



Llywodraeth Cymru  
Welsh Government

# TRANSITION FUNDING FOR LEARNERS IN YEAR 11 & LEARNERS IN YEAR 12 AND 13 STUDYING AS/A2 LEVELS

Guidance Note 2020/21

Version 1: May 2021

## **Transition Funding - Guidance 2020/21**

### **Background**

£8.5m has been allocated to FEIs and school sixth forms to provide transition support for learners in year 11, and learners in year 12 and 13 studying AS/A2 level qualifications who are transitioning to the next steps in their educational journey. This additional funding has been provided in recognition that learners have experienced disruption to their education during the pandemic. As such, learners may require further support and guidance in order to successfully transition onto the next stage of their learning or into apprenticeships, training, and the workplace.

### **Aim**

The aim of the funding is to ensure that:

- learners in year 11 that have applied / are considering applying to college/sixth form for September 2021 are offered the opportunity to engage with the college/sixth form throughout the summer term to ensure as seamless a transition as possible;
- learners who are in year 12, studying AS levels, are given additional support for their AS studies for the remainder of the academic year and support in preparing for A2;
- learners who are in year 13, studying A2 levels, are given additional support for their A2 studies for the remainder of the academic year and support in preparing for the next stage of their academic or vocational pathway.

### **Allocations**

The funding has been allocated to local authorities and colleges based on the number of learners in Years 12 and 13.

For schools with no sixth forms, it is the responsibility of the receiving sixth form or FE college to liaise with the schools to gain access to the learners in order to promote and deliver transition activity.

Schools and colleges can use the funding flexibly to support learners transitioning from year 11 to year 12, year 12 to 13 and year 13 to further or higher education or employment. The guidance provides some examples of eligible activity.

Special schools have been accounted for as the allocations were derived. However, the number of post-16 learners in PRUs or EOTAS are relatively low, therefore specific allocations haven't been derived by Welsh Government - it is a matter for LAs to use the allocations flexibly to support these learners.

This new funding can also be used to flexibly support learners through the CDG process and transition to next steps, including enabling the efficient operation of the appeals process to support learners and again it is a matter for LAs and Colleges to use the allocations flexibly to support these learners.

## Criteria

**Learners in year 11 should be offered two-way engagement with their future sixth form or college through any or all of the following:**

1. Virtual open events – including virtual advice and guidance, interviews / offers / acceptance
2. School / college engagement events where colleges work closely with local schools to ensure learners likely to attend college in 2021/22 are engaged prior to the end of the 2020/21 academic year
3. On-site and/or virtual transition events which might include early WEST testing, identifying skills support needs prior to the start of programmes, and opportunities to get to know their fellow learners through group activities. Providers should take account of the [indoor/outdoor gatherings](#) guidance when organising on site transition events.
4. Skills support sessions to provide opportunities for year 11 learners to attend college
5. Encouraging learners to access resources relevant to learner's A' level subject and career aspiration. Early enrolment to reassure learners that their college/ sixth form place is secure including campus tours (virtual or on-campus dependent on the COVID restrictions)
6. Engagement with current year 12 learners to offer subject specific encouragement, insights and mentoring
7. Provide Tutorial activities – either face to face or through Blended Learning approach <https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills>
8. Summer activities for sports academies, MAT learners and any other groups of learners identified as needing specific engagement(dependent on the COVID restrictions)
9. Wellbeing support and learner development activities such as team working, time management, organisational skills, vision, citizen skills. Engagement with Careers Wales – learner support for progression into Traineeships, Apprenticeships, Employment<sup>1</sup>.  
<https://careerswales.gov.wales/plan-your-career/options-at-16>
10. Study Skills sessions delivered by local universities such as note taking, research skills, etc

It is also recommended that schools:

1. Create simple learner transition plans with lists of relevant activities for learners to work through in a blended learning environment;
2. Provide subject specific resources specific to support transition from Y11 – Y12 and A level study, including those developed by Regional Consortia and WJEC.

---

<sup>1</sup> At this stage learners may be signposted to the Summer Sorted programme delivered by approved Traineeship providers. Once enrolled on the Summer Sorted programme these learners should not qualify for any further transition funding.

In addition, colleges/schools should engage with the Welsh Government 'Your Future Festival' and use that as a platform to offer learners relevant digital or face-to-face subject content.

**For learners in Year 12 undertaking AS qualifications, colleges and schools should offer any or all of the following:**

1. Provide live coaching and guidance to support learners' use of e-resources that Welsh Government have developed or more bespoke resourced developed by the college/sixth form.
2. Ensure that all current AS learners undertake a personal interview with staff/tutor to identify the following:
  - a. Their A2 Options
  - b. Gaps in learning
  - c. Their career aspiration
  - d. Their wellbeing
  - e. Preparation work for A2
3. Provide access to resources and support for learners to start writing their UCAS application personal statement/ or CV for those who want to enter employment or an apprenticeship.
4. Make impartial careers information and guidance materials available to all learners. This could be online, personal interviews, workshops, events, industry speakers etc.
5. Provide access to information and support for learner wellbeing.
6. Provide tutorial activities – either face to face or through Blended Learning approaches <https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills>
7. Support learners to apply for appropriate HEI / post-18 opportunities. For example:
  - a. Sutton Trust 30 summer schools  
<https://summerschools.suttontrust.com/>
  - b. Social Mobility Fund <https://www.socialmobility.org.uk/programmes/>
  - c. LEDLET – Law mentorship for learners Y12  
<https://www.ledlet.org.uk/copy-of-summer-scheme>
8. Hold joint school/ college/ HEI events, which could also include Y11 learners.
9. Disseminate Seren programme resources in support of all learners e.g. University webinars on personal statement writing, study skills, student life  
<https://hwb.gov.wales/distance-learning/seren-distance-learning#advice-and-guidance>
10. Encourage and support Students to complete the Destination Plan task of the Skills Challenge Certificate to support their future planning and reinforce their vision for year 13.

**For learners in Year 13 undertaking A2 qualifications, colleges and schools should offer any or all of the following:**

1. Ensure that all learners undertake a personal interview with staff/tutor to identify the learners intended pathway, and then;
2. All A2 Learners progressing or interested in progressing to University should be directed to e-resources created and provided by Welsh Universities via [openlearn.com/university-ready](https://openlearn.com/university-ready). Where support is required the college/school should provide that support where appropriate by, for example, supporting the learner to plan their study or tutoring.
3. All A2 learners not likely to attend university should discuss with staff/tutor to identify the following:
  - i. Their further education aspirations (level 4, apprenticeship, other)
  - ii. Their career aspiration
  - iii. Their wellbeing
4. Ensure that all learners not likely to attend university are given access to resources and support to start writing their personal statement/ or CV for future employment or an apprenticeship.
5. For college learners, make links to the Employment Bureau.
6. Consideration should be given to the Oxbridge Y13 transition programme – delivered by University of Oxford as feature of Seren programme
7. Offer holistic support for learners including financial planning / CV workshops / employment / budgeting / interview skills / independent living – living on a budget.
8. Provide mental health/well-being support, including strategies to support learners in moving on to the next step.

Providers should take account of current Welsh Government Covid-19 guidance for organised [indoor and outdoor activities](#) when planning any on-site events.

## Monitoring

On completion of the any of the transition programmes, learners could receive a certificate or digital badge to show they have completed.

For learners in year 11, the following table should be completed by each local authority/ college and returned to Welsh Government.

<b>Total cohort engaged</b>		
<b>Type of 2-way communication</b>	<b>Number of unique learners</b>	<b>% of total cohort engaged</b>
Virtual Open Event		
Onsite transition event		
Skills support session		

Early enrolment with campus tour		
Summer sports academies		
School engagement events		
Other (please state):		
Other (please state):		

For learners in year 12, the following table should be completed by each local authority/ college and returned to Welsh Government.

<b>Total cohort engaged</b>		
<b>Type of 2-way communication</b>	<b>Number of unique learners</b>	<b>% of total cohort engaged</b>
Personal Interview		
Coaching		
Access to resources		
UCAS/CV support		
Careers advice		
Wellbeing support		
Other (please state):		
Other (please state):		

For learners in year 13, the following table should be completed by each local authority/ college and returned to Welsh Government.

Total cohort engaged		
<b>Type of 2-way communication</b>	<b>Number of unique learners</b>	<b>% of total cohort engaged</b>
Personal Interview		
Coaching		
Access to resources		
UCAS/CV support		
Careers advice		
Oxbridge or Seren transition		
Other (please state):		

Other (please state):		
-----------------------	--	--

## Timeframe

A proposed timetable is set out below:

Action	Responsibility	Date
Additional support offered to year 11, 12 and 13 learners	School/ College	April 2021 – Start of 2021/22 Academic Year
Monitoring forms to be returned to Welsh Government	Local Authority/ College	October 2021
Template and guidance for self evaluation shared by WG		Mid June
An evaluation of what you did, how well it worked, how engaged the learners were, learner feedback, any barriers to achieving what they set out to do?	Local Authority/ College	October 2021
Develop case studies based on activity undertaken	Welsh Government will work with a selection of schools and colleges to develop these	July-December 2021