- To produce evidence for the hypothesis
- To summarise and conclude



Where do they go?

Theoretical background, based on McGivney,

“ Informal learning can be far more effective than any recruitment or publicity strategy in encouraging people who do not habitually participate in education and training to embark on a learning pathway.” McGivney (1999)



Where do they go?

Internal background,

- Little internal tracking of progression in community education at Glamorgan
- Increase in accredited courses delivered in the community post 2002
- Therefore an increased interest in progression and markets



Where do they go?

Pilot Study (Sample size = 35)

- Based at Hirwaun YMCA
- Based around a number of different courses and providers
- Long standing and good relationship with the centre and other providers



Where do they go?

- Findings based on data - part I
 - There was a male: female ratio of 1: 4
 - 33% of learners were over 50 years of age, and 20% were past “retirement” age
 - The most popular subject areas were Computing/ IT and Welsh language
 - There was little difference between the number of learners currently taking accredited and non-accredited courses



Where do they go?

- Findings based on data - part II

- Of the 15 learners who had previously taken non-accredited courses, 5 had now progressed onto accredited courses
- 14 of the 33 non-accredited learners had no educational qualifications, compared to just 6 of the 31 accredited learners
- Accredited learners showed a wide range of previous qualifications while non-accredited learners showed higher frequencies at the lower and higher ends of the scale - 'No qualifications' and 'HE level qualifications'.



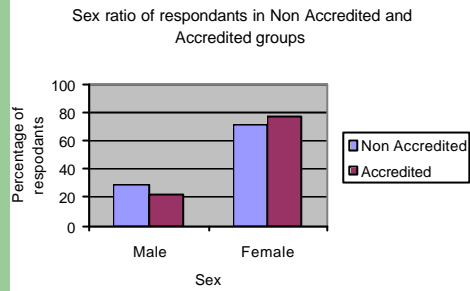
Where do they go?

Hypotheses

1. More females take accredited courses than non-accredited
2. Older adults (60+ years) are more likely to take non-accredited courses than accredited
3. Learners with no previous educational qualifications are more likely to re-enter education at non-accredited level
4. Learners with vocational qualifications are more likely to take accredited course and learners with Higher Education level qualifications are more likely to take non accredited courses
5. Non-accredited learners will show more horizontal progression between courses and accredited learners will show more vertical progression



Where do they go? Hypothesis 1

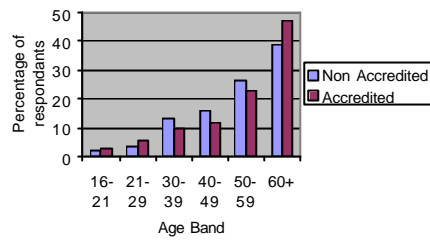


- Is the gender gap getting greater in community education?
- Not demonstrated in this study
- More women took accredited than non-accredited



Where do they go? Hypothesis 2

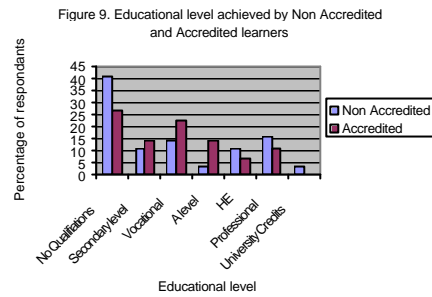
Figure 2. Comparison of age ranges for Non Accredited and Accredited groups.



- Not supported by study
- Younger and older took more accredited
- Middle age bands took more non-accredited
- Why? For discussion



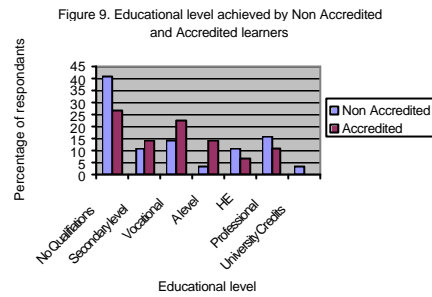
Where do they go? Hypothesis 3



- Hypothesis supported by evidence
- Reasons? Discussion



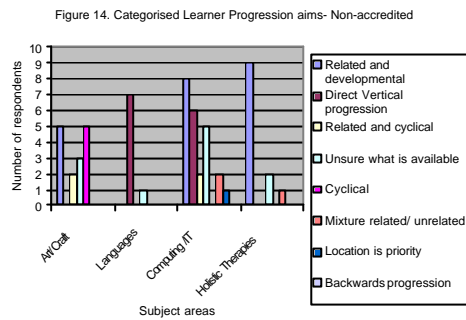
Where do they go? Hypothesis 4



- Hypothesis supported
- Reasons? Discussion



Where do they go? Hypothesis 5

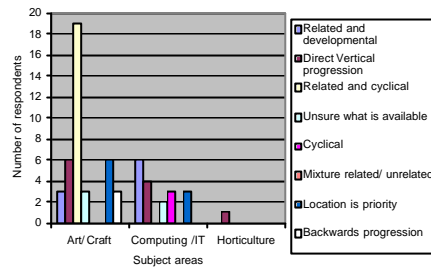


- 73% non- accredited learners did intend to progress to non-accredited
- 27% to accredited
- 8% accredited reverting back to non accredited



Where do they go? Hypothesis 5

Figure 15. Categorized Learners progression aims- Accredited



- Accredited learners show a high level of related and cyclical progression
- Demand for accredited provision



Where do they go? Conclusion

- Growing demand for accredited provision
- Important to continue non-accredited
- Introductions with no pathways discouraged
- Evidence that non-accredited learners progress to accredited



Where do they go? Conclusion

- Accredited learners progression is less clear
- Barrier at progression to FE/HE
- Guidance vital
- Pathway maps vital





Where do they go? Conclusion



Questions and Discussion ?