

14 to 16 statutory learner guidance

Consultation response form

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Responses should be returned by 8 May 2024 to:

School Improvement and Qualifications Policy Division

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

or completed electronically and sent to:

email: Dysgu.14-16.learning@gov.wales

Do you work in or support the delivery of education?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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(i) If yes, what is your organisation? (If no continue to (iii) below)

Wales Council for Outdoor Learning

(ii) What is your primary role?

I am completing this response as Chair of the Wales Council for Outdoor Learning.

Further detail below.

- (iii) If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

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- (iv) Are you providing feedback on behalf of an organisation or group?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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- (v) If 'yes', please specify.

Wales Council for Outdoor Learning (WCfOL) acts as a voice for the outdoor learning and environmental education sector bringing together organisations that support and deliver high quality teaching and learning in the outdoor environment.

The partnership shares good practice and influences policy development, highlighting the many benefits of outdoor learning and its contribution to the development of ethical and informed citizens of future generations.

Wales Council for Outdoor Learning helps to raise the profile of Out of Classroom Learning, aiming to foster greater understanding and appreciation of its value and its vital contribution to education for sustainable development and global citizenship. More information can be found at: www.walescouncilforoutdoorlearning.org/

Question 1 – To what extent do you agree that the 14 to 16 Learning Guidance helps you to understand your statutory obligations for 14 to 16 learners under Curriculum for Wales?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Question 2 – To what extent do you agree that the 14 to 16 Learning Guidance helps you to understand how the qualifications offer should be used to support a 14 to 16 curriculum offer for learners under Curriculum for Wales?

Strongly agree	<input type="checkbox"/>	Agree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Question 3 – To what extent do you agree that the 14 to 16 Learner Guidance helps you to understand how a 14 to 16 curriculum offer should be designed?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Question 4 – To what extent do you agree that the 14 to 16 Learning Guidance contains a sufficient level of detail?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input checked="" type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Question 5 – We would like to know your views on the effects that the policy outlined in the 14 to 16 Learning Guidance will have on the school workforce, including any impact it might have on workloads.

Outdoor learning and learning on courses delivered as part of the wider learning and experiences across the curriculum (4.2.10) would require further training needs for some staff within secondary schools.

Learning outdoors supports learners to progress toward the four purposes but may not always lead to recognised qualifications.

Research shows how being involved in programmes, courses and experiences that use the outdoors, can support learners in developing the characteristics of the four purposes.

Although additional training may initially have an impact on workload, the value of this to the development of wider learning experiences must be acknowledged.

There is a risk that with increased competition between areas of the curriculum and a 'higher value' placed on learning leading to academic qualifications some of these wider experiences will be lost.

Getting the balance right between wider learning experiences and academic qualifications could enhance the wellbeing of the school workforce, providing opportunities for teachers to spend time in non-classroom settings and supporting learners to achieve through, experience, exploration, and practice.

Question 6 – We would like to know your views on the effects that the policy outlined in the 14 to 16 Learning Guidance will have on the diverse needs of individual learners, including those from disadvantaged backgrounds and those who share protected characteristics (as set out under the Equality Act 2010).

Our members feel that there is the possibility that some schools will experience both timetable and staffing constraints that might limit access to wider learning opportunities for some groups of learners.

Wider learning experiences, as described in 4.2.10, may only be available to some learners due to cost implications, further widening the disadvantage gap. The Pupil Development or School Essentials Grants could be sources of support for these activities provided criteria for eligibility matches.

Where schools use interventions within the curriculum to support learners to gain core qualifications, access to wider learning opportunities may be restricted.

We must ensure, as far as possible, that all learners have access to courses that meet their needs and interests. Qualifications should be offered that allow learners to access future employment in the wide range of outdoor industries that exist within Wales. Therefore, it would be important to make all schools aware of the alternative level 2 qualifications that exist that would meet the needs of the individual learners.

Opportunities for these wider experiences should reflect the diversity of learners within schools and settings, with an awareness of groups that may have previously been under-represented in learning experiences that involve the outdoors.

Question 7 – What, in your opinion, would be the likely effects of the 14 to 16 Learning Guidance on the Welsh language in Years 10 and 11? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?

Do you think that there are opportunities to mitigate any adverse effects?

Supporting comments

We do not believe the proposals will have an adverse effect on the Welsh language provided there is sufficient ongoing investment in the provision of opportunities for Welsh speakers and learners.

Question 8 – In your opinion, could the 14 to 16 Learning Guidance be formulated or changed to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English; or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

N/A

Question 9 – We have asked several specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them:

Our members could see an opportunity for all learners in Wales to benefit from the wider learning experiences with an outdoor focus. Not only does outdoor learning support the curriculum intentions directly, but there are also the indirect outcomes of improving learner well-being and physical health.

Point 4.2.2 – Post -16 planning – learners should be able to identify the range of opportunities available in FE and HE that could lead to future employment in outdoor industries in Wales. The study 'Economic and Social Evaluation of the Outdoor Activity Sector in Wales', conducted by Miller Research, demonstrated the significant economic and social value of outdoor activities in Wales. The research indicates that the sector contributes:

- £1.6 billion annually to the Welsh economy
- supports an estimated 31,000 jobs
- provides a mental health value of £26.5 million to Wales

Point 5.1.15 acknowledges that experiences, such as the Duke of Edinburgh's Award, support learners to reflect upon their learning. However, these experiences also offer opportunities to develop not only the characteristics of the four purposes, but authentic opportunities to develop the skills integral to the four purposes. There

is a risk that these opportunities will not be available to all. There is also a risk that schools will focus the 14-16 curriculum on the academic qualifications.

Point 5.3.3 Outdoor learning offers an authentic context for interdisciplinary learning, especially when focussing on the nature and climate emergencies. There are also a few opportunities through outdoor learning to engage learners in social action. Schools should be supported to develop rich interdisciplinary learning opportunities outside that develops the learner's knowledge, skills and understanding and leads to become ethical, informed citizens who are ready to be citizens of Wales and the world.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: