

Young People's Education and Skills

London Regional Task and Finish Groups - Option proposal

1 Background

- 1.1 Following Board level agreement to dis-band the standing sub-groups, the Young People's Education and Skills team proposes to manage a series of task and finish groups to undertake specific activities to support work on a range of key areas
- 1.2 The Young People's Education and Skills Board has tasked the team, in partnership with local authorities, to take forward the recommendations outlined in the [17+ participation, attainment and progression in London](#) summary report, published in partnership with the University College London Institute of Education (IoE) in October 2014 (see Appendix 1).
- 1.3 Feedback from a survey, and subsequent discussions pertaining to task and finish groups at an earlier Forum meeting, has been reviewed against the IoE report recommendations. Key themes for task and finish group activity have been mapped against the IoE recommendations and are set out in Appendix 1.

2 Proposed management and delivery of task and finish groups - options

- 2.1 Given the reduced resources both in the Young People's Education and Skills team and across London borough 14 to 19 teams, the successful management and delivery of the task and finish groups can only be achieved through a partnership approach.
- 2.2 Two options were discussed by members of the Operational Sub-Group (OSG) to initially set up the task and finish groups:
 - 2.2.1 **OPTION 1 - Self-selecting:** OSG members will act as chairs, or will identify suitable experts to chair the task and finish groups. These chairs, with appropriate administrative support from Young People's Education and Skills, will put out calls for members with appropriate interest and/or expertise.
 - 2.2.2 **OPTION 2 - Cluster-based:** Each cluster (see Appendix 2) will be tasked with setting up and managing task and finish groups covering a particular theme.
- 2.3 Local authority colleagues are asked to discuss and agree an approach for taking forward the task and finish groups.

3 Next steps

- 3.1 Following agreement of Option 1 or 2 above, OSG will outline the aim and objectives of a series of task and finish groups; agree the agenda for the first meeting of each group (scoping of activity, alignment to IoE recommendations, membership etc.); confirm the administration support arrangements for each group; confirm the accountability arrangements for all the task and finish groups (for example, inviting group chairs to become members of OSG to ensure work plans are monitored). It is the aim of the OSG that task and finish groups start in early 2016.

Task and Finish Group	Suggested activities	IoE report recommendation
Data	<ul style="list-style-type: none"> • RPA tracking and implementation to 18 years of age • Performance data and results • Research and data to plan effectively for vulnerable groups including SEND • Labour market intelligence 	a d
External Funding	<ul style="list-style-type: none"> • Influence pan-London European structural funds <i>(We propose that the External Funding Group is activated on an ad-hoc basis as required)</i> 	c d e
Careers Guidance	<ul style="list-style-type: none"> • Consider models where careers advice/work experience is offered to schools in a cost effective way • Cluster based models of delivery that respond to the needs of providers • Expand on the development of sector focused post-16 study programmes that embed work experience/enrichment activities with local employers 	b c
Curriculum Development	<ul style="list-style-type: none"> • Supporting colleges to provide a coordinated offer and respond to the changing landscape of post-16 qualifications (and performance tables) given the increasing budget pressures • Consider encouraging the re-emergence of collegiate arrangements between schools and between schools and colleges in order to protect niche provision • Developing the curriculum with employers to safeguard funding and enhance ratings on league tables (Tech Bacc?) • Apprenticeships • Review and develop alternative provision, particularly for vulnerable young people (SEND, LAC, YOS) • Explore the appetite for three year post-16 programmes of study 	b d e f

IoE recommendations

- a. The need for a pan-London focus on 17+ participation, attainment and progression
- b. A Post-16 London Challenge
- c. Effective Careers Education, Information Advice and Guidance
- d. A greater focus on building in progression skills at Key Stage 4
- e. Increasing the supply of high quality vocational (or mixed academic/vocational) Level 3 provision and apprenticeships
- f. Developing planned 'three-year sixth' programmes

Cross cutting themes

Two addition themes were noted in the survey:

- Strategic opportunities for local authorities
- Implementing models of cost efficiency.

As these topics are broad ranging it is proposed that all task and finish groups incorporate/ remain mindful of these 'cross-cutting themes' when developing their work plan

