

# Young People’s Education and Skills Operational Sub-Group

## AGENDA

**Chair:** Debi Christie      **Job title:** 16-25 Commissioning Manager (Specialist Provision)  
**Date:** 22 January 2016      **Time:** 10am to 12 noon  
**Venue:** London Councils, meeting room 1  
**Telephone:** 020 7934 9779      **Email:** [Anna-maria.volpicelli@londoncouncils.gov.uk](mailto:Anna-maria.volpicelli@londoncouncils.gov.uk)

Item 1	Welcome, introductions and apologies	DC
Item 2	Notes of the last meeting and matters arising <i>(for agreement)</i>	DC
Item 3	Task and Finish Groups <i>(WORKSHOP)</i>  OSG members will agree the structure of group/s under each key theme and broad outcomes for each group, ensuring the outcomes link to the IoE recommendations, and avoiding duplication of effort.  <ul style="list-style-type: none"> <li>– Data</li> <li>– Careers work</li> <li>– Curriculum development</li> </ul>	DC/YB
Item 4	Policy update <i>(paper - for information)</i>	NS
Item 5	RPA – Participation report <i>(to be tabled - for information)</i>	POB
Item 6	Young People’s Education and Skills Board draft agenda 25 February 2015 <i>(to be tabled - for discussion and agreement)</i>	YB
Item 7	Any Other Business	All

**Date of next meeting: 2016-17 schedule to be confirmed**

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## Notes

### Young People's Education and Skills

#### Operational Sub-Group

<b>Date</b>	16 October 2015	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	Debi Christie		
<b>Contact Officer</b>	Neeraj Sharma		
<b>Telephone</b>	020 7934 9524	<b>Email</b>	<a href="mailto:neeraj.sharma@londoncouncils.gov.uk">neeraj.sharma@londoncouncils.gov.uk</a>

#### Present

Debi Christie	London Borough of Bromley (OSG Chair/London South Cluster)
Andy Johnson	London Borough of Enfield (Vice-Chair OSG/North Cluster)
Yolande Burgess	London Councils' Young People's Education and Skills Team
Ann Mason	Achieving for Children (SWLSEP)
Eamonn Gilbert	Achieving for Children (SWLSEP)
Anthony Haines	Education Funding Agency (for Rachel Whittington)
Daisy Greenaway	Greater London Authority
John Galligan	London Borough of Brent (North West Cluster)
David Scott	London Borough of Hounslow (South West Cluster)
Sheila Weeden	London Borough of Newham (North East Cluster)
Noel Tierney	London Borough of Wandsworth (Central Cluster)
Julian Molina	University of Warwick

#### Officers

Peter O'Brien	London Councils' Young People's Education and Skills Team
Neeraj Sharma	London Councils' Young People's Education and Skills Team

#### Apologies

Trevor Cook	London Borough of Havering (North East Cluster)
Judith Smyth	Association of Colleges (AoC)
Rachel Whittington	Education Funding Agency

## 1 Welcome, Introductions and apologies

- 1.1 Debi Christie welcomed attendees to the Operational Sub-Group (OSG) meeting. Debi explained she would need to leave early due to a meeting with Ofsted, agenda item 7 would be taken ahead of scheduled items 5 and 6. Andy Johnson would chair the meeting from 11.15am.
- 1.2 Attendees were informed that the meeting would be audio recorded to support work being undertaken by Julian Molina a Higher Education student. Julian explained that he was a doctoral student in the Department of Sociology at the University of Warwick, conducting a research project on the organisation of employment and skills programmes for young people in London. Earlier this year he attended a London Councils Young People's Education and Skills Board meeting and wanted to follow this up with attending the OSG.

## 2 Notes of the last meeting and matters arising

- 2.1 John Galligan requested that the minutes were amended to reflect he was a representative of North West Cluster rather than West Central Cluster. Subject to the amendment, the minutes were approved.
- 2.2 Action point 201 remained open; however, Yolande Burgess was in conversation with Jon Thorn to strengthen the Skills Funding Agency (SFA) engagement with local authorities on apprenticeships.

**Action point (201): Yolande Burgess to liaise with Jon Thorn to strengthen relationships between London boroughs and the Skills Funding Agency over apprenticeships.**

**Action point (211): London Councils to amend the 17 July minutes to reflect John Galligan represents the North West Cluster.**

## 3 Work plan monitoring

- 3.1 Yolande Burgess informed attendees that Selina Young had developed a Skills London 2015 communication plan to maximise the opportunities available during the event. Skills London is a London-specific jobs and careers event, to be held at Excel in London on Friday 13 to Saturday 14 November targeted at young people aged 15 to 24.
- 3.2 The overarching aim of the event is to encourage young people to think about future careers and to join up the dots with their ambitions and the opportunities available. Young People's Education and Skills will be highlighting opportunities available in London's boroughs. Building on the success of last year, including the website, the approach this year will involve:
- 3.2.1 **Making more of data** - data will be collated from attendees for councils to use to contact young people when opportunities arise within their area of interest and for Young People's Education and Skills to keep teachers abreast of London Ambitions activities.
- 3.2.2 **More interaction** - in the careers and enterprise hub there will be a photo-booth for young people to take photos of themselves and their friends with props related to the careers they want, and whiteboards stating their career goals. Photos can be pinned to a blown up map of the boroughs and young people will be encouraged to share their photos using #100hours.
- 3.2.3 **Inspiring young people** - showing young people the breadth of apprenticeship opportunities available in the boroughs – there will be Instagram/mood-board-style images of a variety of roles/locations in the boroughs .
- 3.2.4 **Face to face guidance** - young people will have the opportunity to engage with careers advisers (from Prospects) and borough experts e.g. existing borough apprentices, employment and skills workers.
- 3.2.5 **Increasing our digital offer** - face to face conversations would be followed up by helpers collecting data and directing delegates to the skills map (linking to borough apprenticeship pages).
- 3.2.6 **Promoting London Ambitions** - following the successful launch of the London Ambitions Careers Offer, Skills London will be used to for further promotion by:
- 3.2.7 **Communicating with parents and teachers** - a London Ambitions branded 'Industry Insight' stand where London Councils will deliver short talks to parents and teachers on how to make the most of the event and introduce them to

London Ambitions. Other exhibitors have been invited to deliver 15 minute talks about their industry and career opportunities.

- 3.2.8 **Communicating with young people** – promoting the recommendation that by age 16 young Londoners should have completed 100 hours of experience of the world of work; young people will be encouraged to visit interactive stands and collect London Ambitions stickers to keep a record of their experiences of work at Skills London.
- 3.3 Support for London Ambitions has been very strong among the other sponsors of Skills London. There was support to adopt the twitter hashtag #100hours for the entire event. Andrew Coates from Prospects will be emailing boroughs to notify them of local schools registered to attend the Skills show.
- 3.4 Take up and representation of special schools at the Skills Show in London has historically been low; borough colleagues were asked to encourage special schools to attend. This year the national Skills Show (Birmingham 19 to 21 November) will be holding skills competitions specifically for young people with special educational needs and disabilities. Yolande noted that should be a feature for future events in London to boost representation from special schools.
- 3.5 Daisy Greenway informed attendees about the Mayor's Education conference on 27 November and noted there would be a session on London Ambitions (the event is invitation-only; school and college leaders wishing to attend will need to email [education@london.gov.uk](mailto:education@london.gov.uk) to register their interest). Additionally, the London Ambitions Portal being developed by the Greater London Authority will initially focus on developing relationships between schools and private sector organisations with the intention to include public sector bodies later next year.

**Action point (212): Daisy Greenway ([Daisy.Greenaway@london.gov.uk](mailto:Daisy.Greenaway@london.gov.uk)) to provide information about the Mayor's Education Conference for dissemination at the LA Forum.**

## 4 Policy Update

### *Participation report*

- 4.1 Peter O'Brien talked through the paper circulated in advance of the meeting. Whilst London's overall participation for 16 and 17 year-olds between June 2014 and June 2015 increased by 0.7 percentage points to 93.1 per cent, there remained variation between boroughs. For instance, participation for 17 year-olds decreased in 13 boroughs with the largest decrease 2.5 percentage points.
- 4.2 The three month average comparison between 2014/15 and 2015/16 showed the number of young people recorded as NEET but not available in July 2015 was 1,789 or 25.2 per cent of the (unadjusted) total NEET cohort (the June figure was 1,669 or 24.2 per cent) – this was a two percentage point increase since May. A similar increase was recorded at a national level over the same period.

### *Policy Update*

- 4.3 Neeraj Sharma talked through the document circulated with the papers for the meeting. It was explained that London Councils submitted a response to the government consultation on the Apprenticeship Levy and was also lobbying for clarity on the Enterprise Bill. Specifically on the issue of whether the Secretary of State's ability to set apprenticeship targets for public sector bodies would extend to local authorities and if apprenticeships created through supply chains would be counted.

- 4.4 Eamonn Gilbert and Sheila Weeden suggested that a national apprenticeship target may support apprenticeship team negotiations with other council departments and should be regarded as positive.
- 4.5 Peter O'Brien informed attendees of the OSG that London Councils provided a submission to the call for evidence from the House of Lords Select Committee on Social Mobility. London Councils awaited communication as to whether they had been selected to provide verbal evidence at a committee evidence session.
- 4.6 European Social Funding announcements were expected shortly.

#### ***Area Based Reviews (ABR)***

- 4.7 Yolande Burgess talked through the ABR document and highlighted that consultation responses to the initial proposals for a London ABR would be accepted until 12pm on Friday 23 October. It was explained that the London ABR would seek to involve a range of stakeholders including Higher Education Institutions, schools and training providers. Attendees provided the following feedback:
  - 4.7.1 Approximately 50 per cent of young people attend school sixth forms in London. The inclusion of schools would be crucial to gain a complete picture of post-16 education and training provision.
  - 4.7.2 Colleges tended to offer similar courses risking over-provision and a lack of specialisms in other course areas. The review offered the opportunity to set out a robust offer for London.
  - 4.7.3 Travel to learn patterns meant the proposed sub-regional geography may not be ideal in all circumstances, particularly where a college was on a borough/sub-regional/home counties border.
  - 4.7.4 Colleges are autonomous organisations; it was not clear whether government had the powers to impose mergers.
- 4.8 Yolande Burgess explained there would be a meeting on 5 November to discuss the London approach. Although the event was primarily aimed at colleges there would be a number of places open to other stakeholders in the post-16 skills landscape. OSG members welcomed this approach and requested London Councils' officers attending to provide written feedback to the wider OSG membership.

**Action point (213): London Councils to provide feedback from the 5 November ABR event to OSG**

## **5 LA Forum draft agenda (formally item 7)**

- 5.1 Yolande Burgess informed OSG attendees that an invitation had been received from the All Party Parliamentary Group on Youth Employment to discuss London Ambitions; the session was scheduled for the same day at the LA Forum.
- 5.2 Debi Christie offered to chair the LA Forum in Yolande's absence, which was supported by OSG attendees. It was agreed to replace the update about the London Ambitions Implementation Plan with proposals for London Ambitions Borough Ambassadors, to be led by Noel Tierney. Subject to this amendment, the LA Forum agenda was approved.

**Action point (214): Debi Christie to chair the LA Forum on Wednesday 21 October**

**Action point (215): Amend LA Form agenda to substitute Yolande Burgess with Noel Tierney to talk about London Ambitions**

## **6 London Ambitions Implementation Plan (scheduled agenda item 5)**

- 6.1 Yolande Burgess talked to the draft five year strategic plan for the implementation of London Ambitions. The draft paper had been shared with the London Enterprise Panel Skills and Employment Working Group.
- 6.2 As part of the leadership strand of the London Ambitions Implementation Plan, the intention was to identify members from the Skills and Employment Working Group to take a strategic lead on the other strands of the implementation plans. This would be in addition to borough ambassadors to ensure leadership at different strategic and operational levels.
- 6.3 Attendees were invited to share comments and feedback on the implantation plan by email to Yolande ([yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)) by **6 November**. Members were asked to particularly note any local activities that should be included in the plan.
- 6.4 OSG members thanked Yolande for her work to date on London Ambitions and welcomed an implementation plan for a five year period. Initial feedback centred on two points:
- 6.4.1 Paragraph 4.2 of the draft stated face-to-face guidance - it was requested this should be clarified to reflect face-to-face could include skype group sessions, seminars, etc.
- 6.4.2 Careers education and the London Ambitions careers curriculum were included in the draft but read as two separate items. OSG members requested that there be better integration of the two within the plan.
- 6.5 Daisy Greenway offered use of the London Ambitions Portal as a mechanism for any video case studies of young people talking through their experience of careers information, advice and guidance.

**Action point (216): OSG members to provide comments and feedback on the draft London Ambitions Implementation Plan to Yolande Burgess ([yolande.burgess@londoncouncils.gov.uk](mailto:yolande.burgess@londoncouncils.gov.uk)) no later than 6 November**

**Action point (217): London boroughs with any videos of young people talking about their careers advice experiences to contact Daisy Greenway ([Daisy.Greenaway@london.gov.uk](mailto:Daisy.Greenaway@london.gov.uk))**

## **7 YPES Board draft agenda – 12 November 2015 (scheduled agenda item 6)**

### ***Task and finish groups***

- 7.1 OSG members discussed the paper and agreed the reformed structures of task and finish groups were the correct approach. Specific feedback provided included:
- 7.1.1 The first task and finish group meeting for each topic should have the same agenda to scope out area of work, aim, objectives, group members and outcomes.
- 7.1.2 Apprenticeships and data 'suggested activities' needed to be unpacked as they were high level.
- 7.1.3 Initial conversations about task and finish groups centred around allocating tasks to each cluster to lead and then report back to the OSG. The paper did not include this option and instead proposed a self-selecting group led by an OSG representative. It was agreed it would be helpful to present both options to the LA Forum and seek their views.
- 7.1.4 Further to the outcome of the LA Forum, it was suggested it would be helpful to allocate a proportion of the OSG meeting in January to define the task and

finish groups and consider tasks for the groups in line with the Institute of Education report findings and Annual Statement of Priorities.

7.2 Yolande thanked OSG members for their feedback.

### ***Annual Statement of Priorities (ASoP)***

7.3 OSG members welcomed the opportunity to comment on the ASoP and thanked Peter O'Brien for all his work to date. Overwhelmingly attendees felt the draft ASoP was along the right lines and changes made to format and style compared were an improvement. The following specific feedback was provided:

7.3.1 The key facts section was extremely helpful. It was suggested the headline data should be unpacked to include characteristics data to identify any underlying challenges that required specific targets to support increasing London's participation, achievement and attainment further.

7.3.2 The draft ASoP contained a number of extremely powerful statistics for instance pages 18 and 19 – it would be helpful to draw these towards the front of the document and include them in the Executive Summary.

7.3.3 A 'deficit model' approach should be used to present the key statistics to draw attention particular areas that required urgent attention i.e. instead of focusing on the number of young people that achieved 5 A\* - C grades at GCSE, highlight the percentage or actual number of young people that did not.

7.4 Attendees agreed the draft document should be shared with the LA Forum to seek additional feedback. Queries were raised by OSG members over the dissemination strategy for the report amongst the wider cluster groups. Yolande Burgess reminded OSG members it was their responsibility, as per the existing protocol, to share documents amongst their clusters.

### ***YPES Board Agenda***

7.5 The OSG approved the YPES Board agenda.

**Action point (218): Present two options to the LA Forum on task and finish group structures**

**Action point (219): Task and finish group work areas to form a substantive agenda item at the 22 January 2016 OSG meeting**

**Action point (220): ASoP to be shared with colleagues at the LA Forum**

**Action point (221): OSG members to provide feedback about the ASoP by 30 October**

**Action point (222): OSG members to share OSG papers with cluster boroughs in accordance with membership responsibilities**

## **8 AOB**

8.1 There were no items noted.

**Next meeting: 22 January 2016 10am to 12pm, London Councils meeting room 1**



### Action Points from Operational Sub-group 2015-16

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
201	15.5.15	YB to speak with Agency colleagues to enhance communications on apprenticeships	<b>YB</b>	16.10.15	On-going	
211	16.10.15	Amend 17.07.15 meeting notes to reflect North West Cluster representative is JG	<b>YPES</b>	22.01.16	Amended internal drive and external website. Link to amended papers included in post 16.10.15 meeting note	<b>Closed</b>
212	16.10.15	Disseminate Information on the Mayor's Education Conference at the LA Forum on 21.10.15	<b>DG/YPES</b>	22.01.16	Verbal update under AOB at meeting and included in post meeting note 21.10.15	<b>Closed</b>
213	16.10.15	YB to feedback to members following Area Based Reviews event 5 November	<b>YB</b>	22.01.16	LA Forum meeting 21.10.15	<b>Closed</b>
214	16.10.15	DC to Chair LA Forum 21.10.15	<b>DC</b>	22.01.16	LA Forum meeting 21.10.15	<b>Closed</b>
215	16.10.15	Amend LA Forum agenda to reflect London Ambitions item being led by NT	<b>YPES</b>	22.01.16	LA Forum meeting 21.10.15	<b>Closed</b>
216	16.10.15	OSG members to provide comments and feedback on draft London Ambitions Implementation Plan to YB no later than 6 November	<b>All</b>	22.01.16	Deadline expired	<b>Closed</b>
217	16.10.15	OSG members with any video recordings of young people discussing careers advice experiences to contact DG	<b>All</b>	22.01.16	Deadline expired	<b>Closed</b>
218	16.10.15	YPES to present 2 options on T&FG structures to colleagues at LA Forum meeting of 21.10.15	<b>YPES</b>	22.01.16	Tabled paper to LA Forum 21.10.15	<b>Closed</b>
219	16.10.15	TFG work areas to form substantive item at next meeting	<b>YPES</b>	22.01.16	On agenda for 22.1.16	<b>Closed</b>
220	16.10.15	ASoP to be shared with colleagues at LA Forum 21.10.15	<b>YPES</b>	22.01.16	Tabled draft report to LA Forum 21.10.15	<b>Closed</b>
221	16.10.15	OSG members to provide comments and feedback on ASoP by 30.10.15	<b>All</b>	22.01.16	Deadline expired	<b>Closed</b>
222	16.10.15	OSG members to share meeting papers with colleagues within cluster groups	<b>All</b>	22.01.16	AMV to remind members on circulation of papers	<b>Closed</b>

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## **Operational Sub-Group – 22 January 2016**

### **Discussion to progress regional Task and Finish Groups**

#### **Structure of session:**

Time allocated - 75 minutes

Full group discussion, to maximise knowledge and expertise, based around three key themes:

1. Data - 20 minutes
2. Careers Work - 20 minutes
3. Curriculum Development - 20 minutes

#### **Outcomes sought:**

- Agree structure and task of group/s under each key theme
- Agree realistic outcome/s for each group (these need to be realistic)
- Ensure the outcomes continue to link into the IoE recommendations
- Ensure that there is no duplication of activity
- Review model Terms of Reference
- Ideas/recommendations for a chair person for each group
- Agree next steps

#### **Draft agenda for first Task and Finish Group meetings:**

- Scope the tasks as agreed by OSG
- Review membership
- Work out the practical steps to be taken in order to progress towards the agreed outcome/s
- Develop a time-limited action plan to deliver the outcome/s

**Table to be populated through group discussion**

<b>Task and Finish Group</b>	<b>Suggested activities</b>	<b>Existing related activity (if any)</b>	<b>Outcome/s sought</b>	<b>Suggested Chair Person</b>
<b>Data</b>	RPA tracking and implementation to 18 years of age	<ul style="list-style-type: none"> <li>• The pan-London leavers process is in place</li> </ul>		
	Performance data and results	<ul style="list-style-type: none"> <li>• Intelligent London will continue to be updated during 2016/17</li> </ul>		
	Research and data to plan effectively for vulnerable groups including SEND	<ul style="list-style-type: none"> <li>• Some networking through In Control to determine SEND data sources for Ofsted/CQC inspections</li> <li>• DfE working on a SEND data book</li> </ul>		
<b>Careers Work</b>	Consider models where careers advice/work experience is offered to schools in a cost effective way	<ul style="list-style-type: none"> <li>• London Ambitions Advisory Group</li> </ul>		
	Cluster based models of delivery that respond to the needs of providers	<ul style="list-style-type: none"> <li>• ESIF clusters</li> </ul>		
	Expand on the development of sector focused post-16 study programmes that embed work experience/enrichment activities with local employers			
	Labour market intelligence forum for borough data managers and economic developers to share information at a sub-regional level	<ul style="list-style-type: none"> <li>• Skills Match</li> </ul>		

Task and Finish Group	Suggested activities	Existing related activity (if any)	Outcome/s sought	Suggested Chair Person
<b>Curriculum Development</b>	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	<ul style="list-style-type: none"> <li>• Area reviews</li> </ul>		
	Consider encouraging the re-emergence of collegiate arrangements between schools and between schools and colleges in order to protect niche provision	<ul style="list-style-type: none"> <li>• Area reviews</li> </ul>		
	Developing the curriculum with employers to safeguard funding and enhance ratings on league tables (Tech Bacc?)			
	Developing technical, professional and vocational provision, including Traineeships, Apprenticeships and Supported Internships			
	Review and develop alternative provision, particularly for vulnerable young people (SEND, LAC, YOS)			
	Explore the appetite for three year post-16 programmes of study			

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# Young People's Education and Skills xxx Task and Finish Group

## Terms of Reference

**Date:**

**Contact officer:**

**Telephone:**

**Email:**

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### 1 Background

- 1.1 The Young People's Education and Skills Board has agreed that aspects of the Young People's Education and Skills work programme should be steered by subject specific, time-limited Task and Finish Groups. The tasks and scope of the groups will be determined by the members of the Operational Sub-Group according to the priorities of London's boroughs in relation to 14 to 19 education. Groups will operate on a rolling basis.

### 2 Role of the xxx Task and Finish Group

- 2.1 To steer the development and execution of **TASK**:
- 2.1.1. confirm task, scope, membership and outcome/s of the group;
  - 2.1.2. agree the time-limited work plan to deliver the groups outcome/s;
  - 2.1.3. agree the outcome/s delivery plan including the process for establishing.../identify methods for implementing.../effectively introducing and embedding the key recommendations...;
  - 2.1.4. determine the short, medium and long-term impact measures that will be used to assess the successful implementation of...;
  - 2.1.5. recommend arrangements for monitoring the delivery of xxx and make appropriate recommendations to deliver activity to time and mitigate risks where slippage may occur;
  - 2.1.6. provide progress reports on the delivery of the task and finish group work plan.

### 3 Accountabilities

- 3.1 The task and finish group is commissioned by the Young People Education and Skills Operational Sub-Group (OSG) on behalf of the Young People Education and Skills Board. It will report to OSG, on a termly basis, on the progress being made to deliver its agreed outcome/s.

- 3.2 *Identity and competence:* The Task and Finish Group is empowered to advise and make recommendations to the Operational Sub-Group. The Task and Finish Group is not a decision-making body in its own right and does not have a delegated budget.

#### **4 Membership of the xxx Task and Finish Group**

- 4.1 The membership of the Advisory Group will comprise representatives from:

4.1.1. xxx (Chair - appointed by OSG and co-opted to OSG during the term of the group)

4.1.2.

4.1.3.

4.1.4.

4.1.5.

- 4.2 The Chair of the Task and Finish Group may co-opt additional expert members permanently or to attend all or any part of any meeting or sequence of meetings as appropriate to support the delivery of its agreed outcome/s.

#### **5 Key Responsibilities of Task and Finish Group Members**

- 5.1 Members have a responsibility to provide guidance, advice and information germane to their areas of expertise and/or in a representative capacity as nominated members of representative bodies.

- 5.2 Members must declare any interest they have in any matter being discussed at any meeting of the Task and Finish Group and shall comply with the direction of the Chair in that respect (such direction may be to withdraw from discussion or from the room whilst the discussion takes place or for the interest to be noted in the minutes). For the avoidance of doubt, the definitions of “interests” shall be as set out in the relevant London Councils corporate protocols and policies.

#### **6 Frequency of Meetings and Secretariat Function**

- 6.1 As far as may be practicable, the Task and Finish Group shall meet (either in person or virtually as determined by the Chair) termly and in advance of a scheduled meeting of the OSG in order to present timely progress reports.

- 6.2 The secretariat function for the group will be provided by the Young People’s Education and Skills Strategy Director within the resources agreed by London Councils Leaders Group.



# Young People's Education and Skills Operational Sub-Group

## Policy Update

Item No: 4

**Date:** 22 January 2016

**Contact:** Neeraj Sharma

**Telephone:** 020 7934 9524

**Email:** [neeraj.sharma@londoncouncils.gov.uk](mailto:neeraj.sharma@londoncouncils.gov.uk)

**Summary** This paper outlines the key changes affecting 14 to 19 policy since the last OSG meeting.

**Recommendation** OSG members are asked to note the information in this paper.

## Parliamentary Activity

### 1 Sub-Committee on Education, Skills and the Economy<sup>1</sup>

- 1.1 A new Committee, the Sub-Committee on Education, Skills and the Economy, has been set up to examine skills and education issues, and their impact on the economy. It has launched an inquiry looking at careers advice, information and guidance.
- 1.2 Written submissions are invited addressing the following points:
  - The quality and impartiality of current provision
  - How careers advice in schools and colleges can help to match skills with labour market needs
  - The role of the new Careers and Enterprise Company and its relationship with other bodies such as the National Careers Service
  - The balance between national and local approaches to careers advice
  - Careers advice and apprenticeships
  - The potential for employers to play a greater role in careers advice
- 1.3 The inquiry will focus in particular on developments since the publication of the Education Committee report *Careers guidance for young people: The impact of the new duty on schools, in 2013*<sup>2</sup>.
- 1.4 The deadline for receipt of submissions was Wednesday 20 January 2016.
- 1.5 The Sub-Committee on Education, Skills and the Economy will also hold a separate evidence session in the New Year where Skills Minister, Nick Boles, explains his role and the effectiveness of the Department for Business, Innovation and Skills and the Department for Education in working together to increase productivity and economic performance.

### 2 All Party Parliamentary Group on Careers Information, Advice and Guidance<sup>3</sup>

- 2.1 A new All Party Parliamentary Group has been set up on Careers Information, Advice and Guidance, Chaired by Graham Stuart. The group consists of two Conservative

Party and three Labour Party representatives. The group is in its infancy and work is underway to strengthen its membership.

- 2.2 The group has been set up to explore and promote the effective development of high quality careers information, advice and guidance for young people in England. London Councils is likely to respond to calls for evidence once announced and highlight London Ambitions.
- 2.3 For further information about the group or to share local information that you think would be helpful to share, please contact [simonr.clarke@parliament.uk](mailto:simonr.clarke@parliament.uk).
- 2.4 London Councils welcomes the parliamentary interest into the quality of careers, information and guidance available to young people. London Councils has for some time been lobbying and seeking improvements in this area and London Ambitions is evidence of this. The additional parliamentary scrutiny will help to highlight emerging practice across the country but also identify where the system can be improved with action from schools, local authorities and government.

### **3 Local government finance settlement 2016 and 2017<sup>4</sup>**

- 3.1 The finance settlement is the first of the current parliament and four year Spending Review period (2016-17 to 2019-20). Unlike previous years it includes provisional figures for four years. London Councils' analysis of the settlement outlined that core funding from government to London boroughs will have fallen by 63 per cent in real terms between 2010-11 and 2019-20.
- 3.2 The School Revenue Funding Settlement: 2016 to 2017 was also published on 17 December 2015, confirming details of the Dedicated Schools Grant (DSG), Education Services Grant (ESG) and pupil premium.
- 3.3 The overall ESG will be cut by 7.5 per cent from £815 million in 2015-16 to £750 million in 2016-17. This is "a first step towards achieving the savings announced in the spending review" of £600 million.
- 3.4 The DSG continues to be set out in three notional blocks: the early years block, the schools block and the high needs block. Total DSG will be £40.2 billion in 2016/17, with London receiving 18.5 per cent (£7.4 billion).
- 3.5 Pupil premium rates for 2016/17 will be the same as in 2015/16, with final allocations published in June 2016.

### **4 Overseeing financial sustainability in the further education sector<sup>5</sup>**

- 4.1 The Public Accounts Committee published a report warning that the declining financial health of many further education colleges has "potentially serious consequences for learners and local economies".
- 4.2 The Committee report found that funding and oversight bodies have been slow to address emerging financial and educational risks, with current oversight arrangements leading to confusion over who should intervene and when.
- 4.3 The Report says the Department for Business, Innovation & Skills and the Skills Funding Agency "are not doing enough to help colleges address risks at an early stage".
- 4.4 It urges government to simplify arrangements for oversight and intervention, and to ensure the Further Education Commissioner has adequate resources to intervene when colleges are struggling.

- 4.5 The Committee calls for a more proactive approach in helping FE colleges prepare for the "significant financial challenges they face in the likely event of further funding cuts".
- 4.6 It also expresses concern about the effectiveness of area-based reviews of post-16 education - announced in July 2015, and described in the Report as "limited in scope" and having "the potential to be haphazard".
- 4.7 The Skills Funding Agency deemed 29 colleges to be financially 'inadequate' in the 2013/14 academic year. Its recent forecasts suggest around 70 colleges could be in this position by the end of 2015/16.
- 4.8 The Public Accounts Committee report findings chime with those published by the National Audit Office last year that the further education sector is in need of support and reform. The introduction of area based reviews provides a platform to assess the long term offer that is needed for learners in the different regions. However, area based reviews will not be the sole answer to the challenges within the sector, further work is needed locally, regionally and nationally.

## **Policy reports and research**

### **5 UCAS Undergraduate End of Cycle Report 2015<sup>6</sup>**

- 5.1 The UCAS End of Cycle report evidences another record year for UK higher education with 532,300 students starting their studies in 2015. But 2015 saw an unusual rise in the 18 year old population in the UK which has flattered the totals. From 2016 until 2020, UCAS expect the young population to continue to decline by around 1-2 per cent per year which will make it harder to continue recent rates of increase in volume.
- 5.2 The 2015 UCAS report shows increases in international recruitment, particularly from EU countries. And growing divergence between approaches in each of the four UK countries are visible in changing patterns of offer rates, acceptance rates, and enrolments. As the more competitive recruitment environment evolves, the majority of applicants are enjoying record offer rates and higher acceptance rates - the high number of students receiving a full set of five offers suggests that potential applicants for 2017 could afford to be even more ambitious in at least some of their applications.
- 5.3 UCAS found that although the differences in entry between rich and poor continue to reduce, other differences grow. UCAS previously highlighted the unacceptably large and widening gap between entry rates for men and women and this year shows young men, and especially young white men, falling even further behind. UCAS believe the widening gap between men and women is acting to stall progress in reducing inequality overall.
- 5.4 The UCAS report highlights the popularity of higher education as a destination for learners and DfEs destination measures show it is the most popular route for young Londoners too. However, higher education may not be the preferred route for all learners and it is important London enhances the vocational offer available to young people.

### **6 Patterns and Trends in UK higher education 2015<sup>7</sup>**

- 6.1 Universities UK published its latest Patterns and Trends report in December 2015, which presents a range of data on the changing size and shape of UK higher education. The report focuses on the decade between academic years 2004/05 and 2013/14, which was a period of considerable change for the UK's higher education sector.

- 6.2 The overall trajectory is one of growth in students, staff and income, but growth which tails off from 2010/11, and of increasing divergence between the UK nations. Key points from the report include:
- 6.3 **Part-time** – The decline in the number of part-time students has continued. Full-time students now make up nearly three-quarters of the student body, up from just over 60% in 2004/05.
- 6.4 **Disadvantaged backgrounds** – The student body has become more diverse in terms of student background, with 42 per cent more students from disadvantaged backgrounds on full-time first degree programmes in 2014 than in 2005. Universities UK will be focusing on in the next year, and will be leading a task force to advise the universities and science minister on supporting progress in social mobility through widening participation in higher education.
- 6.5 **Non-EU international students** – The proportion of students coming from outside the EU increased from 9 per cent in 2004/05 to 13.5 per cent in 2013/14. In some subjects this is even higher, with just under a quarter of those studying engineering in 2013/14 from outside the EU.
- 6.6 **Employment** – Figures show that graduates have had consistently lower unemployment rates compared with non-graduates, even during recessions. Latest HESA data show that 95 per cent of the class of 2010/11 were employed or undertaking further study three and a half years after graduating.
- 6.7 **Gender split** - In 2013/14, 56.1 per cent of students were female; this is down from 57 per cent in 2004/05. Within this there was some variation by level of study. At first degree level 55.1 per cent of students were female while at postgraduate research level 47 per cent of students were female (this increased from 44.5 per cent in 2004/05).

## 7 **Ofsted Annual Report 2014/15: education and skills<sup>8</sup>**

- 7.1 On the 1 December 2015, Ofsted published a single annual report for education and skills covering early years, schools and further education (FE). In previous years Ofsted published regional reports.
- 7.2 In their annual report, Ofsted found that:
- 7.2.1 44 per cent of the leadership in general FE colleges to be good or outstanding, 19 percentage points lower than last year. Her Majesty's Inspectors (HMI) have reported concerns about the performance of leaders in the sector across most regions of the country, with London performing slightly worse than other areas in contrast to the remarkable performance of London schools.
- 7.2.2 The challenges faced by leaders in the FE sector are just as great, if not greater, than in secondary schools. In one year, general FE colleges lost almost 267,000 learners nationwide as their funding streams reduced. Many colleges are under enormous financial pressure.
- 7.2.3 Areas of London like Haringey, Islington and Lambeth now have nothing but good and outstanding secondary schools and London's secondary schools are generally the best in the country.
- 7.2.4 Attainment for pupils who have special educational needs, both with statements and without, is dramatically higher in London at Key Stage 4.
- 7.2.5 While in London pupils eligible for free school meals are now just as likely to progress to university as their more advantaged peers, this is not the case across the rest of the country. In the North East, for example, the most

disadvantaged pupils are 13 percentage points behind their more advantaged peers.

- 7.3 Ofsted's report is a helpful snapshot on the health of the education and skills sector in England. While the report highlights the strength of London's secondary schools it is clear work needs to be undertaken to improve the quality of the offer post-16, which coincides with previous annual reports. Interestingly, the Ofsted report found that at primary level there was relatively little difference between the north and south of the country in schools judged good or outstanding. Ofsted calls on other regions to perform better at secondary.

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<sup>1</sup> <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-skills-and-economy/news-parliament-2015/career-advice-evidence-15-16/>

<sup>2</sup> <http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/632.pdf>

<sup>3</sup> <http://www.publications.parliament.uk/pa/cm/cmallparty/151113/careers-information-advice-and-guidance.htm>

<sup>4</sup> <https://www.gov.uk/government/collections/provisional-local-government-finance-settlement-england-2016-to-2017>

<sup>5</sup> <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/414/414.pdf>

<sup>6</sup> <https://www.ucas.com/sites/default/files/eoc-report-2015.pdf>

<sup>7</sup> <http://www.universitiesuk.ac.uk/highereducation/Documents/2015/PatternsAndTrends2015.pdf>

<sup>8</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/483347/Ofsted\\_annual\\_report\\_education\\_and\\_skills.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483347/Ofsted_annual_report_education_and_skills.pdf)