

Young People's Education and Skills Board

Thursday 22 February, 15.00 – 17.00

Location: London Councils, Meeting room 6, 59½ Southwark Street, SE1 0AL

Contact Officer: Hannah Barker

Telephone: 020 7934 9524 **Email:** hannah.barker@londoncouncils.gov.uk

Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising
4. Annual Statement of Priorities - For decision
(report - Peter O'Brien)
5. Transforming children and young people's mental health provision: a green paper - For decision
(report - Yolande Burgess)
6. Regular updates:
 - Raising the Participation Age *(report - Peter O'Brien)* - For discussion
 - Policy update *(report - Hannah Barker)* - For information
 - A City for All Young Londoners *(verbal update - GLA)* - For discussion
 - ESF *(verbal update - Peter O'Brien)* - For information
 - London Ambitions *(verbal update - Yolande Burgess)* - For information
7. Any other business

Proposed schedule for 2018-19 meeting dates:

Thursday 28 June, 3pm-5pm, London Councils

Thursday 8 November, 3pm-5pm, London Councils

Thursday 21 February, 3pm-5pm, London Councils

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Young People's Education and Skills Board

Date 16 November 2017 **Venue** London Councils
Meeting Chair Cllr Peter John OBE
Contact Officer: Hannah Barker
Telephone: 020 7934 9524 **Email:** hannah.barker@londoncouncils.gov.uk

Present

Cllr Peter John OBE	London Councils Executive member for Business, Skills and Brexit (Chair)
Dr Caroline Allen OBE	AoC/NATSPEC
David Andersson	Department for Work and Pensions (on behalf of Derek Harvey)
Yolande Burgess	London Councils Young People's Education and Skills
Arwell Jones	Association of School and College Leaders
Gail Tolley	Association of London Directors of Children's Services

Guests and Observers

Michael Heanue	LEAP officer
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Officer(s)

Peter O'Brien	London Councils Young People's Education and Skills
Hannah Barker	London Councils Children and Young People Services

Apologies

Mary Vine-Morris	Association of Colleges (AoC) London Region
Caroline Boswell	Greater London Authority (GLA) (for Joanne McCartney)
Zeena Cala	Skills Funding Agency
Derek Harvey	Department for Work and Pensions
Tim Shields	Chief Executives London Committee
Dr Graeme Atherton	AccessHE

1 Welcome and introductions

1.1 The Chair welcomed attendees to the Board meeting and apologies were noted. Yolande Burgess also announced that two new Board members, representing the Association of Colleges, would be joining the Board from the next meeting.

2 Declarations of Interest

2.1 No interests were declared.

3 Notes and Matters Arising from the last meeting

3.1 The notes of the last meeting were agreed. Yolande will follow up with Caroline Boswell and Mary Vine-Morris over work on recruitment and retention for school teachers and

lecturers in the FE sector. She will also follow up with Mary regarding sharing the call for colleges to submit proposals for Institutes of Technology for 2018/19.

Action: Yolande Burgess to follow up outstanding actions from July 17 Board meeting with Mary Vine-Morris and Caroline Boswell

4 Annual Statement of Priorities

- 4.1 Peter O'Brien talked to the paper circulated in advance of the meeting, which presented an outline of the proposed Annual Statement of Priorities for the Board's consideration.
- 4.2 Caroline Allen commented that this would be a good opportunity to push the high needs agenda ahead of the next election. Yolande added that it would be important to put a strong emphasis on attainment gaps. Gail Tolley suggested that the high needs funding context could come through more strongly. Caroline expressed the opinion that it would be good to have a formula for high needs capital and revenue allocations so that local authorities and providers are able to forward plan. Cllr John stated that he would ask that Caroline be brought into appropriate regional discussions on funding so that high needs issues could receive greater prominence.
- 4.3 The Board agreed the outline of the Annual Statement of Priorities, along with the amendments suggested. Peter will produce a draft for the next Board meeting. The Board agreed with the approach to the Annual Statement of Priorities' formulation and approval.

Action: Peter O'Brien to incorporate the Board's comments on the framework for the Annual Statement of Priorities into the draft to present at the next meeting

5 Provisional results GCSE/A Level and post-16/Destination Measures

- 5.1 Yolande Burgess talked to the paper circulated in advance of the meeting which gave an overview of the latest provisional data on GCSE and A Level results, as well as the latest statistics on destination measures. Yolande highlighted that the final results will be published on 25 January 2018.
- 5.2 The Board discussed the changes to the grading system for English and Maths this year, and acknowledged the challenge presented by grade 5 equating to a good pass.

6 Do The Maths

- 6.1 Hannah Barker talked to the paper circulated in advance of the meeting, which summarised the findings and recommendations put forward in this year's iteration of *Do The Maths*, which has been published since the last Board meeting.
- 6.2 Caroline Allen agreed that the focus on the system for planning places for children and young people with special educational needs and disabilities (SEND) needed to become more mature and proactive. She questioned the lack of inclusion of Social, Emotional and Mental Health needs on the table on page 28 of *Do The Maths*. Yolande Burgess highlighted that relevant data would not have been captured for the whole time period covered by the table, but committed to including this in next year's iteration. Caroline also asked that, in future, more detail should be provided regarding the proposal for devolution of 16 to 18 funding and provision to show that this would work more effectively than the current system.

- 6.3 Michael Heanue said that the Skills for Londoners taskforce would welcome the inclusion of further education in the document and would support the devolution proposal.
- 6.4 The Board discussed the changes in levels of demand for school places, particularly at primary school level, and Cllr John suggested that London Councils considers looking into changes between previous and current projections and potential reasons.
- 6.5 Yolande Burgess reported that London Councils may contact some boroughs to look at how they estimate their projections for 16 to 19 year olds before the next *Do The Maths*. In partnership with the GLA London Councils has also commissioned research into 16 to 18 provision (demand and supply), which will inform the next publication.

Action: London Councils to look into changes between previous and current projections for schools places and potential reasons

Action: Hannah Barker to note the Board's comments for the next iteration of *Do The Maths* next year

7 Regular updates

Raising the participation age

- 7.1 Peter O'Brien talked to the paper circulated in advance of the meeting, providing information on London's position with regard to Raising the Participation Age. Peter emphasised that London continues to perform better than the national average and most other regions on participation, NEET and status 'not known' numbers.
- 7.2 Peter presented two versions of the report to the Board and asked them to choose which they would prefer to receive in the future. The Board agreed to receive the second version of the report from now on, which includes a table showing boroughs' ranking against all local authorities nationally on a combined NEET and status 'not known' indicator.

Policy update

- 7.3 Hannah Barker talked to the paper circulated in advance of the meeting. This covered:
- School funding
 - T Level action plan
 - London Councils' Ask the parents survey
 - London Assembly Education Panel investigation into SEND provision
 - Review of experiences and outcomes in residential special schools and colleges
 - DfE policy on exclusions at school sixth forms
 - London Councils Select Committee inquiry responses
- 7.4 Michael Heanue provided additional information about the review of technical education at levels 4 and 5.

A City for All Londoners

- 7.5 Discussion was deferred to the next meeting when a representative from the GLA Education and Youth Team would be present.

Action: London Councils to add *A City for all Londoners* item to the agenda for the next Board meeting

ESF update

- 7.6 Peter O'Brien informed the Board that there is still no meaningful borough level performance data from the Education, Skills and Funding Agency available for the European Social Fund (ESF) youth programme.
- 7.7 London Councils recently hosted an event bringing together providers and local authorities to discuss the theme of mental health and how the ESF programme is supporting young people with mental health issues. The event was well attended.

London Ambitions

- 7.8 Yolande Burgess reported that London Councils will be publishing research with The National Foundation for Educational Research on 7 November; this is to coincide with Skills London 2017. The research is qualitative work that has been carried out with a handful of schools and colleges, looking at successes and challenges in relation to careers work and London Ambitions.
- 7.9 The fifth edition of the Higher Education Journey will be published on 6 December, when there will also be a launch event. This edition includes a focus on social mobility.
- 7.10 The Board asked whether the removal of the maintenance grant for university contributed to lower numbers of young people going to university. Arwell Jones also asked whether it would be possible to analyse the number of young people deciding to stay in London for higher education by ethnicity.

Action: Yolande Burgess to see whether the University of East London can look at the contribution of the removal of the maintenance grant to the numbers of young people going to university, and analyse the number of young people by ethnicity choosing to stay in London for higher education

8 Any other business

- 8.1 Yolande will ask Anna-Maria Volpicelli to circulate dates for Young People's Education and Skills Board meetings in 2018-19.
- 8.2 Michael Heanue said that he had information on a London view of Institutes of Technology which he can share with the Board.

Action: Michael Heanue to share London view of Institutes of Technology with London Councils to circulate to Board members

Date of next meeting: Thursday 22 February 2018, 3-5pm.

Actions and Matters Arising from 16 November 2017 Young People's Education and Skills Board meeting

ACTION POINTS	ACTION OWNER	STATUS	UPDATE
Yolande Burgess to follow up with Mary Vine-Morris and Caroline Boswell regarding actions from July 17 Board meeting.	Yolande Burgess	Closed	
Peter O'Brien to incorporate the Board's comments on the framework for the Annual Statement of Priorities into the draft to present at the next meeting	Peter O'Brien	Closed	
London Councils to consider looking into changes between previous and current projections for demand for school places and potential reasons.	London Councils	Closed	
Hannah Barker to note the Board's comments for the next iteration of Do The Maths next year	Hannah Barker	Closed	
London Councils to add 'A City for all Londoners' item to the agenda for the next Board meeting	London Councils	Closed	
Yolande Burgess to see whether the University of East London can look at the contribution of the removal of the maintenance grant to the numbers of young people going to university, and analyse the number of young people by ethnicity choosing to stay in London for higher education.	Yolande Burgess	Open	
Michael Heanue to share London view of Institutes of Technology with London Councils to circulate to Board members	Michael Heanue	Open	
ACTION POINTS FROM PREVIOUS MEETING(S)			
<i>From 6.7.17:</i> YPES to consider and propose to the Board actions/influence on mental health and wellbeing	YPES	Closed	Agenda item 5, 22 February 2018
<i>From 6.7.17:</i> Michael Heanue to work with Yolande Burgess to draft a set of 'asks and offers' on technical education for Dame Asha on behalf of the Board	Michael Heanue/ Yolande Burgess	In progress	To be considered alongside the consultation on T-Levels
<i>From 6.7.17:</i> Caroline Boswell and Mary Vine-Morris liaise over work on recruitment and retention for school teachers and lecturers in the FE sector	Caroline Boswell/ Mary Vine-Morris	Closed	Discussion post Mayor's Children & Young People's Vision
<i>From 6.7.17:</i> Caroline Boswell (through her team) to gather case studies from the London Ambitions Careers Clusters	Caroline Boswell	Closed	Being gathered through the Careers Clusters network meetings
<i>From 6.7.17:</i> Mary Vine-Morris to share note of call for colleges to submit proposals for Institutes of Technology for the funding in 2018/19 (to be circulated to the group)	Mary Vine-Morris	Closed	Email attachment to post meeting note 14.12.17
<i>From 23.02.17:</i> Young People's Education and Skills team, working through the Apprenticeship Sub-Group (and Heads of HR Group where appropriate) to;	YPES	Closed	London Councils is working with boroughs through the Apprenticeship Sub Group. London Councils has

Actions and Matters Arising from 16 November 2017 Young People's Education and Skills Board meeting

<p>a) Ascertain the information that has been collated regarding borough targets, including at sector level</p> <p>b) Request and collate the apprenticeship target borough returns that are being completed for the Skills Funding Agency, and</p> <p>c) Gauge interest in developing a pan London strategic Market Position Statement (for both available standards and standards that London may wish to develop).</p>			<p>received almost a full complement of annual borough returns for 2016-17. We are also working with boroughs to gather information on workforce plans, and will subsequently be in a position to ascertain the viability of a London MPS.</p>
<p><i>From 23.02.17:</i> YPES to work with GLA to secure a fresh Mayoral foreword to London Ambitions</p>	<p>Yolande Burgess/ Michael Heanue</p>	<p>In progress</p>	<p>To be put to the Skills for Londoner's task and finish group on the all age careers strategy</p>
<p>OTHER MATTERS ARISING</p>			
<p>DECISIONS TAKEN BY CHAIR TO BE REPORTED</p>			

Young People's Education and Skills Board

Annual Statement of Priorities 2018 to 2019

Item: 4

Report by Peter O'Brien **Job Title** Regional Commissioning Manager

Date 22 February 2018

Telephone 020 7934 9743 **email:** Peter.OBrien@londoncouncils.gov.uk

Summary This paper provides Young People's Education and Skills Board members with a draft of the Annual Statement of Priorities for 2018 to 2019 for debate and approval.

Recommendations Board members are asked to comment on the draft Annual Statement of Priorities, agree amendments and approve the arrangements for its sign-off and publication.

1 Background and introduction

- 1.1 The last Board meeting approved an outline of the Annual Statement of Priorities for 2018 to 2019. The Operational Sub-Group subsequently agreed a framework, which has now been further developed into a draft of the annual statement of priorities.
- 1.2 Colleagues in London's boroughs have informed us that the Annual Statement of Priorities is of greatest use if it is published in March/April. It is therefore intended to publish the document before the 2018 election purdah period starts on 15 March.

2 Vision 2020

- 2.1 This is the first Annual Statement of Priorities to be based on *Vision 2020* and its three ambitions:
 - Access and participation
 - Quality learning experiences
 - Excellence achieving results
- 2.2 We have also taken into account the Board's discussions on London's critical priorities and developed them into three cross-cutting themes:
 - Careers Guidance
 - Technical Education: T levels and Apprenticeships
 - High Needs.

3 Areas under consideration

- 3.1 The development and introduction of T levels still require significant work by the government and it is likely that some further developments in this field may arise in the next few months.

- 3.2 There are still some official statistics that are yet to be published and the review and analysis of these statistics may mean that some changes may need to be made.
- 3.3 The draft contains a significant numbers of visualisations. Whilst these will be reduced down considerably as we move to a final draft, we would like Board members to comment on what would be valuable in terms of chart, graphs etc.

4 Action

- 4.1 Board members are asked to comment on the draft Annual statement of Priorities, which is included as the appendix to this document. In particular, the Board is invited to advise on the targets against which we will report.
- 4.2 There will be a limited opportunity for Board members to comment on the draft after the meeting due to the need to publish before 15 March. The Board is therefore asked to authorise the Chair and Vice-Chair to approve the final version and authorise its publication.

5 Recommendation

- 5.1 Board members are asked to comment on the draft Annual Statement of Priorities, agree amendments and approve the arrangements for its sign-off and publication.

**Participation, Achievement and Progression:
The Priorities for
Young People's Education and Skills
In London
2018 to 2019**

Draft for discussion

The purpose of the Statement of Priorities document is to set out the ambitions, principles and priorities for young people's education and skills in London and so to help local authorities meet their statutory duties and institutions to plan and deliver excellent opportunities for young people to learn and thrive in London.

Foreword by Chair and Vice Chairs

NB: Text to be confirmed (To be signed off by Chair and Vice-Chair)

Councillor Peter John
London Councils Deputy Chair and executive
member for business, skills and Brexit

Gail Tolley
Association of London Directors of
Children's Services

Foreword by Chair and Vice Chairs

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Vision 2020 – the vision of education and skills for young Londoners

Our vision is that education and skills for young Londoners should be:

- **Experiential**, built on a sound foundation of learning from the earliest age
- **Inclusive**, ensuring that all young people have the chance to develop to their full potential
- **Equal**, aiming to eliminate access, achievement and progression gaps between those who are disadvantaged and those who are not
- **Enabling**, helping the current generation of young people to take advantage – independently – of opportunities that come their way
- **Aspirational**, ensuring young Londoners participate in world class education and skills provision that leads to them achieving the skills, experience and qualifications they need to get on in life, and play a full part in the rich cultural life of London and its economy

Executive summary (to follow)

The Story of London

Young London



Figure 1: Subnational population projections for England (ONS 204-based projections)¹

Major League London²

Table 1: Global Cities Index

The 16 cities that comprise the Global Elite (cities in the top 25 of both the Global Index and Outlook)
New York
London
Tokyo
Chicago
Paris
Singapore
Berlin
Melbourne
Washington DC
Moscow
Sydney
Toronto
Amsterdam
Boston
San Francisco

Crowded London

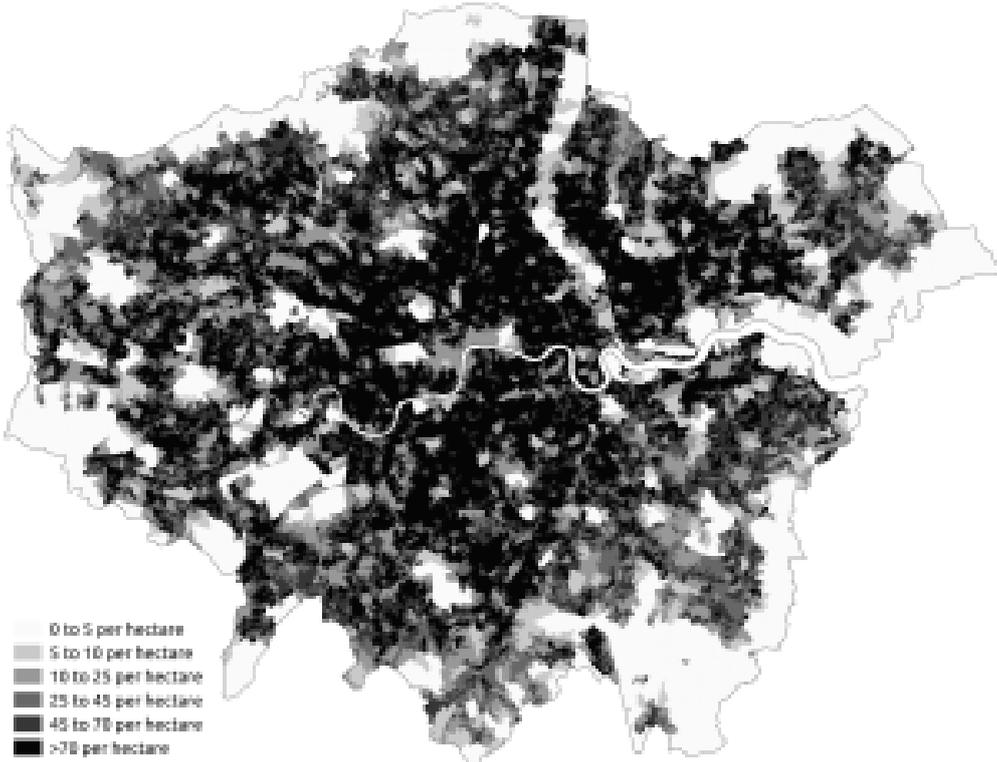


Figure 2: London population density, 2011 census (ONS)

Green London

LONDON is.....

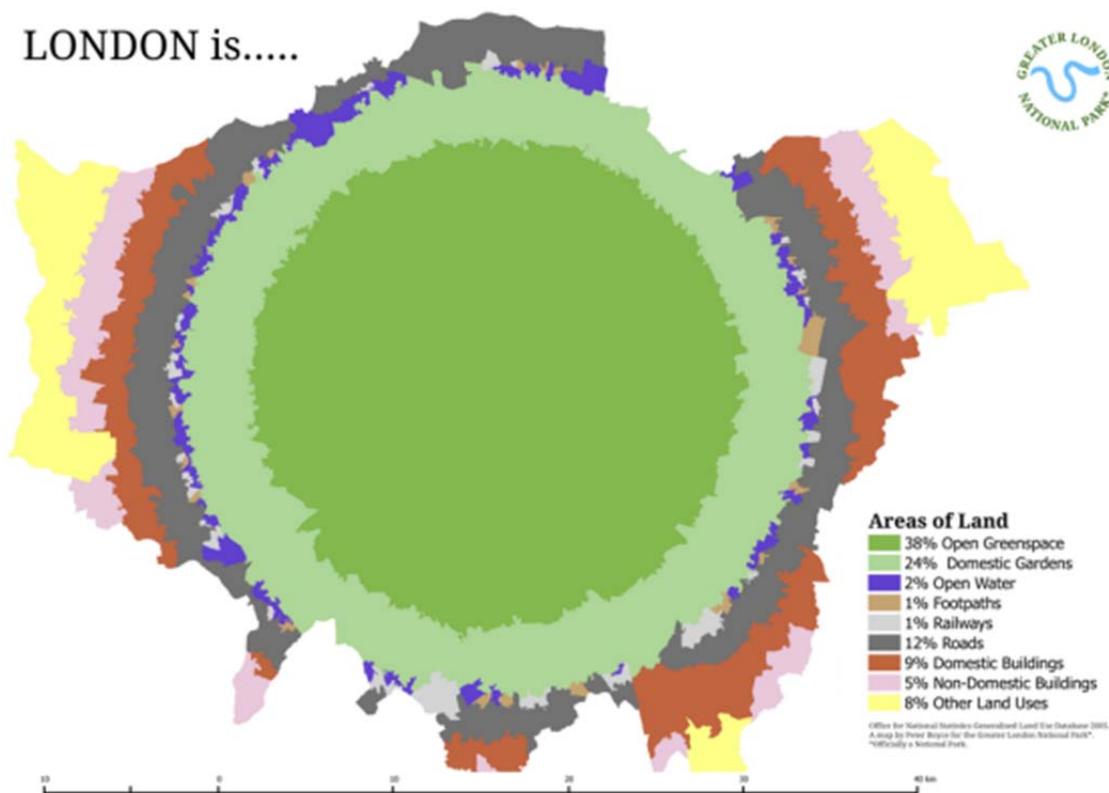


Figure 3: Use of land in London (National Park City Greater London)³

Diverse London - Ethnicity

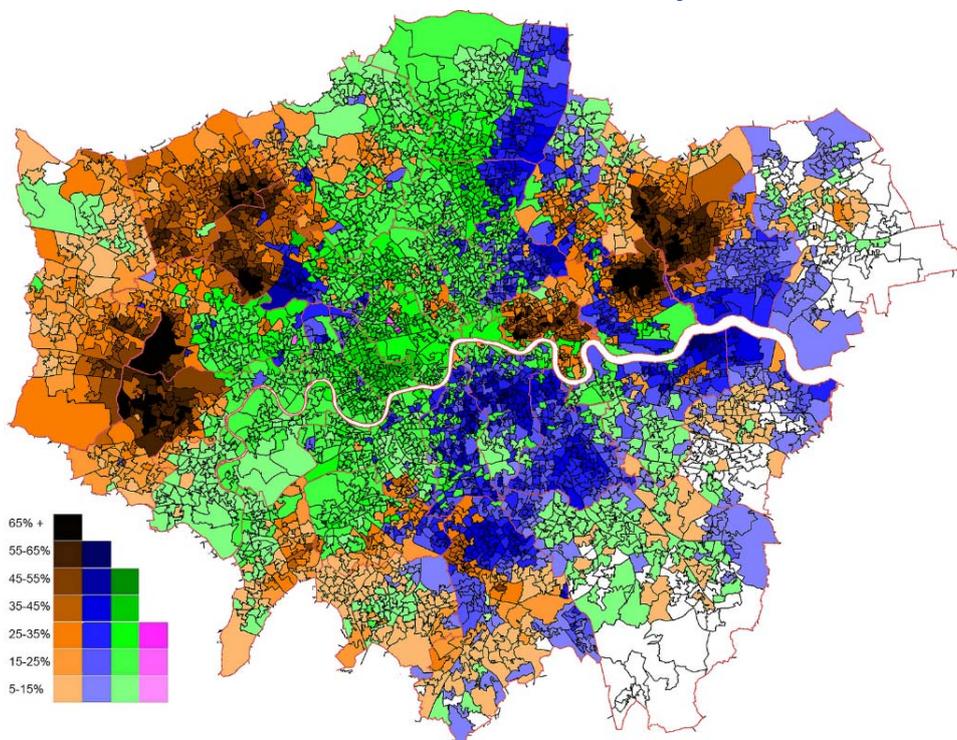
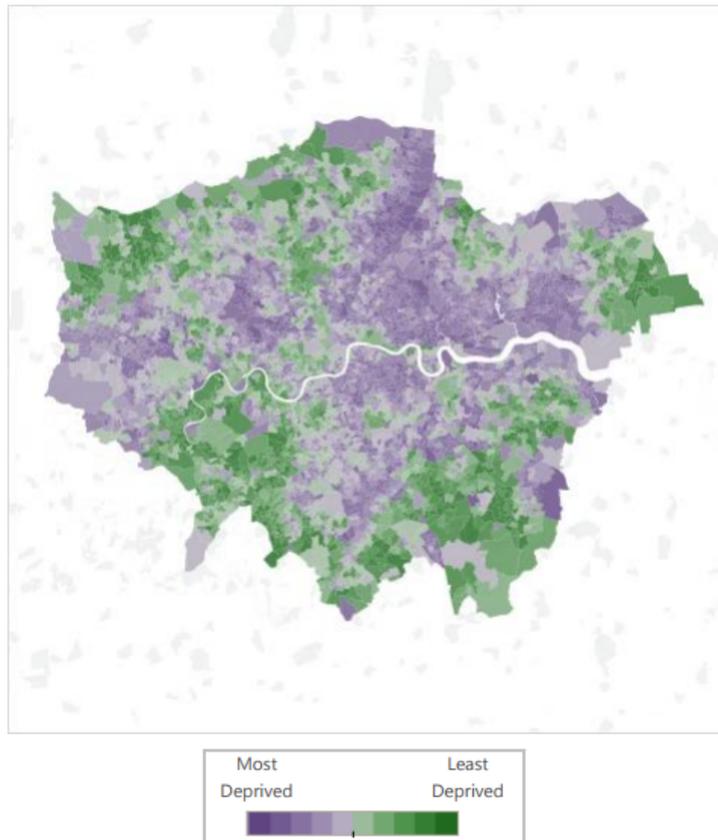


Figure 4: Analysis of 2011 census by Will Faichney Photography⁴

- Orange - Asian/British Asian - Indian, Pakistani, Bangladeshi, Other Asian
- Blue - Black/Black British - Black African, Black Caribbean, Other Black
- Green - Other White - Irish, Other White, Gypsy or Irish Traveller
- Pink - Arab
- White - No ethnic minority with a 5%+ share of the population - Usually contain high White British populations

Income Deprivation Affecting Children (IDACI) Map



Diverse London – IDACI

Figure 5: IDACI (Intelligent London)

Expensive London

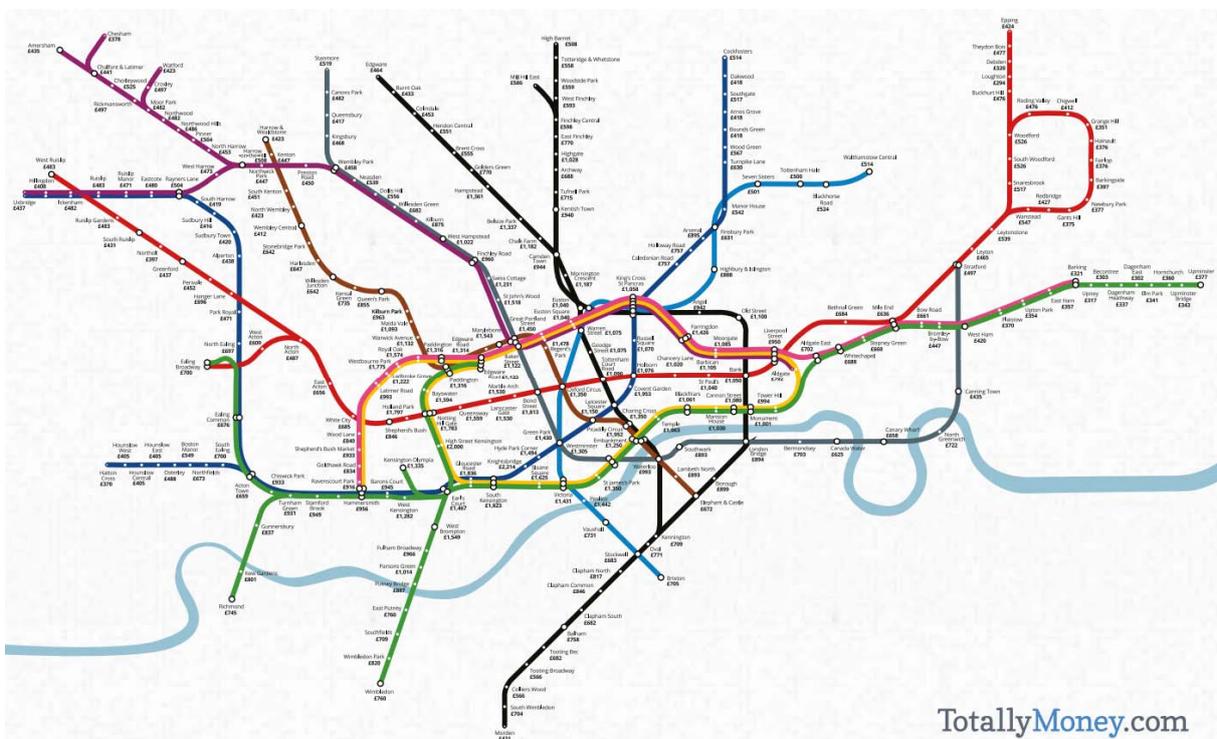


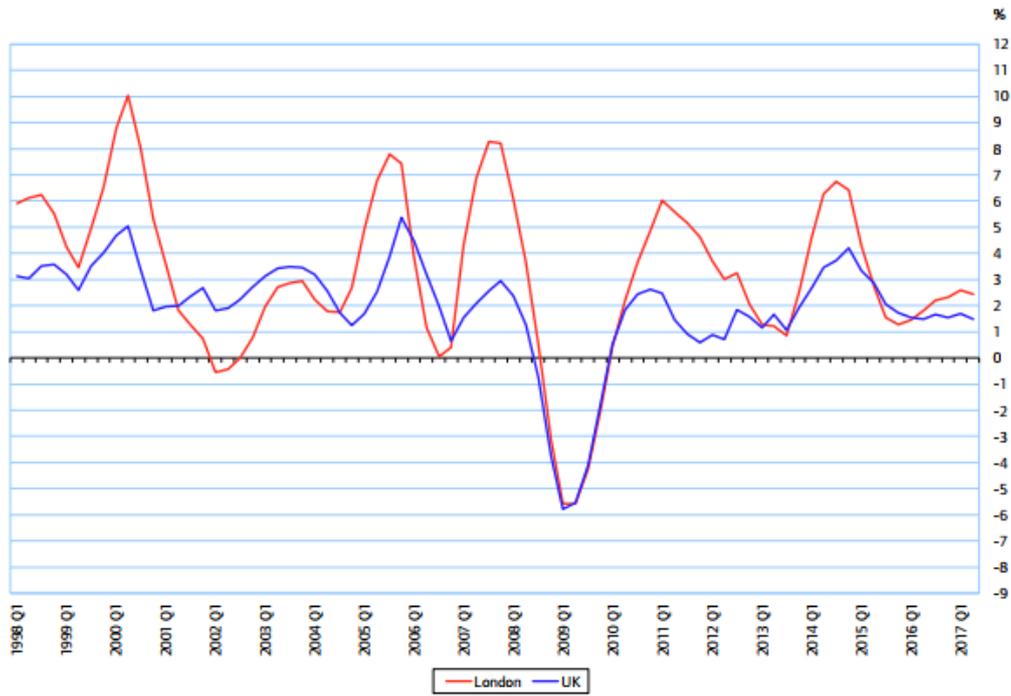
Figure 6: Average price per square foot of properties for sale within half a kilometre of each of the tube stations (based on data from Zoopla), 1 May 2016 (TotalMoney.com)

Productive London

Table 2: Forecast Gross Value Added, London

GLA Economics Forecast						
November-17	Growth Rates			Levels		
	2017	2018	2019	2017	2018	2019
LONDON	% change on previous year			Output in £bn		
Financial & Business Services employment	1.6	0.6	0.9	2.35	2.37	2.39
Distribution, Accommodation and Food Service Activities employment	1.9	0.4	0.3	1.08	1.09	1.09
Transportation & Storage employment	0.3	-0.5	-0.7	0.28	0.28	0.28
Other (public & private) Services employment	0.9	0.1	0.4	1.60	1.60	1.60
Manufacturing employment	-0.2	-2.1	-1.8	0.13	0.13	0.12
Construction employment	0.9	0.6	0.7	0.29	0.30	0.30
Non-manufacturing employment	1.4	0.4	0.6	5.66	5.68	5.72
Gross value added at basic prices, 2013 KP	2.1	1.8	2.6	384.99	391.77	401.77
Financial & Business Services Output	2.6	2.7	3.4	226.21	232.27	240.24
Distribution, Accommodation and Food Service Activities Output	3.0	1.4	1.7	45.14	45.77	46.55
Transportation & Storage Output	0.1	-0.6	0.3	16.68	16.58	16.62
Other (public & private) Services output	1.3	0.4	1.5	66.87	67.15	68.12
Manufacturing Output	-0.4	-2.0	-1.2	8.27	8.10	8.01
Construction Output	0.8	0.3	1.2	17.00	17.04	17.23
Non-manufacturing Output	2.2	1.8	2.6	376.73	383.67	393.76
Civilian Workforce Jobs	1.4	0.3	0.5	5.79	5.81	5.84
Household Disposable Income	1.0	0.9	1.8	218.42	220.38	224.39
Household Spending	1.3	0.7	1.9	179.66	180.90	184.39
Financial Services employment	0.1	-0.1	0.3	0.37	0.37	0.37
Financial Services output	1.5	1.3	1.8	61.16	61.94	63.08
Business Services employment	1.9	0.8	1.1	1.98	2.00	2.02
Business Services output	3.0	3.2	4.0	165.05	170.33	177.16

Economic Growth in London



Source: ONS Regional GVA and GLA Economics

Figure 7: Output growth for London and the UK (GLAEconomics / ONS)

1. The Story of London

London is a young city – it's going to remain a young city and it's going to get relatively even younger in the near future. Its population is growing and this is going to put even more strain on its basic infrastructure than at present⁵.

London is the only UK city in the international major league; it has long been a magnet for young people from other parts of the UK, Europe and the world and there is no sign that this is going to change in the near future.

London is a crowded city; it will be necessary for planning authorities to work together to accommodate growth in the population and economy within its available space, so that London becomes a healthy and safe place for young people to live, work, study and enjoy.

London is one of the greenest cities in Europe – if not the world. Its public spaces and waterways are precious assets that need sensitive planning and regulation, so that it remains a great place in which to take part in a wide range of recreational activities.

London is extraordinarily diverse. Its atmosphere is one of tolerance, but there are challenges of inequalities between neighbourhoods that militate against ambitions for cohesion and social integration. Too many young people are not being equipped to take advantage of the many opportunities available in London, too many are not developing to their full potential and many are entering into adult life thinking that they do not have a valuable contribution to make to society. There are still too many families who have been entrenched in disadvantage for several generations and there is a perception that privilege is being protected by a relatively small section of the population, who have enjoyed its benefits across several generations.

It's expensive to live and move around London – there's a cycle of high pay and high cost of living.

Because of its reputation for high pay, there's a greater premium placed on productivity in London than (perhaps) elsewhere in England.

London's economy is growing. The UK's economic performance depends largely on the performance of London's economy.

2. Partnership working

With representatives across all the organisations that have an interest in young people's education and skills, our Board is able to take a comprehensive view of the needs of young Londoners and the current issues impacting on the education and skills sector.

Working together for London

Collaboration and working in partnership with others, especially in the public sector, is engrained in our ethos.

We will continue to work with London's local authorities, sub-regional partnerships and the Mayor of London to deliver a comprehensive package of devolution to London – including the **devolution**¹ of education and skills budgets⁶. We have a close working relationship with the Mayor of London and the Greater London Authority (GLA) and will in partnership we will further develop and *London Ambitions*⁷, which remains our principal means of improving careers education and guidance for children and young people. We encourage local authorities to promote *London Ambitions* to the schools and colleges operating in their areas. We encourage these institutions to register on the *London Ambitions* portal and to sign-up to its pledge and we encourage businesses to offer young people experience of the world of work.

Individual members of the Young People's Education and Skills Board are also members of the London Economic Action Partnership⁸ and the Mayor of London's Skills for Londoners Taskforce⁹. The Board strongly supports the work of these bodies and the principle of greater devolution to London.

There are other partnerships that have a great impact on the success and well-being of young Londoners, including Partnership for Young London that we are looking to sustain and prioritise over the next year.

¹ Either London Councils or APPG?

3. Context

3.1 Economic context

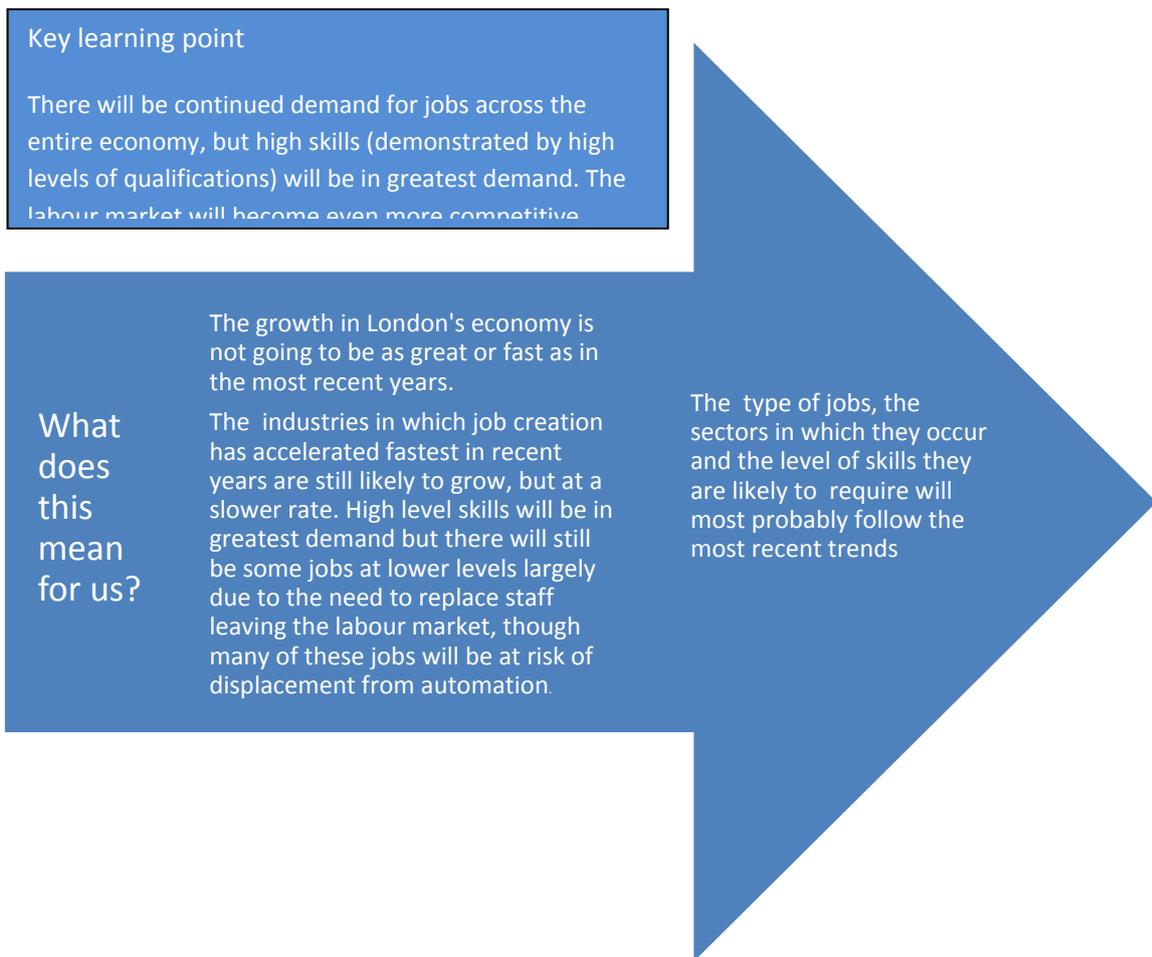
The latest London Economic Outlook from GLA Economics¹⁰ summarises London's economic prospects as follows

- Although the economic environment continues to be more uncertain than in recent years, the outlook for the London economy remains generally positive for the coming few years. *This is likely to mean that there will continue to be a range of jobs to which young Londoners can aspire.*
- Inflation while moderate is likely to remain higher than in recent years given the inflationary impact of the depreciation of sterling. Given higher inflation, it is likely that growth in real income will be less strong in the coming few years than in the previous couple of years and puts some restraint on household spending which has been a significant driver of economic growth until now. *This means that there is likely to be intense competition between applicants for better paying jobs and those with the right skills, qualifications and experiences will be at an advantage.*
- Despite the recent rate rise and speculation of further tightening in the coming years, UK monetary policy is likely to stay at what are historically very low levels for a time to come providing support to the national and London economies. *This means that young people are likely to find it even more difficult to buy property in London and even more expensive to travel.*
- Sterling remains low, most business surveys show continued growth and London consumers remain generally confident about the short-term future economic outlook after suffering some jitters immediately after the referendum. Fiscal policy also appears to be heading in a slightly more expansionary direction with reports of the Government easing its policy of fiscal consolidation to an extent. *This means that despite all its drawbacks, London will continue to attract customers and an inflow of new residents.*
- Of the sectors of the UK economy, Business services and finance continues to grow and given its size in London, this should provide some foundation to London's economy. *This means that there will be continuing demand for the skills – especially high skills – to which the London labour market has for some time provided a premium, but there is still considerable scope for diversification in the economy.*
- Balancing all these forces interacting on London's economy, it is likely that both output and employment should see continued growth in the next few years but at a rate that is more subdued than seen in the past few years.

GLAEconomics' London Labour Market Projections¹¹ provide the following outlook for jobs in London:

- The central projections estimate that employment in London will grow at an annual average rate of 0.78 per cent, equivalent to 49,000 jobs per annum, to reach 6.907 million in 2041. Similarly to the previous projections, jobs in the professional, real estate, scientific and technical sector is expected to grow strongly, accounting for over a third of the total increase expected in London to 2041. Strong employment growth is also expected in the administrative and support service, accommodation and food service, information and communication sectors, education and health sectors – collectively accounting for nearly three fifths of the expected total London increase to 2041. *This confirms that the employment trends identified in Vision 2020 are expected to continue for the foreseeable future.*

- Boroughs with areas within the Central Activities Zone account for 35 per cent of the annual projected growth in jobs, or 16,900 jobs per annum. The annual growth rate in jobs, however, is almost identical with that for London as a whole at 0.77 per cent. It is differences between boroughs that are more pronounced whether for those with an area in the Central Activities Zone, or for all boroughs in London. For example, in the central zone Kensington and Chelsea is one of the London boroughs with relatively low growth in jobs, while Tower Hamlets has the strongest growth in absolute terms of all London boroughs. However, over the projection period all boroughs are expected to see a growth in their jobs numbers. *This confirms that a Pan-London approach is needed to ensure that young people acquire the skills they need for the jobs that will become available in London.*



3.2

Labour market context

Across the world changes in the labour market that have been taking place over the past twenty to thirty years are accelerating. These include: the ability of individuals and small businesses to work or do business on a global scale; the drive to automation - even in fields, skills and professions previously thought immune from this effect; new forms and structure of employment – for example, growth in self-employment and the “gig” economy. Different countries are responding to these challenges according to their own culture and circumstances.

In Britain, we do not have the same culture of holding professionals in the education sector in high esteem as exists in, for example, Finland.

We do not have the same culture of personal investment in learning – especially cross-generationally – as exists for example in the US.

We do not have the same sense of personal commitment to lifelong learning and continuing professional development as exists in Singapore.

We do not have the benefit of employer engagement in education – especially vocational and technical education – that exists in, for example, Germany.

The labour market and globalisation

Nonetheless, in the era of globalisation, British businesses will come to depend on an education and skills system that progresses in each of these areas. This is because (even before Brexit) Britain's success depends on international trade in goods and services. Just as London offers its residents highly skilled and well paid employment, it also presents competition from young people in other parts of England and, indeed, from other countries.

Of course, "globalisation" does not just cover the labour market. There are many global challenges to which countries, individual businesses (large and small) and citizens have to respond. For example, climate change, economic integration / social cohesion, migration and urbanisation. At the same time there is a shift in the global economy between older and more established economies and new and emerging countries. Governments, businesses and individuals have to consider how to respond to this development too. *This suggests that it is right to emphasise the importance of acquiring high level skills and qualifications.*

The labour market and automation

The nature of automation now is far away from the production lines of the 1980s. Artificial Intelligence and robotics now mean that a far wider range of jobs previously thought "safe" may no longer exist, or be totally transformed, in a very short time; moreover, many jobs previously classed as "skilled" or "professional" may be superseded in the future. At the same time, new jobs, previously unimagined, will come into demand. *This suggests that it is right to emphasise the importance of continuing personal development and for personal commitment to lifelong learning.*

The type of jobs in the labour market

These days, young people rarely enter full-time employment immediately after leaving school or college. Most young people start with a part-time job (or jobs) or have short-term contracts of employment for a relatively long time. Many experience life on 'zero hours' contracts or as freelance workers for a considerable period. While these types of employment are unnerving for some, there are other young people who actively seek self-employment, with its inevitable risks and dividends – though few have been prepared for the consequences of this lifestyle decision. *This suggests that it is right to incorporate entrepreneurship into the curriculum.*

London's labour market has long experienced the 'hour glass' effect, where many jobs at supervisor or manager level are disappearing and many more jobs requiring - on entry - qualifications at Level 4 and above are increasing. Of course, there are still many jobs available at Level 2 or below, but these are unlikely to offer the opportunity for advancement that was previously the case.

These factors clearly create a new dynamic in labour markets internationally. In Britain, there are three other issues that have a bearing on jobs in the future.

Labour market challenges in London

First, there's **Brexit**. In economic terms, there is some uncertainty about the nature of Britain's trading relationship with the rest of the EU and other countries after the UK leaves the EU. Commentators vary in the extremes of their positive or negative assessments of the impact of Brexit on the economy and jobs, especially in London. While evidence suggests that, so far, the effects of Brexit have been modest, most commentators agree that it will not be possible to predict the long-term effects on jobs and investment until a much clearer picture emerges of the shape of Britain's long-term relationship with the EU.

The second issue that affects jobs in the future is **productivity**. Recent months have seen Britain achieve record levels of employment, yet productivity still lags some way against other countries. While wage costs have increased relatively modestly over the past 10 to 20 years, British industry's 'other' labour costs have doubled in the same timeframe.¹²

The third is the legacy of **austerity**. While the debate on Brexit takes centre stage, solutions to Britain's continuing problems in public finance¹³ are currently off the front page. Once a Brexit deal is finalised, however, we should expect the government of the day to revisit tackling government debt² in a way that is consistent with the economic situation at that time. Experience suggests that this will accelerate the development of the 'hour glass' labour market, further squeezing intermediate employment and also possibly result in a 'toothpaste tube' effect of pressurising the lower-level jobs that could be replaced by more advanced automation. A fresh wave of austerity measures could place public sector employment and investment at risk and is also going to create further strains on personal finances. And as more people are 'squeezed' upwards in the labour market they will need to apply self-development skills that enable them to be learning new skills constantly. *Self-direction and self-awareness are likely to emerge as critical core skills in the very near future.*

² In March 2017, UK general debt was 86.7% of gross domestic product (GDP), 26.7 percentage points above the reference value set out in the Protocol on the Excessive Debt Procedure, while general government deficit (net borrowing) was 2.4% of GDP – 0.6 percentage points below the reference value.

Key learning point

Entrants to the labour market have to develop and constantly refresh a broad range of skills – not just acquire qualifications – if they are to survive and thrive in London’s future economy.

What does this mean for us?

The labour market is experiencing rapid change and, irrespective of specific economic or political circumstances, the education and skills sector has to ensure that young people acquire the complete skills set they will need to survive and thrive in an increasingly competitive jobs market.

Lifelong learning - which embraces more than just redressing gaps in basic skills , but is about continually acquiring (and refreshing) relevant skills - must become a reality in the working lives of the current cohort of young people in education or training and for future generations. The sector has to adapt to this reality.

3.3 Policy context

Industrial strategy

The government’s “Industrial Strategy: a leading destination to invest and grow”¹⁴ sets out a long term plan to boost the productivity and earning power of people throughout the UK.

The government has described its five foundations for a transformed economy:

- **ideas:** the world’s most innovative economy
- **people:** good jobs and greater earning power for all
- **infrastructure:** a major upgrade to the UK’s infrastructure
- **business environment:** the best place to start and grow a business
- **places:** prosperous communities across the UK

The strategy is supported by plans to build a “Britain fit for the future” where businesses create better, higher-paying jobs in every part of the UK with investment in the skills, industries and infrastructure of the future.

The strategy promises ‘to work with industry, academia and civil society over the years ahead to build on the UK’s strengths, make more of our untapped potential and create a more productive economy that works for everyone across the UK.’

Post-16 Skills Plan¹⁵

The government’s vision of “a thriving economy made up of businesses able to compete internationally and respond to rapid technological change’ sets great store in a labour market in which there will be ‘many more people with registered technician status, recognised as having the skills, knowledge and behaviours necessary for skilled employment in their chosen field, as well as the transferable skills that are needed in any job such as good literacy and numeracy, and digital skills”.

The Post-16 Skills Plan, first published in July 2016 and subsequently updated to take into account policy changes since the 2017 election, aims to help young people and adults “secure a lifetime of sustained skilled employment and meet the needs of our growing and rapidly changing economy”¹⁶. These plans establish the intention to introduce T levels that will be “the technical study programmes that sit alongside Apprenticeships within a reformed skills training system”.

T levels and Apprenticeships

T levels are going to be new qualifications that are meant to be the technical equivalent of A levels and Apprenticeships, though valued in their own right.

We support four principles that must be in place for the system to succeed:

- Employers must play a leading role. Employers, working with expert education professionals, need to set the standards; they must define the skills, knowledge and behaviours required for skilled employment.

Through the London Economic Action Partnership, the Mayor of London and London Councils have sound structures to communicate with businesses and secure their commitment to a devolved system of education and skills that best serves young people and businesses.

- Technical education needs to be fulfilling, aspirational, clearly explained and attractive – to everyone, regardless of their gender, race, disability, sexual orientation, sexual identity or any other factor beyond their control. Successive governments have seen ‘vocational’ education as the solution to the problem of what to do with young people who don’t do A levels. As a result, programmes were designed which did not demand enough of students.

The world-class technical education systems to which the government aspires take a similar approach as that which the UK government is following. It is in the interests of young Londoners that more opportunities for world-class technical education become available.

- We need to ensure that many more people can go on to meet the national standards set by employers. This can be achieved both by making technical education an attractive option and by ensuring there is a supply of high-quality opportunities available from strong and responsive colleges and other providers with the right leadership and workforce.

This confirms the importance of impartial careers advice and guidance and securing the active engagement of employers from the earliest design of T levels.

- We need close integration between college-based and employment-based technical education so that employers and individuals can understand how they fit together and how to move from one to the other as seamlessly as possible.

So that young people, their parents / carers and businesses share a common understanding of what T levels mean, we advocate that T level certificates should as far as possible, mirror A levels. This will mean

London's councils are fully engaged in delivering the public sector targets for Apprenticeship starts, while maintaining the quality of the apprenticeship offer in London and the emphasis on achievements and progressions. This remains high on councils' agendas. In coming years, we anticipate that there will be additional emphasis on in-work progression and continuous personal development.

A-level reform

The government's reforms of A levels continue to roll-out during the lifetime of this statement of priorities (and beyond). We wish to recognise the hard work and dedication of the teachers, Headteachers, managers and governors who have helped so many young people to succeed in the first subjects to have been reformed (through assessment by end-of-course exam, through decoupled AS and A levels and through 'updated' content based on universities' requirements).

Special Educational Needs and Disabilities (SEND)

London has experienced rapid growth in demand for SEND places for pupils with high needs – far exceeding growth in other regions and London's mainstream population. We expect that an analysis of future demand that the GLA is publishing, with support of London Councils, in spring 2018 will show that the pace of increase in demand will continue beyond 2020.

It is vital that local government is adequately funded to ensure that the growing numbers of young people with SEND are effectively supported throughout their time in education and/or training. The average cost per place for new dedicated SEND places in London is around three times higher than the average cost per mainstream place. The lack of a sophisticated funding mechanism to capture the complexities of funding SEND places coupled with the proportionately higher number of children with SEND in London in comparison to elsewhere in the country means that London has been and continues to be considerably underfunded for SEND places. Furthermore, local authority high needs budgets are under increasing pressure given the growing number of children and young people with SEND, and the increased complexity of their needs. In 2016/17, 26 out of 31 London boroughs spent more than the amount allocated through the high needs block of the Dedicated Schools Grant (DSG), creating an aggregate 'funding gap' across these 26 boroughs of £100 million. The reforms brought in with the Children and Families Act 2014 have the potential to offer greater and more effective support to all children and young people with SEND up to the age of 25; however, this must be coupled with increased investment from Government in order to ensure that this group of young people are supported to achieve to their full potential. We have called on the government to increase capital investment in high needs places to ease the pressure on revenue funding. Such capital investment would also enable young people and families to access a broader range of provision closer to home. We will continue to monitor the implementation of the arrangements for SEND and High Needs funding that were introduced in 2016 and highlight to the government those instances where institutional or borough funding allocations fall short of what is needed.

Another key challenge that is affecting the quality of education and training experienced by children and young people with SEND is the prevalence of non-inclusive attitudes across schools in the capital. 19 out of 24 London boroughs have reported to us that they have experience of academies resisting or refusing to admit a child with SEND, 14 of which had come across this situation on more than four

occasions. Furthermore, 13 out of 23 boroughs had come across academies off-rolling pupils with SEND inappropriately. This type of behaviour is creating divisions in the school system as well as stigmatising children with SEND, preventing many from achieving their full potential.

Furthermore, there are often limited opportunities and support for young people with SEND after formal education ends. This is a key concern that has been raised with us by representatives from parent/carer forums across London. It is an area in which the Mayor could offer his support, through providing and promoting inclusive apprenticeships, supported employment, and inclusive internships. Volunteering is also a great way for young people with SEND to gain confidence, skills, independence and experience of the world of work, and the Mayor has a range of well-established volunteering schemes that must be fully inclusive in order to provide optimal support for young people with SEND.

For young people who have more complex needs, we are particularly keen to monitor the effects of financial pressures on families, learning institutions and local authorities. For young people with high support needs, we are not convinced that the solution lies solely in a different formulaic response but in recognising the real cost of provision so that all young people and their parents/carers can be confident that their learning can be delivered to the highest quality standards.

At a regional level, we hope to work ever more closely with the Mayor of London in the period ahead in ensuring that his housing and transport plans take full account of the needs of young Londoners with SEND. The Mayor could continue to support London Councils' lobbying on the need for additional funding for the high needs block, and capital funding for SEND school places that meets demand. We hope to work closely with the GLA in identifying those areas in London that would benefit from the creation of special free schools.

We pay tribute to the many professionals at home, in schools and colleges (mainstream and special) and local authorities who are working to improve SEND support in a climate of continued funding pressure.

Mental health

The text under this heading will reflect the London Councils submission in response to the consultation on mental health.

Access to HE

We subscribe to the work of AccessHE¹⁷ and Linking London¹⁸ and have encouraged colleges and local authorities to take part in their initiatives that support progression into HE, particularly by young people who have characteristics currently underrepresented among those participating in HE.

Policies of London partners and stakeholders

The **Mayor of London's** strategy *City for All Londoners*¹⁹ addresses Greater London's pressing needs as a city region that is growing fast. The Mayor recognises that, capitalising on London's many strengths, accommodating this growth in a systematic way will enable the challenges faced in particular by London's housing, transport and public service infrastructure, growth can be achieved in a way that achieves greater balance between neighbourhoods and addresses the environmental, health and security issues that confront all major conurbations. There is great synergy between the vision of "A City for all Londoners – making sure Londoners, employers and business get the skills they need to succeed in a fair, inclusive and thriving economy" and our Vision 2020.

We have contributed to the development of Skills for Londoners²⁰, the draft skills and adult education strategy for London and submitted our views as part of the Mayor's consultation. Our

vision and strategy work well with the Mayor's aspiration that further and adult education and skills provision must:

- empower all Londoners to access the education and skills to participate in society and progress in education and in work;
- meet the needs of London's economy and employers, now and in the future; and
- deliver a strategic city-wide technical skills and adult education offer.

Although the Mayor has no statutory responsibilities for young people's education and skills, we support the efforts for greater devolution and are therefore pleased that the adult education budget in London is set to be devolved to the Mayor. However, we are firmly of the view that Londoners would be better served by an education and skills system in which funding decisions are made at a local level, coordinated through pan London structures such as London Councils working with the Mayor.

Partnership for Young London has published "A Vision for Young Londoners to 2025"²¹, which focuses on empowering all young people with personal resilience that enables their belonging, ownership and ability to lead happy, healthy and safe lives. It sees London as becoming a city where there is innovative, supportive and collaborative youth-led action across all agencies – public, private and voluntary sector – to realise the potential of young Londoners. It proposes a strategy comprising a mix of actions that address the full range of concerns to young people (such as affordable housing) through better partnership working among agencies; more effective engagement of young people; stronger support and safeguarding. Of greatest connection to London Councils Young People's Education and Skills are: the vision's emphasis on "advocating education and well-being for life" (which proposes more consistent asset management across the capital), "tackling inequality" (which recommends more targeted support to young people) and "providing positive career options for all" (which talks both about improving the quality of careers guidance in and out of school and about the quality and sustainability of the jobs that young people enter).

Key learning point

London will benefit from the successful implementation of government policy relating to technical education, Apprenticeships and lifelong learning, but these policies will be of greater impact if there is devolution of funding and policy in London.

What does this mean for us?

There is a consensus between the Mayor of London and local government that the devolution of education and skills policy and budgets will create the right balance between rigor in standards and flexibility in delivery that will secure employer engagement and the confidence of young people and their parents / carers.

Businesses are very much alive to the challenges that have been developing in London's economy and communities for some time and which are all the more pressing in the context of Brexit. They are looking for greater confidence in the education and skills system that can come from devolution.

3.4 Sector context

Funding

The ESFA wrote to post-16 institutions on 9 January 2018²² in the immediate aftermath of the winter Cabinet reshuffle to set out 16 to 19 funding allocations for academic year 2018 to 2019. This represents a real-terms reduction in funding and reinforced the disparity for 'continuing learners'. We have expressed concerns that this has a detrimental effect on addressing disadvantage in London and undervalues the contribution education makes to social mobility.

There are clear signs that learning institutions are experiencing difficulty in recruiting and retaining staff in management roles and in the subject areas that are going to be of greatest importance to London. We also share with many others concerns about recruiting, training and retaining teachers, trainers, tutors and the many other professionals who work in the education and skills sector in London. Without sufficient numbers of qualified staff, our vision of high quality learning being available to all young people through varied pathways will not be realised.

We have also noted with some concern the introduction of new arrangements for funding learning for young people who need high levels of support. Put simply, the amount of money that the government provides does not match the demand for places. This exposes the most vulnerable young people and their families to unacceptable stress in the desire to secure the most suitable learning opportunities. It also puts enormous pressure on local authorities and their staff, as well as providers who are desperate to meet the needs of young people.

Demand for learning

Over a period of seven to eight years, London Councils through the “Do the maths” series of reports has shown with great accuracy the pinch points in London’s education and skills system where the demand for places is expected to exceed supply. In Vision 2020 we predicted that the demand that had worked its way through the education system from primary into secondary would shortly impact on upper secondary/tertiary. The latest version of the report clearly demonstrates that this is the case and that the situation is likely to get worse until it peaks in 2024 to 2025. This, together with the looming funding crisis, has a bearing on London’s ability to achieve goals around equity of access and closing gaps.

Pre-16 outcomes

We also note that there have been many changes in GCSEs that will have an effect on young people’s post-16 choices. For example: most GCSEs will be awarded through end-of-course exams rather than completion of modules during the lifetime of the course being studied; more exam questions will require answers in the form of essays, the content of GCSEs will be more challenging; and a new grading system is being introduced. As these reforms become more embedded into the system, we will (with our colleagues in individual boroughs) monitor their impact on young people and the choices they make.

Area review in London

The area review process was completed in London and its results published in sub-regional reports. The process has resulted in some rationalisation of provision and merging of FE structures. To that extent, it seems to have partially met the government’s objective of creating a more financially secure FE sector, but it has not led to the development of a more coherent and future-looking curriculum offer that partners involved in the process originally set out to achieve – and, given the effort put into the process by a diverse range of partners, could be regarded as a missed opportunity.

We are, however, confident that the college groups that have arisen out of the area review process possess the strong financial foundation that both ensures the quality of provision and provides a secure basis from which the post-16 curriculum can be planned and delivered to have greater impact on young people.

The area review process clearly demonstrated the calibre of leadership in all aspects of post-16 education and skills in London and its capacity for decisive decision-making. It therefore reaffirmed the confidence that can be placed on further devolution of funding and planning to London. In London, devolution will combine the flexibility of autonomous learning institutions with the planning and accountability of local and regional governance. This will ensure that quality and relevance of learning is enriched without adding bureaucracy.

Staffing

On 8 February 2018 the DfE published a report into teaching, leadership and governance in FE²³ that highlights the difficulties in recruiting and retaining lecturers in FE and some of the key differences in pay, terms and conditions in FE when compared with schools. It also explored some of the issues concerned with Continuous Professional Development and professional updating. Irrespective of any other consideration, it is essential that London’s education and skills system employs sufficient teachers, lecturers, tutors and support staff and that it is led and governed effectively, otherwise it will not be in a position to deliver to young people and to London as a whole to its full potential. This

underlines the importance of funding so that the education and skills system and its workforce can be properly valued as an asset in London.

Key learning point

The education and skills system in London is facing significant challenges and threats that may militate against its proven track record to improve learner outcomes. Great credit should be given to teaching and learning professionals and their leaders for their ability to have improved standards while facing cuts in resources

What does this mean for us?

There are policy disconnects that are unfortunately having to be managed at an institutional level, which is adding to the strains within an already over-stretched system. The prize for getting the systemic changes that the country needs is great. But the penalties for trying to achieve thoughgoing change on the cheap are extremely damaging.

Continuing to press the case for London is going to be very important in the year ahead. Many policy-makers have an inaccurate view of the needs of London and how improving the performance of the education and skills system in London will be a catalyst not just to the capital's economy, but to the national economy.

3.5 Customer context

The charts in the subsequent pages show London's overall position on key measures of participation, achievement and progression.

Growth of Apprenticeships

Research by Partnership for Young London²⁴ ("Young people's perceptions and attitudes of their post-16 options", September 2017) found that:

- Apprenticeships are perceived negatively across the ages of 14 to 18 (they are viewed as a 'second choice' option and more for males under 18)
- There is no clear narrative around lifestyle for apprenticeships (compared with university)
- Family, peers, school and the media can make university seem the only option

- Careers advice is failing to prepare young people and schools are not promoting apprenticeships
- Young people are broadly optimistic about employment prospects in the foreseeable future, but have a largely negative view about Brexit.

Clearly, improving the perception of Apprenticeships is both necessary to secure its parity with A Level and difficult given the variability in careers guidance in London.

Key learning point

Apprenticeships and technical education still have a poor perception by young people and their families, even though these provide pathways into the type of jobs that are going to be in demand in the future. Changing this perception, increasing the profile of technical education and apprenticeships with education professionals and employers will depend largely on the sector's ability to improve the quality of

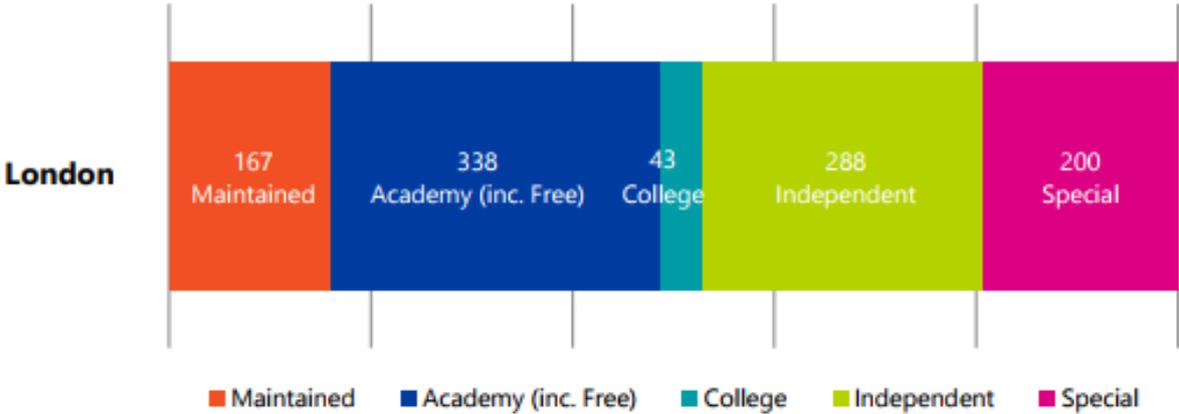
What does this mean for us?

London has developed a culture in which the most young people progress into Higher Education and place themselves at an advantage in the labour market. The emphasis on technical education and apprenticeships will help to ensure that no one is 'left behind', but has a good chance to compete for high quality and well paid jobs

It is crucial that new the new T level programmes are recognised as quality learning pathways and allow young people opportunities to progress into further learning and employment. The sector needs to prepare for renewed emphasis on lifelong learning and reskilling.

Breakdown Analysis

Composition of Secondary and Post-16 Provision



Ethnicity

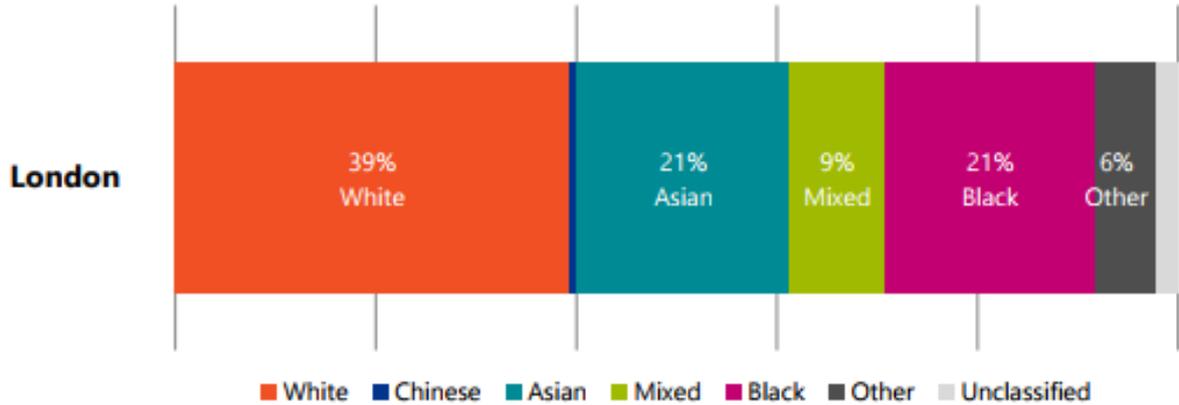


Figure 8

		London					England		
		2014	2015	2016	2017	Trend	Rank	Average	Difference
LDN Pupils	Secondary state-funded pupil roll	473,420	483,795	492,353	503,704				
	Special school state-funded pupil roll	13,455	14,091	14,653	15,461				
Demographics Secondary	Free School Meals eligible % (FSM)	21.5%	19.6%	18.1%	17.0%		9th	12.9%	-4.1%
	English as additional language % (EAL)	39.8%	40.6%	41.2%	41.5%		1st	16.2%	+25.3%
	SEN Support %	17.5%	13.3%	11.7%	10.9%		4th	10.7%	-0.2%
	SEN education, health and care plan % (EHCP)	2.1%	2.1%	2.0%	2.0%		1st	1.7%	-0.3%
Abs. & Excl. Secondary		2013	2014	2015	2016	Trend	Rank	Average	Difference
	Exclusions - Fixed Term	6.5%	5.9%	6.7%	6.9%		2nd	8.5%	-1.6%
	Absence - Overall	5.2%	4.8%	4.9%	4.9%		1st	5.2%	-0.3%
	Absence - Authorised	3.9%	3.5%	3.6%	3.5%		1st	3.8%	-0.3%
	Absence - Unauthorised	1.3%	1.3%	1.3%	1.4%		4th	1.4%	0.0%
	Absence - Persistent Absentees	-	-	-	11.7%		1st	13.1%	-1.4%

Figure 9

		London					England		
		2014	2015	2016	2017	Trend	Rank	Average	Difference
Key Stage 4	Attainment 8	-	-	51.9	48.9		1st	46.4	-5.4%
	Progress 8	-	-	+0.16	+0.22		1st	-0.03	+0.25
	English Baccalaureate Achievements w. 9-4 English & Maths	30.1%	30.5%	31.9%	32.0%		1st	23.9%	+8.1%
	English Baccalaureate Achievements w. 9-5 English & Maths	-	-	-	28.8%		1st	21.4%	+7.4%
	English Baccalaureate Entries	46.1%	47.1%	49.8%	50.0%		1st	38.4%	+11.6%
	9-4 (A*-C) in Eng & Maths	63.7%	62.5%	66.4%	67.9%		1st	64.2%	+3.7%
Key Stage 5	9-5 in Eng & Maths	-	-	-	48.2%		1st	42.9%	+5.3%
	APS per Entry - All Level 3	-	-	31.20	32.25		4th	32.33	-0%
	A Level	-	-	30.46	31.43		2nd	31.13	+1%
	Academic	-	-	30.57	31.55		3rd	31.32	+1%
	Tech level	-	-	31.52	32.74		2nd	32.25	-2%
	Applied General	-	-	33.31	34.37		9th	35.69	-4%
Level 2 and 3 by Age 19	AAB at A Level, at least 2 are facilitating (% of A Level Students)	12.5%	12.6%	14.6%	16.0%		1st	14.3%	+1.7%
	Three A*-A grades or better at A Level (% of A Level students)	-	-	10.4%	11.6%		2nd	11.1%	+0.5%
	Level 2 by 19 (Mainstream)	87%	88%	88.2%	87.6%		1st	85.3%	+2.4%
	Level 2 inc Eng and Maths by 19 (Mainstream)	66%	68%	70.3%	71.5%		1st	68.6%	+2.9%
	FSM Eligible	52%	54%	57.0%	58.2%		1st	45.8%	+12.5%
	Not FSM Eligible	70%	72%	74.3%	75.6%		1st	72.6%	+2.9%
Level 3 by 19 (Mainstream)	Level 3 by 19 (Mainstream)	63%	64%	64.9%	65.4%		1st	57.1%	+8.3%
	FSM Eligible	51%	53%	53.4%	53.9%		1st	36.2%	+17.7%
	Not FSM Eligible	66%	67%	68.3%	68.9%		1st	60.7%	+8.2%

Figure 10

		London					England		
		2012	2013	2014	2015	Trend	Rank	Average	Difference
									-5% 0% +5%
Key Stage 4 Destination Measures	Overall Education or Employment /Training Destination	92%	93%	94%	94%		3rd	94%	0%
	Further education college or other FE provider	-	-	26%	25%		9th	38%	-13%
	School Sixth Form - state funded	53%	54%	54%	55%		1st	39%	+16%
	Sixth Form College	12%	11%	12%	12%		4th	13%	-1%
	Apprenticeships	3%	3%	3%	3%		9th	6%	-3%
	Destination not sustained	5%	4%	5%	5%		1st	5%	0%
	Activity not Captured in Data	2%	2%	1%	1%		1st	1%	0%
Key Stage 5 Destination Measures	Overall Education or Employment /Training Destination	73%	77%	86%	88%		8th	89%	-1%
	Further education college or other FE provider	-	-	12%	10%		9th	13%	-3%
	Apprenticeships	3%	3%	4%	4%		9th	7%	-3%
	UK Higher Education Institution	56%	56%	58%	61%		1st	51%	+10%
	Top Third of HEIs	20%	22%	22%	25%		1st	18%	+7%
	Russell Group (incl. Ox. and Cam.)	11%	12%	13%	14%		1st	12%	+2%
	Other higher education institutions or providers	-	-	35%	35%		5th	32%	+3%
	Sustained Employment and/or Training Destination	3%	4%	15%	14%		9th	23%	-9%
	Destination not sustained	7%	7%	9%	8%		4th	8%	0%
	Activity not Captured in Data	17%	15%	4%	4%		9th	3%	+1%

Figure 11

		London					England		
		2014	2015	2016	2017	Trend	Rank	Average	Difference
									-5% 0% +5%
Travel	Secondary pupils living in LA attending schools in other LAs	21.3%	21.4%	21.5%	21.5%		1st	9.4%	+12.1%
	Secondary pupils living in other LAs attending schools in the LA	20.3%	20.4%	20.5%	20.5%		1st	9.4%	+11.1%
Participation	Apprenticeship starts (Under 19s)	9490	9510	9990	10650				
	Apprenticeship achievements (Under 19s)	4580	4830	5490	5430				
	NEET 16 and 17 year olds (inc. not known)	-	-	-	5.3%		2nd	6.0%	-0.7%
	16 year olds in education and training	94.7%	95.3%	95.7%	96.0%		1st	94.2%	+1.8%
	Female	95.4%	96.1%	96.4%	96.7%		1st	94.9%	+1.8%
	Male	94.0%	94.6%	95.0%	95.3%		1st	93.5%	+1.8%
	17 year olds in education and training	90.0%	90.9%	90.7%	92.5%		1st	88.7%	+3.8%
Female	91.6%	92.4%	92.1%	93.8%		1st	89.8%	+4.0%	
Male	88.6%	89.4%	89.3%	91.2%		1st	87.6%	+3.6%	

Figure 12

3.6 Conclusion

Working with our partners and stakeholders, we have concluded that the priority areas, which will feature as cross-cutting themes in each of the ambitions set out in *Vision 2020*, are:

- careers guidance,
- technical education / apprenticeships and
- SEND.

4. Priority Areas for London

London has a strong record in participation in post-16 learning, achievement at Key Stage 4 and progression to Higher Education. Participation is, however, uneven; with some areas and sections of the community doing better than others and, given the sector's aspirations to provide the economy with the skilled workforce it needs to become more productive, a disproportionate amount of post-16 provision is committed to offering opportunities to catch up on underachievement during compulsory education and to basic English. Poor quality careers guidance offered to many young people is a concern.

The devolution of adult education and skills could provide an opportunity for further devolution of education funding, but devolution needs to extend to unfettered planning and control so that systems and accountabilities are not burdensome at the point of provision.

It is unclear what the effect of leaving the EU will have on post-16 education and skills in London, but the potential loss of ESF projects threatens the stable mix of provision currently available to young people of different backgrounds.

The critical issues for young Londoners are:

- Improving the availability of high quality careers guidance throughout London;
- Ensuring that T levels help address London's need for a high skilled workforce
- Continuing to promote and develop the Apprenticeship offer in London
- Secure sufficient resources to fund in full the provision of world class learning to all young Londoners, but particularly to those with high needs.

We are therefore highlighting these areas as the priorities for young people's education and skills in London that will be taken forward in the year ahead to realise Vision 2020.

Priority One: Careers Education, Information, Advice and Guidance

We will continue to prioritise working with colleagues in the GLA to deliver and expand London Ambitions, helping schools provide high quality careers education for their students and work effectively with businesses.

Colleagues in London's boroughs are working locally with schools and the GLA by appointing 'London Ambitions Ambassadors', who are promoting London Ambitions Careers to schools, colleges and businesses.

Schools and colleges are signing up to London Ambitions and are taking part in 12 Careers Clusters, which are piloting sustained employer activities for pupils, helping teachers understand London's job opportunities; matching and supporting pupils into work placements and internships; and helping senior leadership teams to design a high quality careers guidance offer for all their students.

The London Enterprise Adviser Network is a GLA programme that helps to prepare young people for the world of work by connecting businesses to local schools. Enterprise Advisers, who are business volunteers working in senior roles, work with careers leads in schools to develop careers education and business engagement.

Priority Two: Technical education: T levels and Apprenticeships

The government introduced the Post-16 Skills Plan in July 2016 in response to the report of the Independent Panel on Technical Education (the Sainsbury Report, April 2016), but it was not until after the 2017 general election that the new government published the *Post-16 technical education reforms T level action plan*²⁵ (October 2017). The government’s approach aims to ensure that young people in this country have the chance to acquire leading-edge skills that put them on a par with the best skilled people in the world in an increasingly international labour market. By doing so, the government also hopes to address Britain’s problems with low productivity.

Whereas the ‘academic’ route to further and higher education in England is highly regarded and well understood, the same cannot be said about technical education. As an opportunity to attain the parity between academic and technical education that has for so long been the stated desire of successive governments, we support the introduction of T levels and, as a major priority for London, urge policy-makers, funders, strategists and delivery professionals to work towards their successful introduction in London.

The government has proposed that there will be 15 occupational routes that apply across the T level programme and apprenticeships (four of the routes will be primarily delivered through apprenticeships) and each route will comprise similar occupations with pathways that reflect that occupation’s different specialisms. The government has also proposed a phased introduction of T levels as shown below in Table 3: Proposed roll-out of T Levels (DfE, October 2017)

Table 3: Proposed roll-out of T Levels (DfE, October 2017)

Date	Occupational route	
2020	Digital	Limited pathways
	Construction	
	Education and Childcare	
2021	Digital	Full routes
	Construction	
	Education and Childcare	
	Legal, Finance & Accounting	
	Engineering & Manufacturing	
	Health & Science	
2022	Hair & Beauty	Full routes
	Agriculture, Environment & Animal Care	
	Business & Administrative	
	Catering & Hospitality	
	Creative & Design	
	Transport & Logistics	Apprenticeship Only
	Sales, Marketing & Procurement	
	Social Care	
	Protective Services	

We have reservations about the approach the government is taken and encourage London-based learning institutions to work with the Department for Education (DfE) and shape the T level programme, testing the appropriateness of the proposed qualifications, which will be at level 3 and provide progression pathways to level 4, 5 and beyond, and utilising every possible opportunity to ensure T levels are fit for purpose in London.

The Young People's Education and Skills Board has contributed to the formation of London Councils' response to government consultations on the introduction of T levels:

- The Department for Education needs to clarify the cohort of young people to whom T Levels are aimed.
- T Levels need to be fully funded so that providers and employers are properly resourced to deliver quality learning opportunities and outcomes for every student.
- All T Level Programmes should be awarded UCAS points.
- Further consideration needs to be given to how employers will be incentivised to offer work placements, and how they will be upskilled to support students and deliver high quality work placements. We would urge the government to build the cost of this support into the structure for T Level programmes. We argue that unspent apprenticeship levy funds should be retained and spent locally, and one use of these funds would be to support employers who already offer apprenticeships to also offer work placements as part of T Levels.
- We are concerned about how the quality of work placements will be ensured. The current consultation draft does not offer sufficient assurance of consistency and high quality in this element.
- We support flexibility in the length of time a young person can take to complete a T Level, and suggest that in some cases a student may need longer than the proposed 'transition year'. We believe that young people who require extra time to complete Level 3 programmes, including T levels, need to be funded at the same rate in each of their years of study.
- We urge the Department for Education to give specific consideration to ensuring that T levels are equally accessible to young people with SEND and build added flexibility into the support for providers and employers to ensure that young people with SEND can fully benefit from an appropriate work placement (with appropriate funding).
- We believe that all education and skills funding and policy in London should be devolved to established regional, sub-regional and local authorities as this provides the best balance between rigor and flexibility for local areas.
- The English and maths elements should be funded separately from the T levels and should not be a prerequisite for passing the T Level. As these qualifications are a requirement for all young people to complete, they should be independently funded.
- We would recommend that each of the components to be graded in a consistent way to avoid confusion. For example, grading all components A* to E would be preferable to using Pass, Merit, Distinction, as it would allow for a more precise reflection of the student's standard, and would prevent unfair comparisons with other vocational suites of qualifications.
- We are concerned about the lack of reference to apprenticeships in the draft consultation document, and would encourage further thought and clarification regarding how T Levels fit alongside, and interact with, apprenticeships. We are also very conscious that, for some jobs, level 2 qualifications (rather than level 3) are an effective point of entry.
- We currently have a system which allows young people to sit technical and academic components alongside one another, enabling them to develop both sets of skills and choose between technical routes and higher education at the end of their course. We are concerned that T Levels will replace Applied General qualifications (mainly BTECs), and will divide the technical and academic pathways, ultimately narrowing the options available to students.

We have offered to work with DfE on piloting and testing the implementation of T levels in digital, construction and legal/finance/accounting. We have some concerns over the proposed design and

assessment of T levels that we would welcome the chance to work through with colleagues in DfE through specific pilots in London. In particular, these pilots would help test and prove the role of employers in design, delivery, assessment and quality assurance of T levels, especially around safeguarding, equality and probity. In addition to working with employers, London pilots would help identify the critical supply-side issues that impact on the successful introduction of T levels. In our view, the capacity of the provider base would be significantly augmented by, for example, the devolution of capital funding to London to ensure that the right facilities and equipment are available to the best providers that can deliver T levels that match London's needs and that targeted staff training and development is provided. London is also facing a major recruitment and retention crisis that covers all education and skills professions, but is especially felt in management levels. We believe that introducing T levels is an ideal opportunity to lever into the Regulated Qualifications Framework (RQF) all regulated professional qualifications as this will help more young people – and more young people from diverse backgrounds - to progress into professions that have a reputation of being the preserve of those from privileged backgrounds

The government has recognised that some young people do not reach the Key Stages 4 and 5 benchmarks at ages 16 and 18. London has been particularly successful at helping these young people to attain Level 3 by the age of 19. T levels specifically offer a chance for young people to remain in education, but we have consistently argued that all young people should have their education or training fully-funded until they achieve at least level 3 and that reductions in funding for 18 year-olds should be reversed.

We also support a review of level 2 and below qualifications. Although level 3 qualifications are proving to provide the entry credentials for most jobs, there are still some occupations that value level 2 qualifications on entry and there is a compelling case for the level 2 curriculum, content and pedagogy to prepare students more effectively for study at level 3.

Apprenticeships

Alongside the introduction of T levels, we continue to support the expansion of apprenticeships. London's local authorities and other public sector partners are very much engaged in delivering the government's "public sector target for apprenticeships" and are promoting apprenticeships throughout their supply-chains and other channels of influence. Although London's councils are responding very well to the challenge of these targets – apprenticeships in local councils has increased by over 500 since 2013 – they are very concerned about the achievement of the target at a time when budgetary pressures are leading to streamlining and not to the recruitment of apprentices as the government's target implies.

More broadly, the changes to apprenticeship funding (through a levy of large employers) also raise some key challenges for London and we support efforts to ensure that apprenticeship funds generated in London are spent in London and for the benefit of young Londoners. We encourage businesses and apprenticeship providers to help develop apprenticeship standards that address skills gaps and shortages in London and to prepare for emerging jobs and markets.

Priority Three: High Needs

London has experienced a very rapid increase in demand for SEND places for pupils with high needs in recent years, far exceeding growth in other regions and among London's population in general. Between 2016 and 2017, the number of pupils with Education, Health and Care Plans (EHCPs) grew by 4.2 per cent, around three times the 1.3 per cent growth rate for the general pupil population.

Between 2010 and 2017, the number of pupils with EHCPs (or Statements) in London grew by 22 per cent, compared with growth of only 5.7 per cent over the same period in the rest of England.

The demand for SEND places is expected to continue to increase in the coming years, partly as a result of statutory protections for young people up to the age of 25, which has increased the number of young people at further education colleges with an EHCP.

Pressure on SEND places has been compounded by the rapidly changing characteristics of children and young people with SEND and the subsequent requirements for targeted and/or specialist provision. For example, the number of pupils with an Autism Spectrum Disorder (ASD) in special schools in London increased by 85 per cent between 2010 and 2017. This increase is in part due to better diagnosis.

These changes have significant implications for local authority places planning teams. Schools that were previously designed to support children with particular needs are now required to meet entirely different needs. On top of this, the types of need that are on the rise are increasingly complex, requiring more specialist provision. This places further demand on local authorities to source and identify funding for appropriate provision for a wide range of complex and changing needs, and places pressure on revenue budgets for high needs.

The current funding system does not pay sufficient regard to the actual costs of delivering SEND provision in London, both capital and revenue funding – and this is increasing reliance on independent and out-of-borough placements.

Our priorities for SEND and High-Needs places in the year ahead include our lobbying work with the Mayor of London to secure a devolution deal for London that enables decisions made in the capital to affect how and where funds are allocated and that the level of funding is appropriate to meet demand. Joint working will also extend into local authorities so that we can, together, identify where there is sufficient demand for places to justify the creation of new special free schools or to direct academies with appropriate capacity, location and infrastructure to establish special units into which they can enrol children with SEND. We also believe that the government should give local authorities power to intervene when academies off-roll pupils with SEND inappropriately.

5. What London needs

*Vision 2020: the future of young people's education and skills in London*²⁶ sets out bold ambitions for the education and skills sector in the capital so that it better equips young people for the future:

Access and participation: Providing sufficient and suitable places, meeting diverse needs, so that all young people have access to world-class education and training; and young people are empowered to make informed choices of the learning and career path through impartial' independent and personalised careers education, information, advice and face-to-face guidance.

This means that London needs to accelerate its relentless determination to close the remaining gaps in participation that are based on different characteristics of young people.

Quality Learning Experiences: A dynamic curriculum offer – available to all young Londoners, irrespective of their background or needs - informed by employers, with learning institutions and the business community working better together to enable more young people to succeed; and a teaching and training workforce that can deliver the curriculum of the future, in a modern educational estate, that convinces more people to stay in learning after the age of 17 and to acquire higher level, technical and professional qualifications.

This means ensuring that the government's reforms of technical education really work for young Londoners and make a difference to their prospects.

Excellence achieving results; Young people are better prepared for adult life and, especially at 17 and 19, for progression to further and higher education and employment.

This means that more young Londoners, from diverse backgrounds, are able to compete for the type of highly-skilled jobs that are likely to dominate the labour market in the future.

Our analysis of young people's education and skills is shown below in Table 4: Analysis of young people's education and skills in London

Table 4: Analysis of young people's education and skills in London

Key Learning Point	What this means for us	Our response
There will be continued demand for jobs across the entire economy, but high skills (demonstrated by high levels of qualification) will be in greatest demand. The labour market will become even more competitive.	<ul style="list-style-type: none"> The growth in London's economy is not going to be as great or fast as in the most recent years. 	<ul style="list-style-type: none"> The type of jobs, the sectors in which they occur and the levels of skills they are likely to require will most probably follow the most recent trends.
Entrants to the labour market have to develop and constantly refresh a broad range of skills – not just acquire qualifications – if they are to survive and thrive in London's future economy.	<ul style="list-style-type: none"> The labour market is experiencing rapid change and, irrespective of specific economic or political circumstances, the education and skills sector has to ensure that young people acquire the complete skills set they will need to survive and thrive in an increasingly competitive jobs market. 	<ul style="list-style-type: none"> Lifelong learning – which embraces more than just redressing gaps in basic skills, but is about continually acquiring relevant skills – must become a reality in the working lives of the current cohort of young people in education or training and for future generations. The sector has to adapt to this reality.

Key Learning Point	What this means for us	Our response
<p>London will benefit from the successful implementation of government policy relating to technical education, Apprenticeships and lifelong learning, but these policies will be of greater impact if there is devolution of funding and policy in London.</p>	<ul style="list-style-type: none"> • There is a consensus between the Mayor of London and local government that the devolution of education and skills policy and budgets will create the right balance between rigor in standards and flexibility in delivery that will secure employer engagement and the confidence of young people and their parents / carers. • Businesses are very much alive to the challenges that have been developing in London's economy and communities for some time and which are all the more pressing in the context of Brexit. They are looking for greater confidence in the education and skills system that can come from devolution. 	<p>To follow</p>
<p>The education and skills system in London is facing significant challenges and threats that may militate against its proven track record to improve learner outcomes. Great credit should be given to teaching and learning professionals and their leaders for their ability to have improved standards while facing cuts in resources.</p>	<ul style="list-style-type: none"> • There are policy disconnects that are unfortunately having to be managed at an institutional level, which is adding strains within an already over-stretched system. The prize for getting the systemic changes that the country needs is great. But the penalties for trying to achieve thorough-going change on the cheap are extremely damaging. • Continuing to press the case for London is going to be very important in the year ahead. Many policy-makers have an inaccurate view of the needs of London and how improving the performance of the education system in London will be a catalyst not just to the capital's economy, but to the national economy. 	<p>To follow</p>
<p>Apprenticeships and technical education still have a poor perception by young people and their families, even though these provide pathways into the type of jobs that are going to be in demand in the future.</p>	<ul style="list-style-type: none"> • London has developed a culture in which most young people progress into Higher Education and place themselves at an advantage in the labour market. The emphasis on technical education and apprenticeships will help to ensure that no one is 'left behind', but has a good chance to compete for high quality and well paid jobs. • It is crucial that the new T level; programmes are recognised as quality learning pathways and allow young people opportunities to progress into further learning and employment. The sector needs to prepare for renewed emphasis on lifelong learning and reskilling. 	<p>To follow</p>

6. Access and participation

Indicator: 16-17 Year Olds in Full Time Education and Training (%)

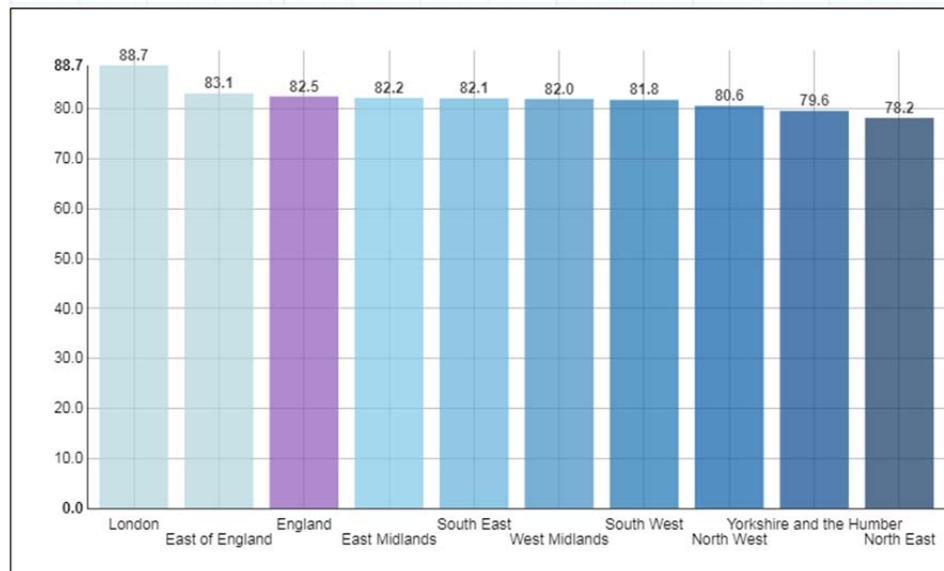


Figure 13: Participation of 16 - 17 year-olds in England (ONS)

Table 5: Participation of 16 - 17 year-olds in London Boroughs (NCCIS)

	December 2017		
	16-17 yr olds in education or training	16-17 cohort	% in education or training
ENGLAND	1,034,023	1,132,563	91.3%
LONDON	159,773	171,566	93.2%
Barking & Dagenham	5,229	5,577	93.8%
Barnet	7,056	7,472	94.5%
Bexley	5,619	5,913	95.0%
Brent	7,071	7,381	95.8%
Bromley	6,383	6,678	95.6%
Camden	2,825	3,144	90.1%
City of London	42	45	93.3%
Croydon	8,069	8,981	89.9%
Ealing	7,028	7,258	96.9%
Enfield	7,655	8,305	92.2%
Greenwich	5,262	5,661	93.0%
Hackney	4,861	5,221	93.1%
Hammersmith & Fulham	2,317	2,375	97.6%
Haringey	4,606	5,390	85.5%
Harrow	4,906	5,052	97.1%
Havering	5,463	5,831	93.7%
Hillingdon	6,521	6,885	94.8%
Hounslow	5,301	5,607	94.6%
Islington	3,035	3,304	91.9%
Kensington & Chelsea	1,185	1,403	84.5%
Kingston	2,955	3,089	95.7%
Lambeth	4,845	5,474	88.6%
Lewisham	5,513	6,029	91.4%
Merton	3,696	3,862	95.7%
Newham	7,449	7,985	93.3%
Redbridge	6,905	7,302	94.6%
Richmond	2,685	2,840	94.5%
Southwark	4,680	5,287	88.6%
Sutton	4,166	4,450	93.6%
Tower Hamlets	5,024	5,546	90.6%
Waltham Forest	5,621	5,906	95.2%
Wandsworth	3,425	3,860	88.7%
Westminster	2,375	2,453	96.8%

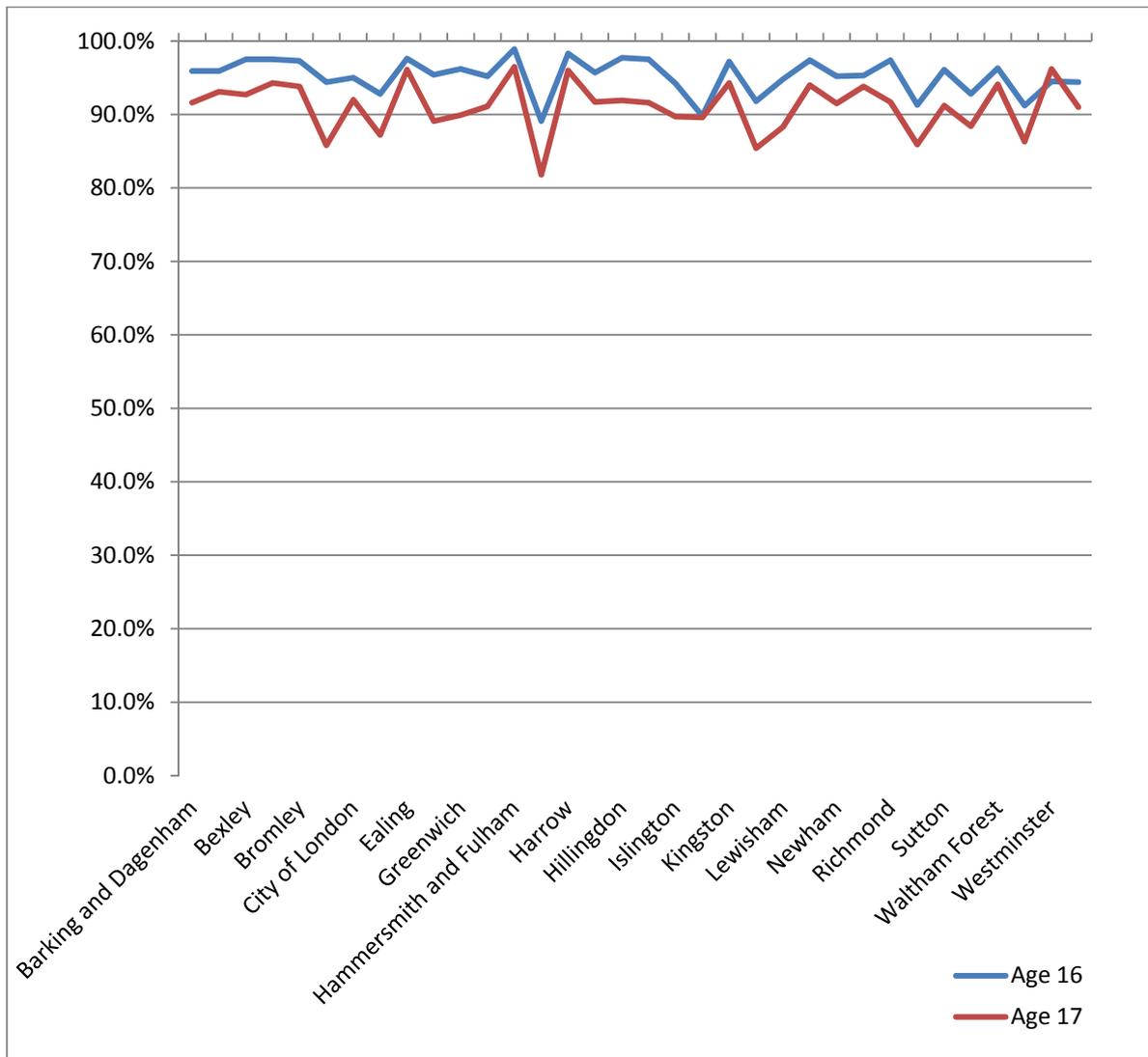


Figure 14: Differences in participation of 16 and 17 year-olds in London Boroughs Dec 2017 (NCCIS)

Annual growth rate – 16 to 19 population

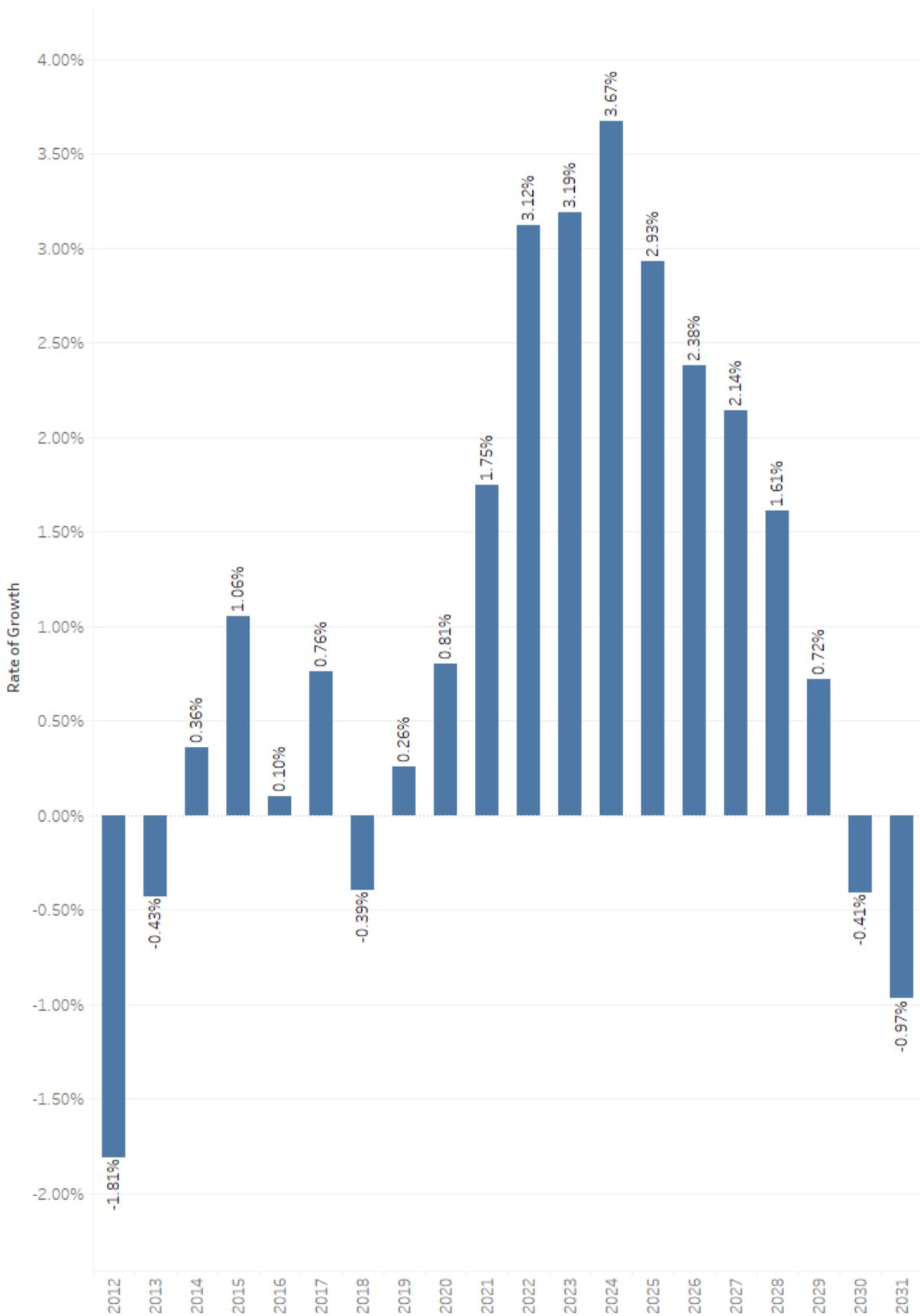


Figure 15: Growth in demand for places in education and training (Doing the maths, London Councils, 2017)

In this and the subsequent sections of the statement of priorities, we are waiting for the final official figures to be published. The text that follows provides a flavour of what we intend to cover.

6.1 Participation

Overall the level of participation of 16 and 17 year-olds in education and training in London is higher than any other region in England.

Of course, this is the average for London as a whole and there remains some disparity between boroughs and, even within some relatively high performing boroughs, there are neighbourhoods where participation is relatively poor.

In the past, the difference in the rate of participation among 16 years-olds compared with 17 year-olds was a major issue in London. Although participation among 17 year-olds is still lower than 16 year-olds, the gap has closed considerably. This turnaround has not happened by accident, but as a result of tremendous hard work by colleagues, particularly in London's local authorities, who have tracked young people through local arrangements for RPA. These efforts, together with the close cooperation of learning institutions, including providers operating within the London ESF Youth Programme, have helped maintain young people in appropriate learning opportunities through the availability of a diverse curriculum mix and pedagogy and have also ensured speedy re-engagement of young people who become NEET.

Provided that London receives funds to replace the London ESF Youth Programme after Brexit, we are now confident that local arrangements are in place to reduce still further the gap between 16 and 17 year-olds participation in education and training. We are no longer flagging that this gap should be addressed as a critical priority.

6.2 Closing gaps

Looking more specifically at the gaps in participation that are of concern, we are highlighting three issues requiring urgent attention in the year ahead. These are in areas or among groups that are of strategic importance to London, its economic development, community cohesion or commitment to social mobility.

1. The first is the gap between the participation of those not receiving free school meals (FSM) and those who do receive FSM. This group of young people most closely equates with those who are likely to be among the poorest families in London. To close this gap requires local authorities and learning institutions to work together and enrol a greater proportion of young people in receipt of FSM than previously and that this rate of improvement exceeds the improvement in participation of young people without FSM. This is a tall order. It can only be achieved by close collaboration between local authorities and learning institutions. We are confident that the culture within the education and skills system in London makes it easier for this level of collaboration to take place, but we are concerned that without some of the innovative programmes currently funded through ESF, local partners may not have the tools necessary to secure successful participation by the poorest Londoners.
2. The gap between the participation rate of young people with SEND and those without SEND in London is the lowest in England and the participation rate of young Londoners with SEND is higher than the participation rate of those without SEND in most other regions of England. This is an impressive record, but not one that permits any complacency. Young people with SEND, particularly those with high support needs, are among the most disadvantaged in London and it is imperative that the entire learning and skills sector in London mobilises to

provide these young people with the range of specialist provision that meets their needs. Given the two-fold threat to this provision posed by both funding pressures and increased demand, this area will remain a priority for London for the foreseeable future.

3. The levels of participation in some neighbourhoods and boroughs have been below the London average for some significant time. We will continue to highlight these disparities and provide appropriate assistance to borough-led or sub-regional initiatives that are designed to raise aspiration, participation and achievement

London is famously a very diverse city, with concentrations of people from different ethnic, religious or linguistic backgrounds occurring in each borough. We consider this diversity to be a great asset and a critical attribute of London's status as a premier world-class city. However, it also presents challenges in ensuring social integration, community cohesion and social mobility. For the foreseeable future, London's education and skills mix will need to include an element of basic skills needs to accommodate young people whose first language is not English. Centralising planning of places has lost the ability of local areas to determine the best balance of provision. In our experience, that balance is best determined locally by local authorities and learning institutions working closely together, taking into account regional priorities. In the year ahead we look forward to continuing discussions with colleagues in local authorities on how to restore local control over planning and funding of education and skills provision

6.3 Availability of places

London Councils produces an annual assessment on the demand for and supply of places in education and training in London. *Do the maths*²⁷ (2017) examined the position in post-16 learning for the first time and, as previously predicted in annual statements of priorities and Vision 2020, pressure on places in learning for young people over the age of 16 is expected to start building during 2018/19, reaching a peak in 2023/24.

The government has set out clear expectations on FE Colleges in particular to drive the skills agenda forward, largely through the delivery of T levels. These expectations are consistent with the strategies intended to improve productivity and business growth. We believe that these expectations can only be met if (a) there is greater devolution over investment and planning decisions affecting 16 to 18 provision; and (b) the level of investment in education and skills is sufficient to meet the demand for places. and provide our assessment of the effects of changes in the funding system and level of funding on the availability of places. We propose to restate the Board position on encouraging more institutions (especially schools) to offer three year A level courses and on restoring full funding for 18 year-olds

6.4 Technical Education and Apprenticeships

If introduced properly, T levels can provide a significant boost to technical education in this country and we agree in principle to their introduction. We have some concerns over the design of T levels and their position alongside other technical and vocational qualifications and we would welcome the opportunity for London-based providers and local authorities to work through some of the areas of contention with the DfE through piloting and testing.

In particular, there needs to be greater clarity of the characteristics of the projected T level cohort – the target audience, their prior achievements and the ambitions. This will help reshape the curriculum at Key Stage 4 so that T levels are truly on a par with A levels and Apprenticeships.

We encourage learning institutions and local authorities to devote staff resources to help in the further development of T levels so that they reflect the needs of young Londoners.

6.5 Careers Guidance

There has been significant commentary on the inconsistency and poor quality of careers guidance for young people in school from employers, experts in the sector and young Londoners themselves. Although we will support the government's attempts to improve the provision of careers guidance, we are not convinced that the government's plans will be sufficient to tackle the problem rapidly. We urge all those with a stake in the education and skills system in London to be particularly vigilant of the quality of careers guidance made available to young people. We reiterate our support for London Ambitions as the premier partnership initiative to deliver world-class impartial careers guidance to all young Londoners..

So much depends on careers guidance – not least the successful design and implementation of T levels in London and the general thrust of our capital's drive on social mobility.

6.5 SEND

London's funding challenge is compounded by an increase in demand for SEND places for pupils with high needs that far exceeds growth in the places that the government is funding. Between 2016 and 2017, the number of pupils with EHCPs grew by 4.2 percent, around three times the 1.3 percent growth rate for the general pupil population. Between 2010 and 2017, the number of pupils with EHCPs or Statements in London grew by 22 percent, compared with growth of only 5.7 percent over the same period in the rest of England.

Moreover, the characteristics of London's SEND cohort have changed significantly – for example, the number of pupils with Autism Spectrum Disorder in special schools in London increased by 85 percent between 2010 and 2017 (this increase is in part due to better diagnosis).

These changes have significant implications for local authority places planning teams. Schools that were previously designed to suit children with a specific set of needs are now being asked to meet entirely different needs; and these needs are increasingly complex.

We will press for a review of high needs allocations so that they follow the specific needs of young people more clearly. Local authorities should continue to identify shortfalls in provision and seek to create new special free schools in areas of high demand.

6.6 European Funding

At the time of drafting this statement of priorities, the precise shape of Britain leaving the EU is unresolved. From the perspective of post-16 education and skills, the main issue at the moment is the future of (or replacement of) the European Social Fund (ESF). Although commissioned centrally by the ESFA or regionally by the GLA, ESF provision in London has for some years provided additional support to young people who are not in education, employment or training (NEET), those aged 16 and 17 whose participation status is not known to their local authority and early leavers from education and training³ (ELET).

³ The term "early leaver from education and training" has replaced the former term "early school leaver" in Eurostat, the European statistics portal. It refers to a person aged 18 to 24 who has completed - at most - lower secondary education (Key Stage 4 in England) and is not involved in further education or training.

At this time, there are three main issues associated with the London ESF Youth Programme:

- To maximise the delivery of the programme that has already been commissioned;
- To maximise the draw-down of ESF while it is still available;
- To ensure that London has devolved control over any Growth Funding that replaces the London ESF Youth Programme, so that we can prioritise the prevention of ELET and early re-engagement of NEET. Any new programme would, through devolved governance and accountability, need to provide funds for addressing short-term gaps in provision, cyclical labour market issues and longer-term, structural issues. Such commissioning and procurement will only be possible through the type of forensic analysis of needs, pinpointing neighbourhoods or groups of people who need specific help, that may be possible by pan-London collaboration of partners.

Young People's Education and Skills will...

- In any Growth Funding that replaces the London ESF Youth programme, prioritise the prevention of ELET and early reengagement of NEET
- Highlight London's chronic shortage of places for young people with SEND, the pending crisis in post-16 places and the unfairness of the funding disparity for 18 year-olds

Local authorities will...

- Define their own local priority groups and neighbourhoods but, as a contribution to London's overall objectives, focus on participation of young people receiving FSM and young people who have SEND

Learning institutions will...

- Work together and with partners such as their local authority , to implement T-levels and London Ambitions

7. Quality learning experiences

Supply and Demand

Forecasts of learners successfully completing courses in different subject areas, compared with the vacancies linked to those subject areas, for courses and jobs at Level 3 and below in London in 2017.

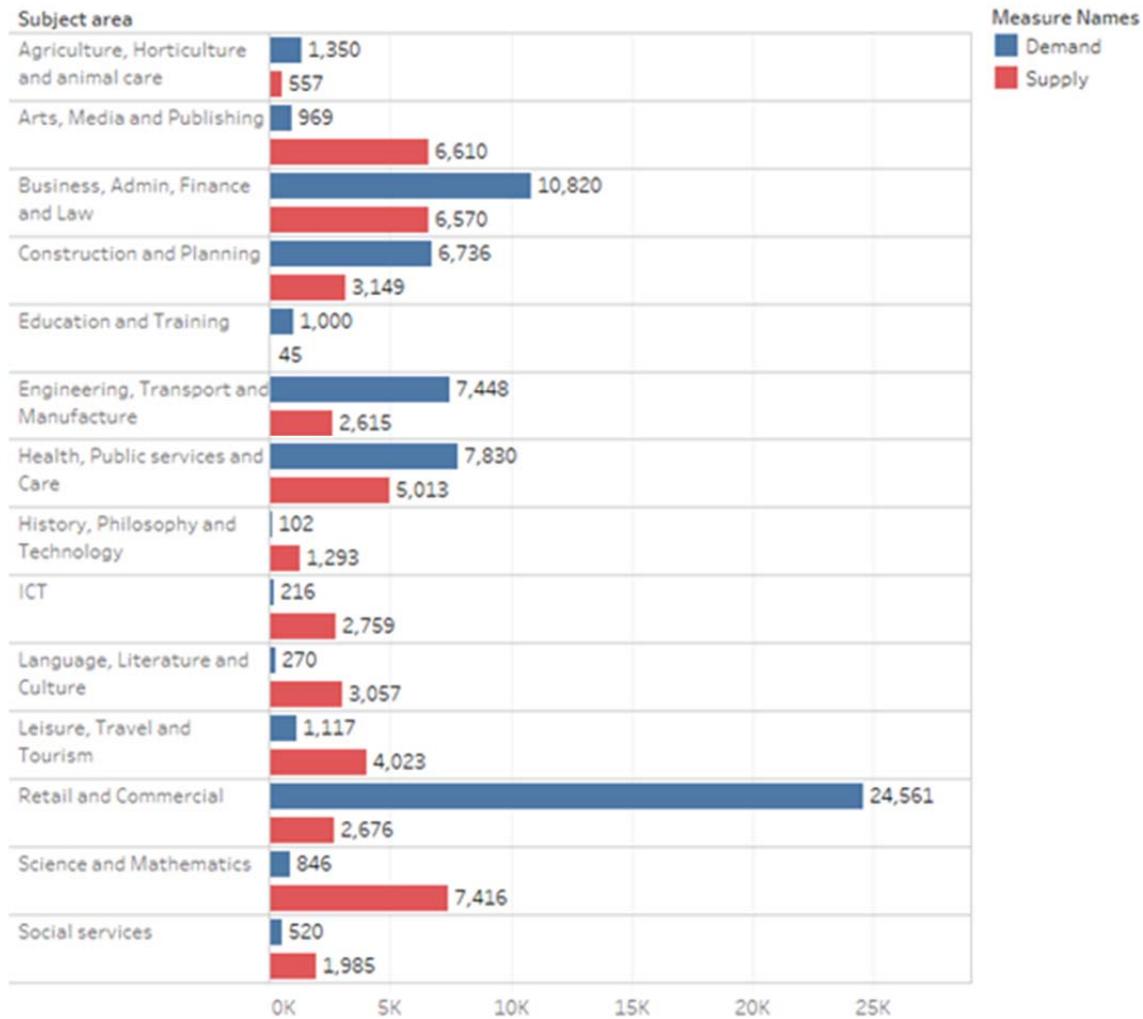


Figure 16: Supply and Demand (London Data Store, Jan 2018)

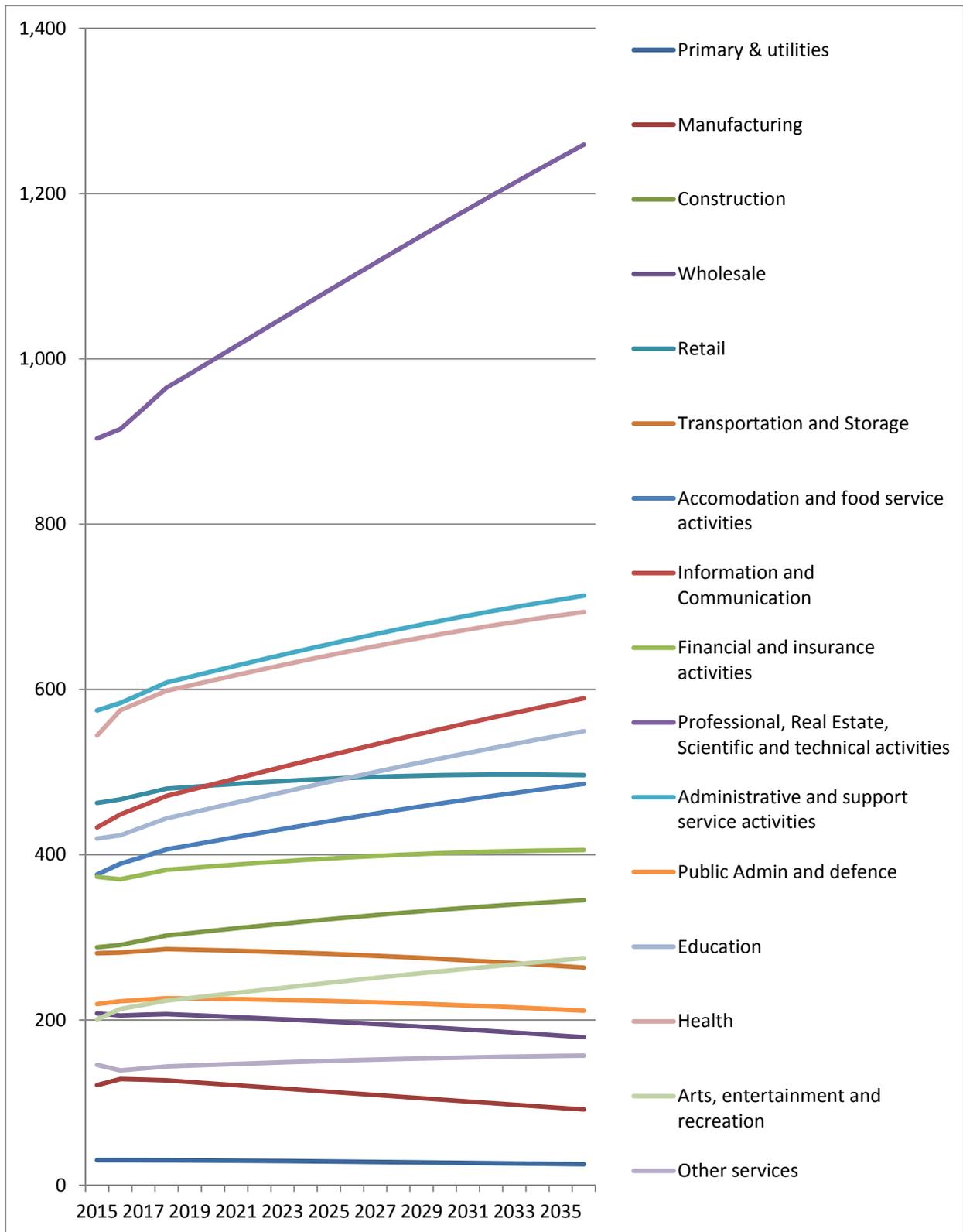


Figure 17: Projected changes in employment by industry sector in London 2015 to 2036 (London Data Store, Feb 2018)

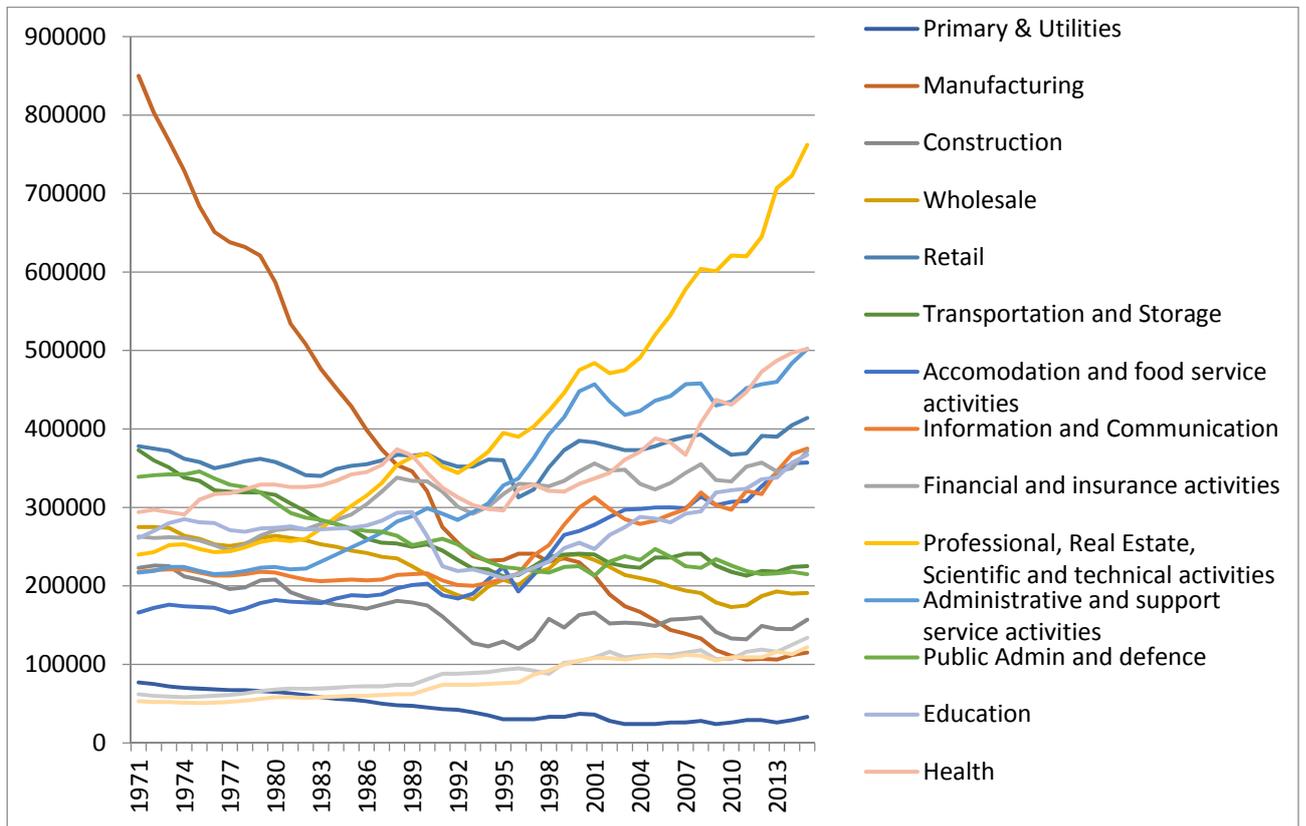


Figure 18: Historic changes in structure of employment in industry sectors 1971 to 2015 (London Data Store, Jan 2018)

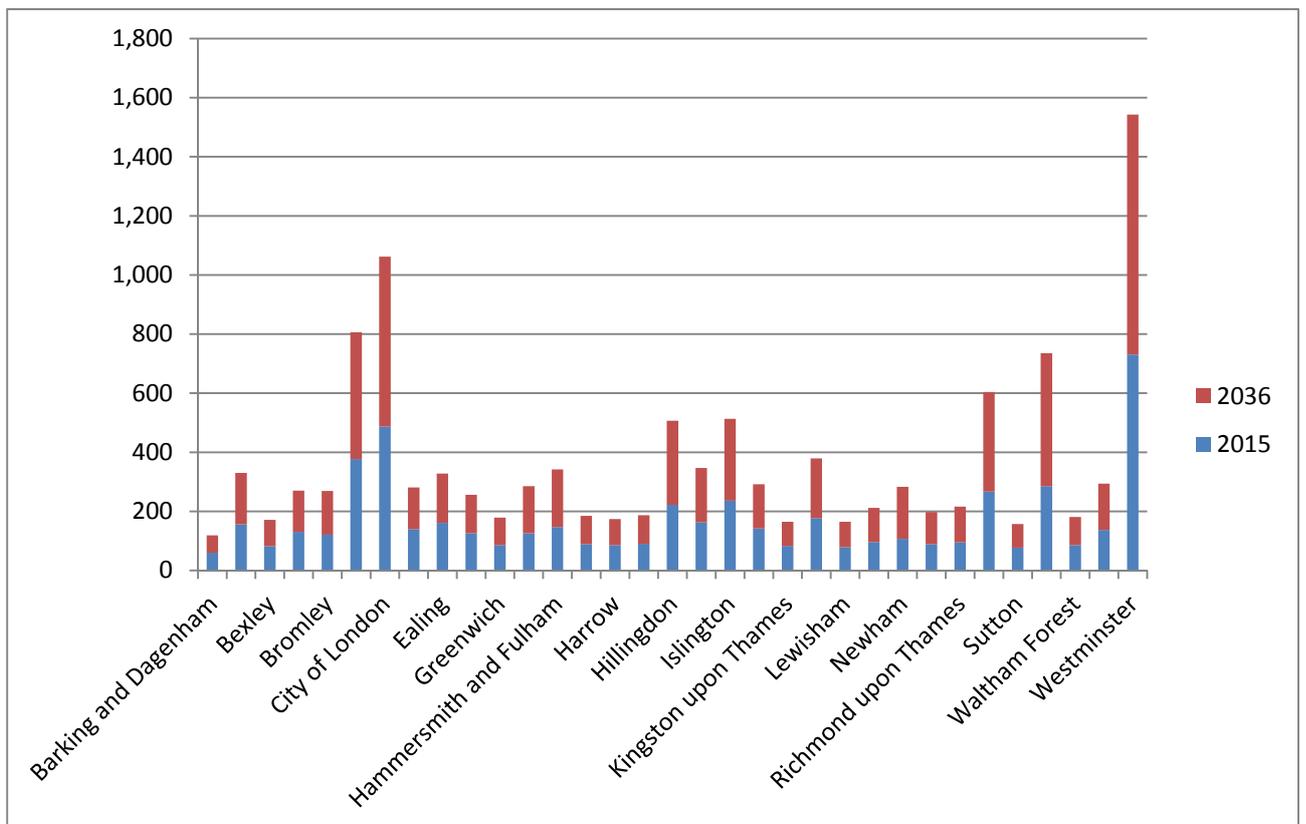


Figure 19: Projected changes in overall employment in London Boroughs 2015 to 2036 (London Data Store, Jan 2018)

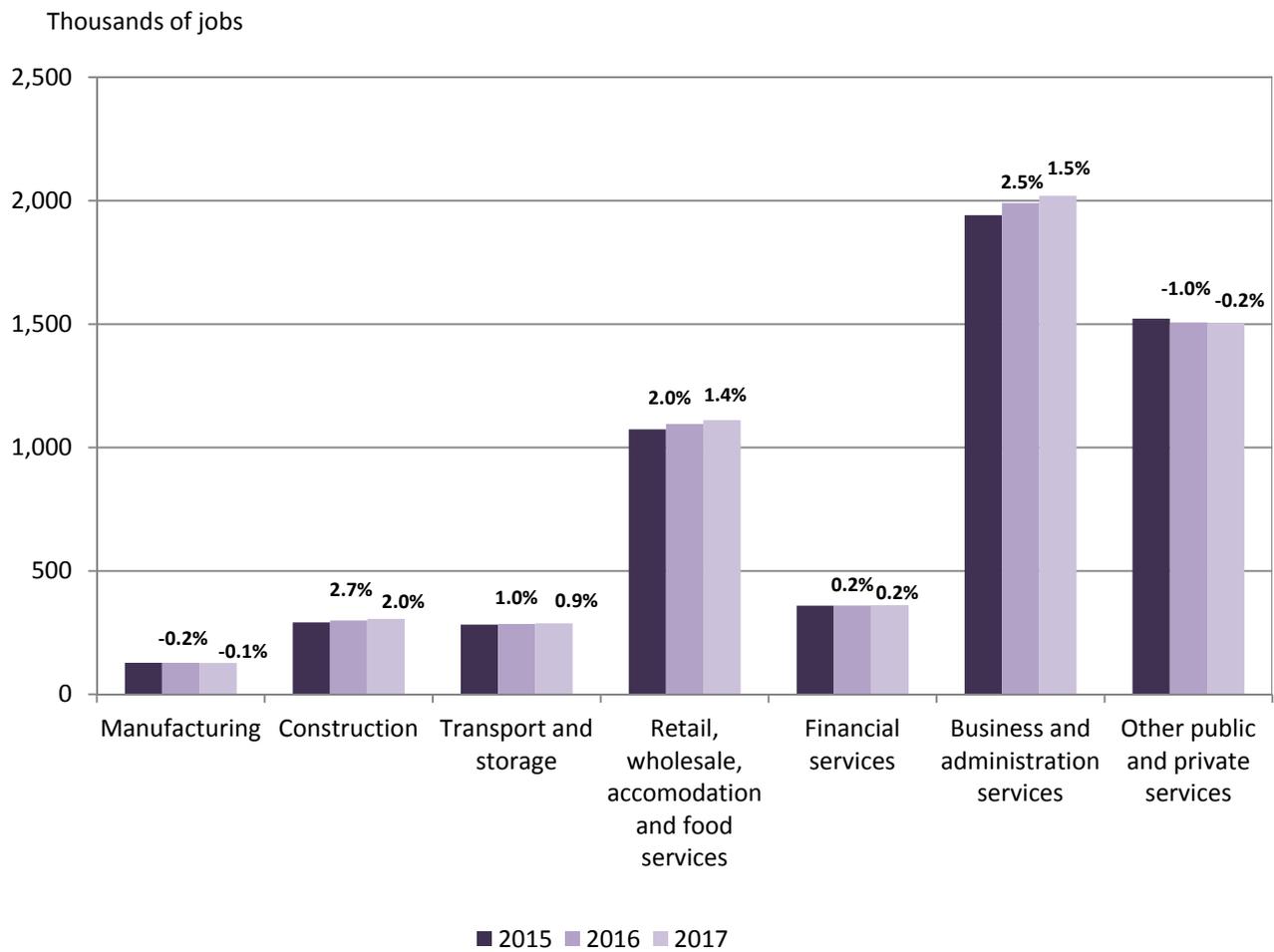


Figure 20: Changes in employment structure 2015 to 2017 (London Data Store, Jan 2018)

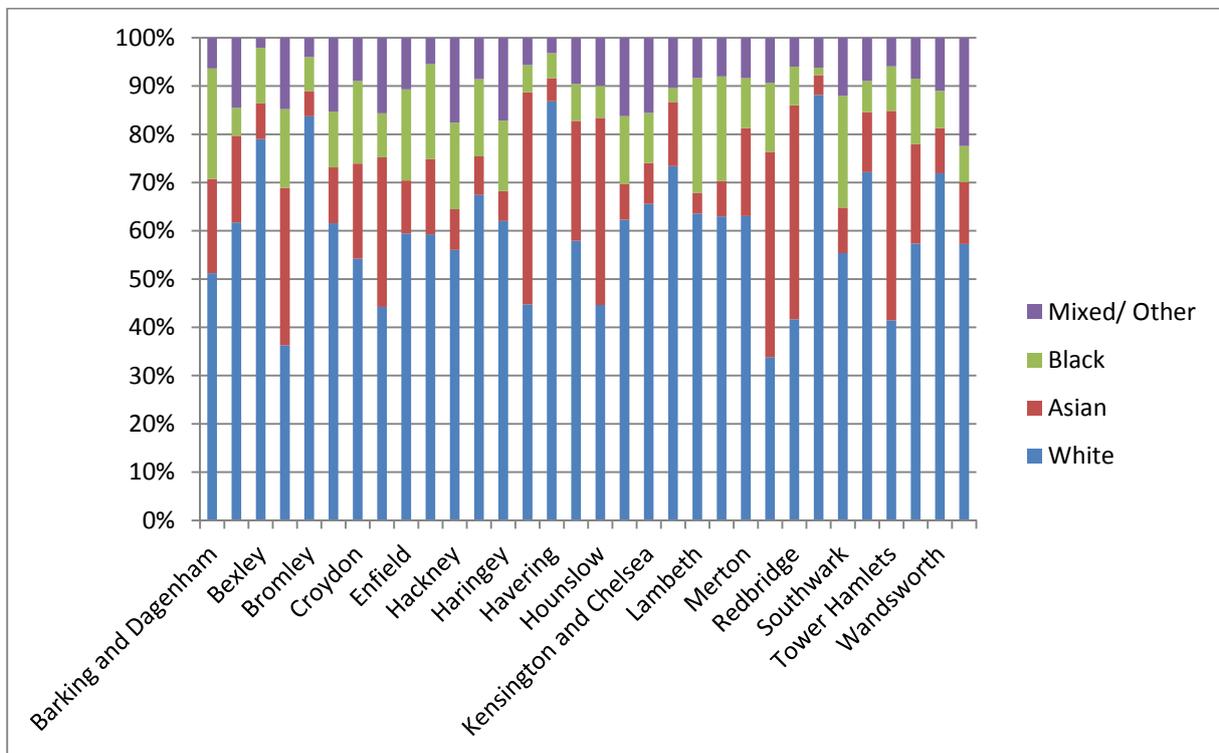


Figure 21: Ethnic groups by borough, analysis of ONS Annual Population Survey 2011 to 2016, GLAEconomics

Data View

View regional performance over time



[\[Explore national, regional and local data\]](#) [\[Compare local authority areas\]](#) [\[Get the data\]](#)

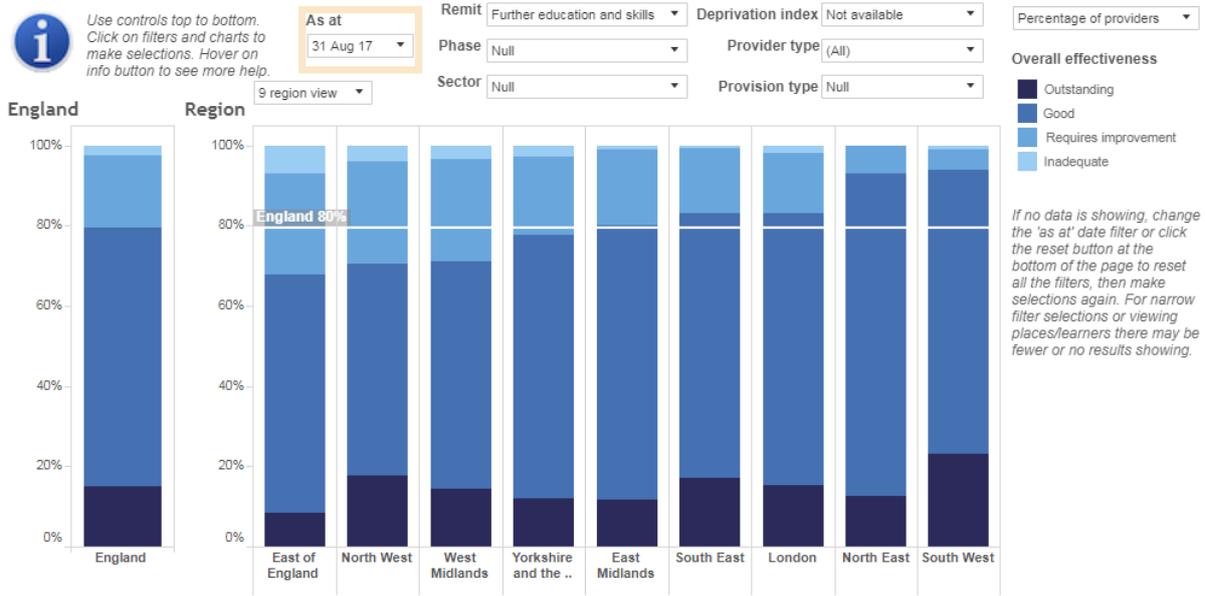


Figure 22: FE and Skills Inspections, 31 August 2017 (Ofsted Data View)

7.1 Statutory Duties

Local authorities are required to secure sufficient suitable education and training provision for all young people in their area who are over compulsory schools age but under 19 or aged 19 to 25 and for whom an EHCP is maintained (§15ZA and 18A of the Education Act 1996, as inserted by the Apprenticeships, Skills and Children and Learning Act 2009 and Part 3 of the Children and Families Act 2014). The Education and Skills Act 2008 (§68, as updated by §20 of the Children and Families Act 2014) imposes a statutory duty on local authorities to ‘assist, encourage and enable’ young people aged 13-19 (and young adults with a learning difficulty and/or disability up to the age of 25) to participate in education or training. Chapter 2 (§10) of the Act requires local authorities to promote the effective participation in education or training of the young people in their area to 18 (or 25 for those with learning difficulties or disabilities) and §12 of the Act mandates local authorities to maintain a tracking system to identify young people who are not participating in education or training.

Learning institutions have obligations relating to health, safety, safeguarding and welfare; data protection; equality and diversity; and quality of provision and have funding allocations from the DfE to help local authorities fulfil their statutory duties.

7.2 Suitability of Post-16 Learning

For the foreseeable future we are going to see more jobs in London at level 3 and above and young people wishing to gain these jobs will be competing not just against their fellow Londoners, but highly qualified and experienced applicants from elsewhere in the UK and internationally. This has been building up for several years and is likely to intensify in the year ahead.

However, this is not to deny that there are still many jobs that young people with level one and two qualifications will be able to enter (the challenge for these jobs is to work with employers to:

- allow young people continued access to education and training that will enable them to gain further qualifications); and
- allow progression in work.

While many people are going to university and aiming at jobs requiring Level 6, they risk bypassing jobs with entry qualifications at Levels 4 or 5.

In 2015, Young People's Education and Skills introduced *Skills Match*²⁸ to help learning institutions and planners to forecast learners participating in courses - at Level 3 and below - in different subject areas compared with vacancies in these areas and the same level. **This proved extremely valuable and we hope in the year ahead to repeat this exercise and extend it to jobs and provision above Level 3. (To be confirmed)**

(The employment projections used in this section are based on estimates in business growth and replacements for those who will be leaving the labour market. We haven't factored in any 'not known' effects of Brexit and migration).

Figure 16: Supply and Demand (London Data Store, Jan 2018) shows the results from Skills Match and the areas where it looks like there is over-and under-supply of places.

Figure 17: Projected changes in employment by industry sector in London 2015 to 2036 (London Data Store, Feb 2018) shows the projected changes in employment in London, which help pinpoint those areas that are likely to take on new employees and those that are likely to release staff *(and for whom opportunities for reskilling may prove particularly valuable).

Figure 18: Historic changes in structure of employment in industry sectors 1971 to 2015 (London Data Store, Jan 2018) is a retrospective of the make-up of London's industrial base. It provides a useful counterpoint to the projections we have used in this section. We urge curriculum planners to consider carefully whether or not the practical and vocational courses they are offering are designed to service the needs of students who are looking to fill vacancies as they currently exist, or whether they will better serve the needs of industry in the medium-term or if they are still delivering courses that are built on demand in the past.

Figure 19: Projected changes in overall employment in London Boroughs 2015 to 2036 (London Data Store, Jan 2018) shows how overall employment levels are expected to grow in London up to 2036 and Figure 20: Changes in employment structure 2015 to 2017 (London Data Store, Jan 2018) gives a short-term overview of the main changes that have occurred.

Although most young Londoners choose to go to University there is still a high proportion who wish to find a job and apprenticeship. For these young people, T Levels may prove a real boon.

We have great confidence in the education and skills system in London, its teachers, tutors and trainers and its leaders, managers and governors. We are confident in their ability to deliver quality programmes of learning that suitably meet the needs of young people and London's economy.

London Councils and the GLA can add considerable value to individual learning institutions and local authorities in planning the curriculum offer. We have access to considerable data and can help analyse their implications for institutions and authorities.

7.3 Sufficiency of Post-16 Learning

As we have commented in this statement, London is potentially facing the twin pressures of reduced funding and increased demand for places. These pressures will pose challenges to institutions, local authorities and funders. Most importantly, they could cause anxiety to young people and their parents / carers; especially in cases where young people require high levels of support. Everyone in the sector wishes to avoid the consequences of a shortfall if places and funding and will need to work together creatively and with the support of funders to alleviate the situation.

7.4 Teaching, training and learning

We have great confidence in the education and skills system in London, its teachers, tutors and trainers and its leaders, managers and governors. But given the challenges of the future, it is essential that the education and skills system is fully resourced to continue to recruit and retain the very best teachers, tutors, lecturers and support staff to deliver the best opportunities for young people to learn, achieve and progress.

7.5 Devolution

We look forward to the next step change in education and skills, the devolution of the Adult Education Budget, now delayed until 2019. We hope that this heralds more significant devolution of education and skills spending and policy across all ages. Control over policy and spending by London's key players would allow more consistency in achieving two key goals:

- a devolved education and skill system in London would permit the development of the type of Lifelong Learning System that occurs in high performing jurisdictions renowned for innovation, productivity and Continuous Professional Development

- the harmonisation of employment and skills with employability support, including how to address basic skills needs

Moving forward on the devolution agenda does not mean threatening the autonomy of learning institutions, nor adding additional bureaucracy. It means combining the flexibility of autonomous institutions with the insight of regional and local planning so that the resulting highly relevant curriculum offer is delivered to young people equally in all parts of London.

7.6 Quality of Post-16 Learning

The annual Ofsted snapshot of inspections shows that 83% of learning institutions in London are 'good' or 'outstanding' and these provide 88% of places / learners. The national average is that 80% of learning institutions are good or outstanding.

7.7 Careers Guidance

Through London Ambitions, the GLA is maintaining the London Ambitions Portal, which brings together the many careers education opportunities provided by London's businesses. This makes it easier for teachers to source activities that will give their students the best opportunities to raise their aspirations and gain direct experience of the world of work.

We will continue to support London Ambitions and promote the benefits to all young people of experiencing 100 hours of the world of work by the time they reach the age of 16.

7.8 Technical Education / Apprenticeships

Although we think that the government needs to complete significant work on the design of T levels, we nonetheless believe that they could have a major impact in London. Learning institutions are likely to need some support from their local authorities in providing work placements for every participant

7.9 SEND

The government has a clear intention of promoting participation of children with SEND in mainstream settings where this is appropriate. Boroughs work with schools to create special units and Additionally Resourced Provisions so that a child or young person can attend a mainstream setting where this is the preference of the parent or young person – and councils have had much success in creating more dedicated SEND places in mainstream schools.

On the other hand, many boroughs have experienced issues with schools refusing to admit or keep children with SEND at their schools, despite there being a legal requirement to do so. Recent research on high needs funding carried out by ISOS Partnership on behalf of DfE29 also highlighted evidence that schools are not adhering to this requirement, mainly because of the potential impact on exam results and, to a lesser extent, the costs of the provision and the need for more specialist staff.

Young people's education and skills will...

- Use the agreed devolution of adult education to demonstrate the value of greater devolution in policy, planning and funding education and skills in London
- Lifelong learning & Harmonising education and skills with employability support
- L4 & 5 and basic skills
- Funding

Local authorities will...

- Work with the Mayor of London and providers to produce and analyse Labour MI

Learning institutions will...

- Deliver a mix of theoretical and practical courses that best meet the needs of young people and service the needs of the economy
- Adapt to a lifelong learning culture

8. Excellence achieving results

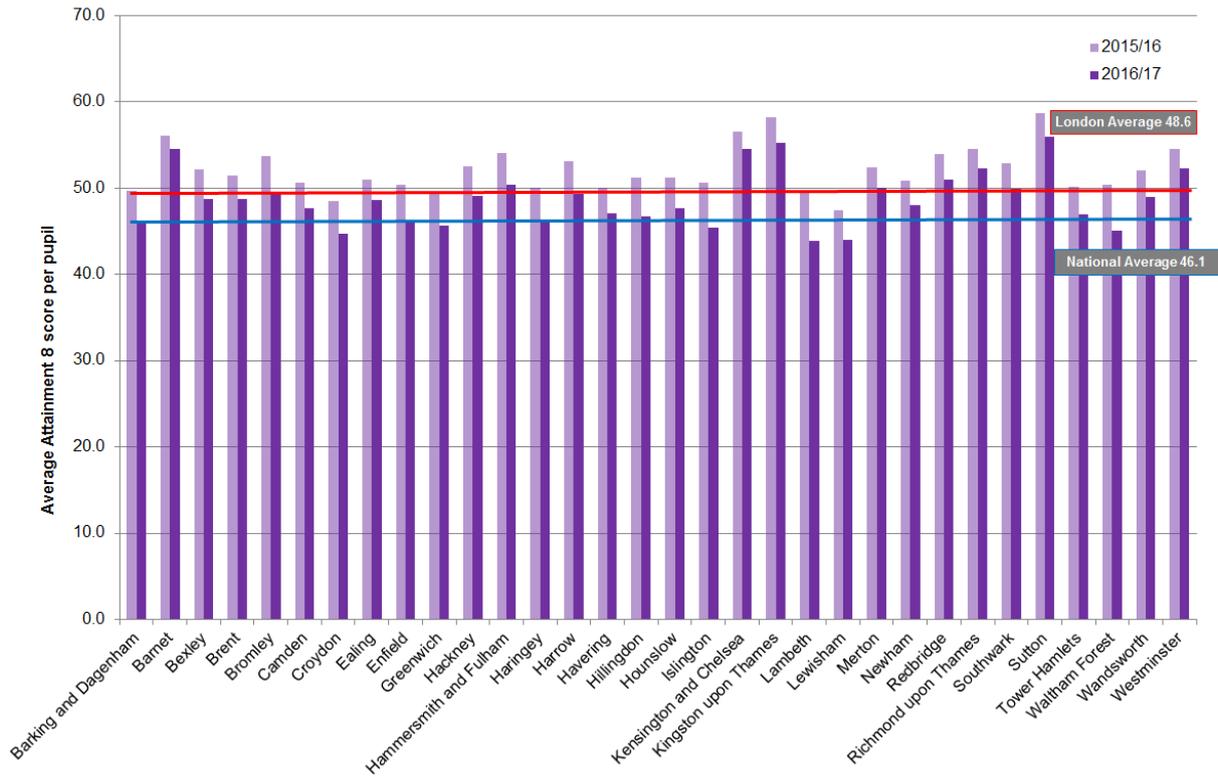


Figure 23: Average Attainment 8 score per pupil, state-funded only, 2016/17

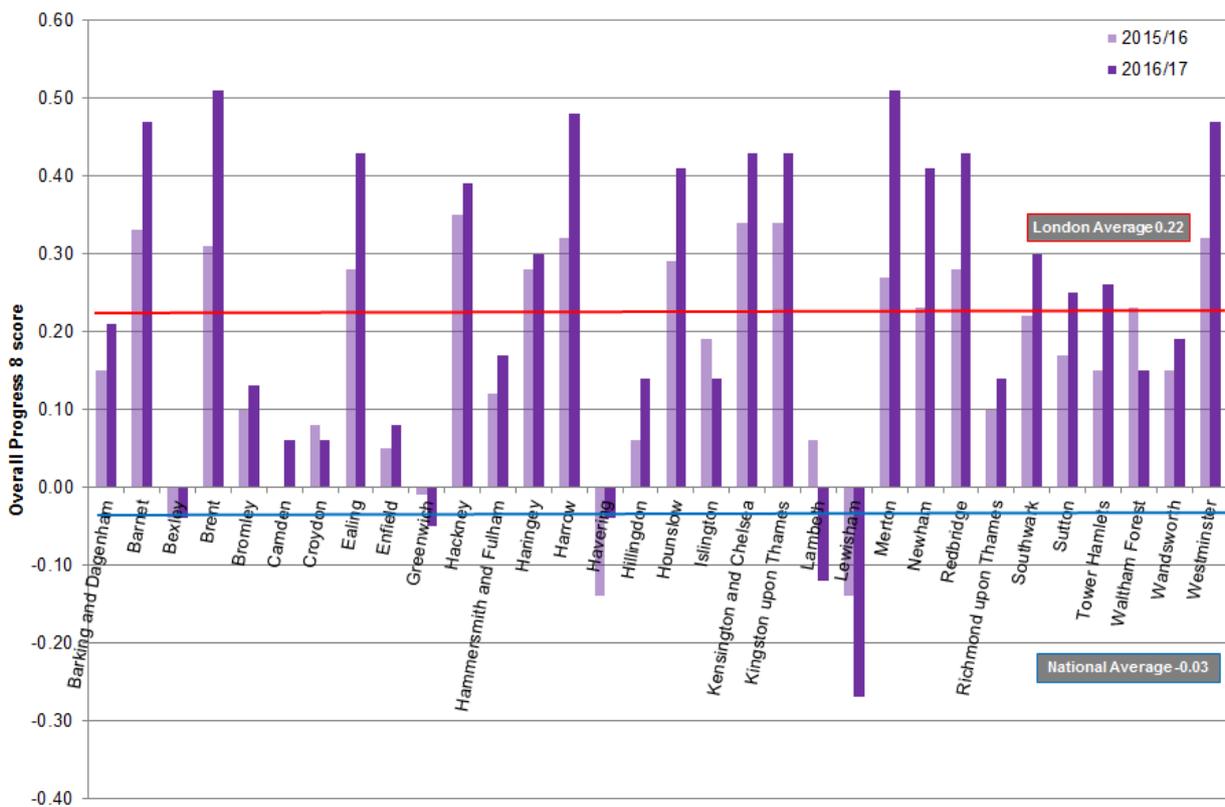


Figure 24: Overall Progress 8 score, state-funded only 2016/17

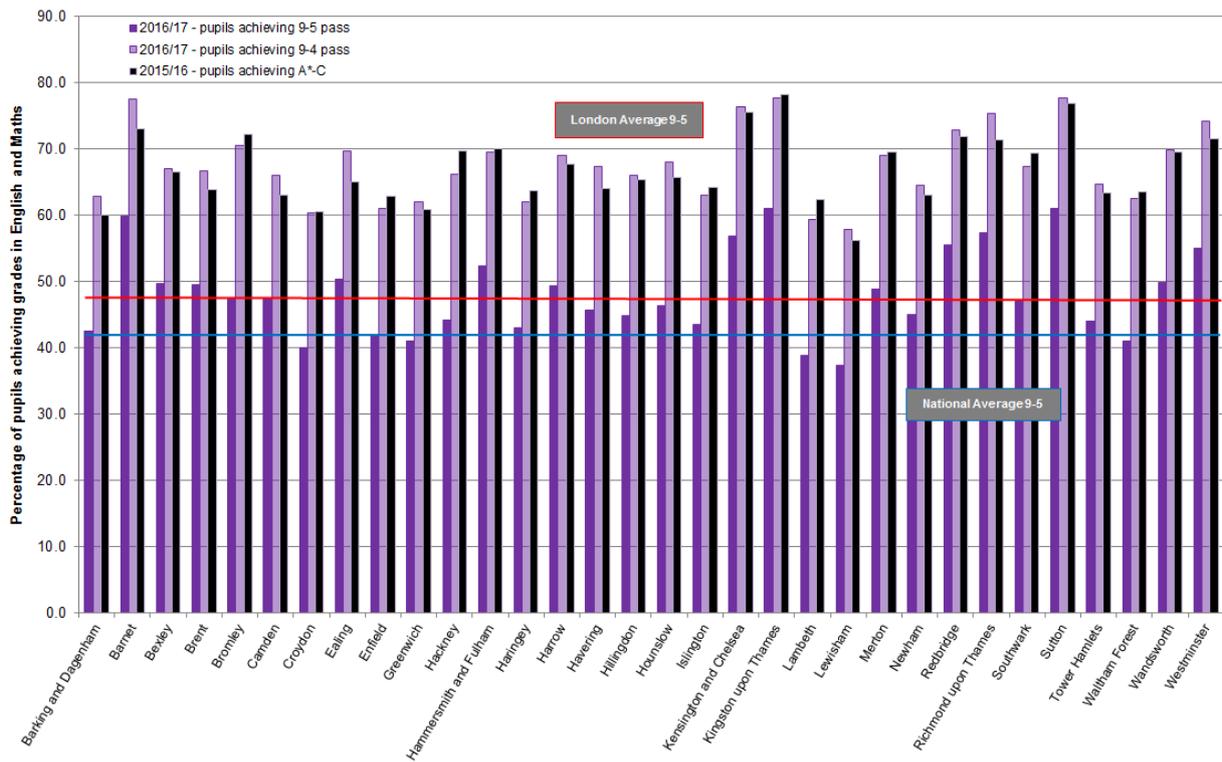


Figure 25: Percentage of pupils achieving grades in English and maths, state-funded only, 2016/17

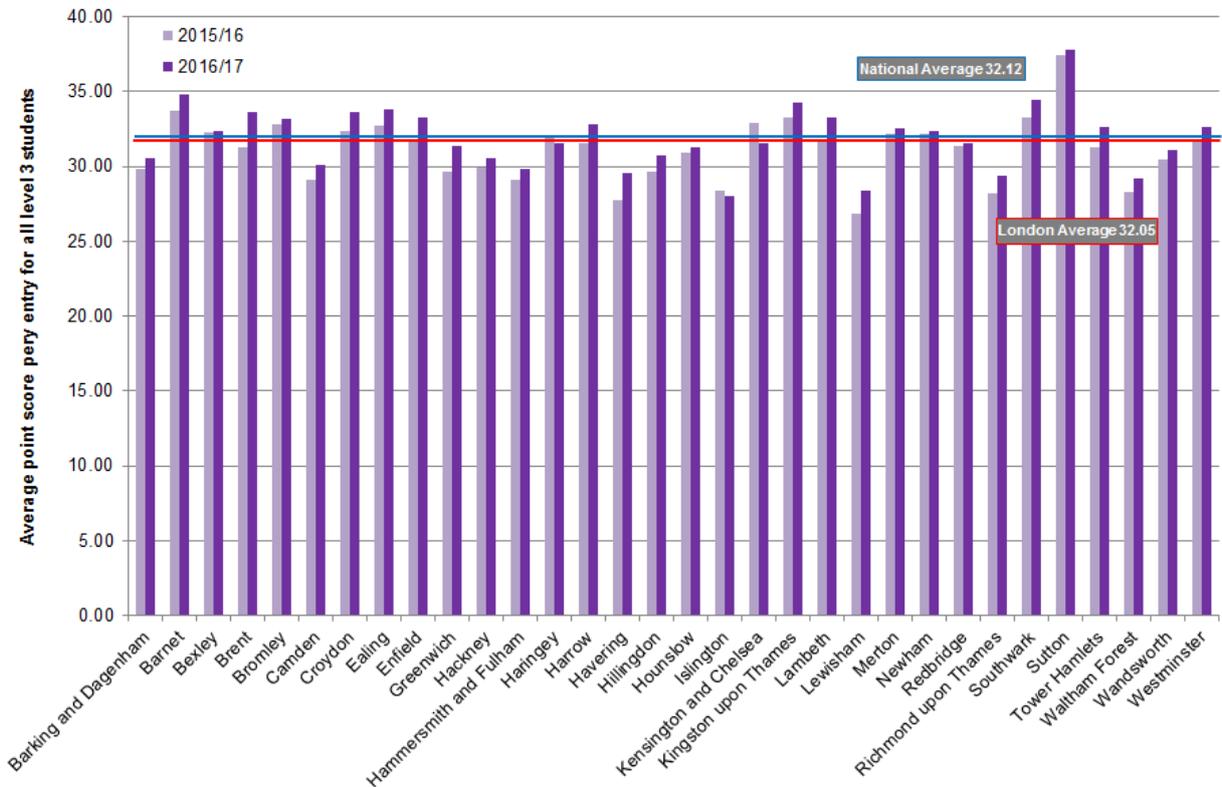


Figure 26: Average point score per entry for all level 3 students, state-funded only, 2016/17

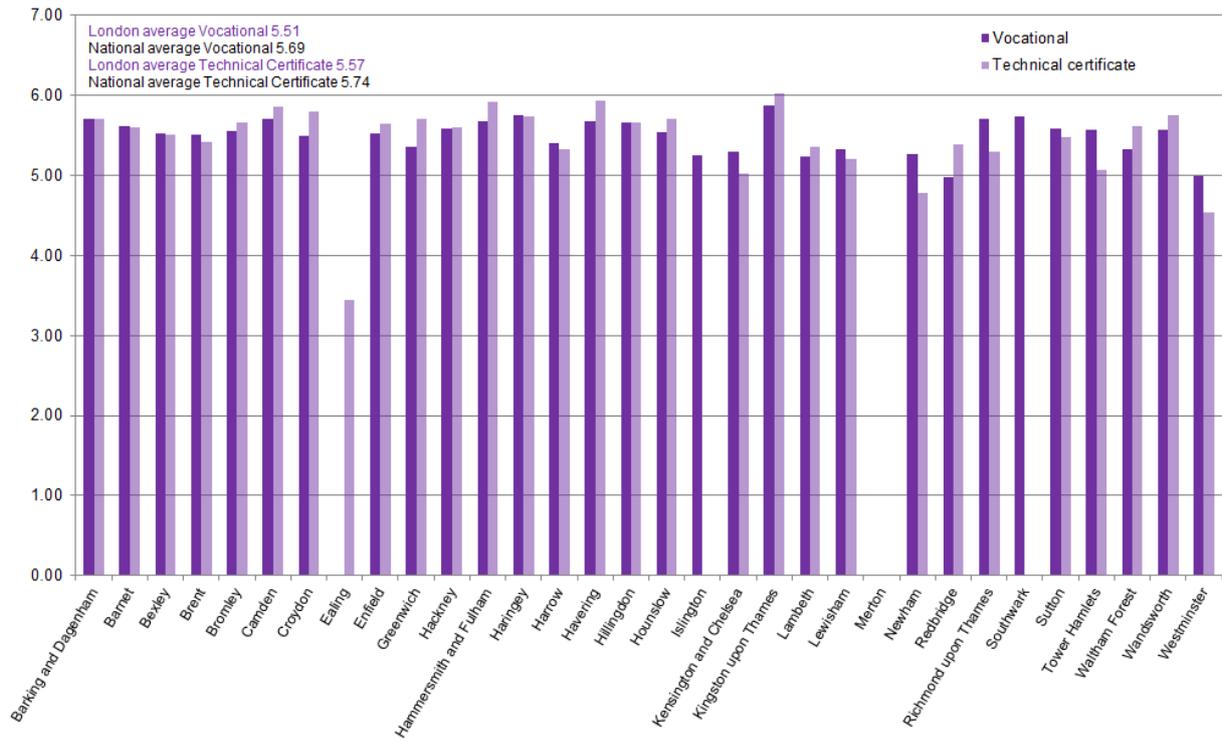


Figure 27: Average point score per entry for all level 3 students, state-funded only 2016/17

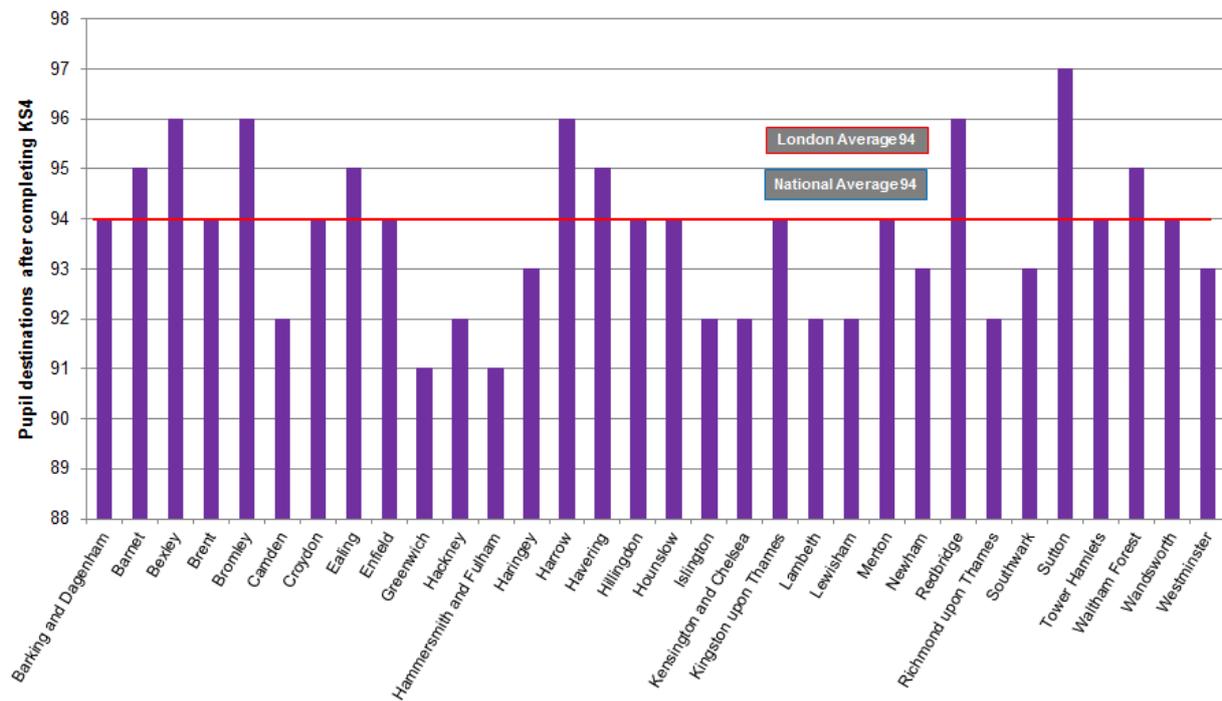


Figure 28: Pupil destinations after completing KS4 (2015/16)

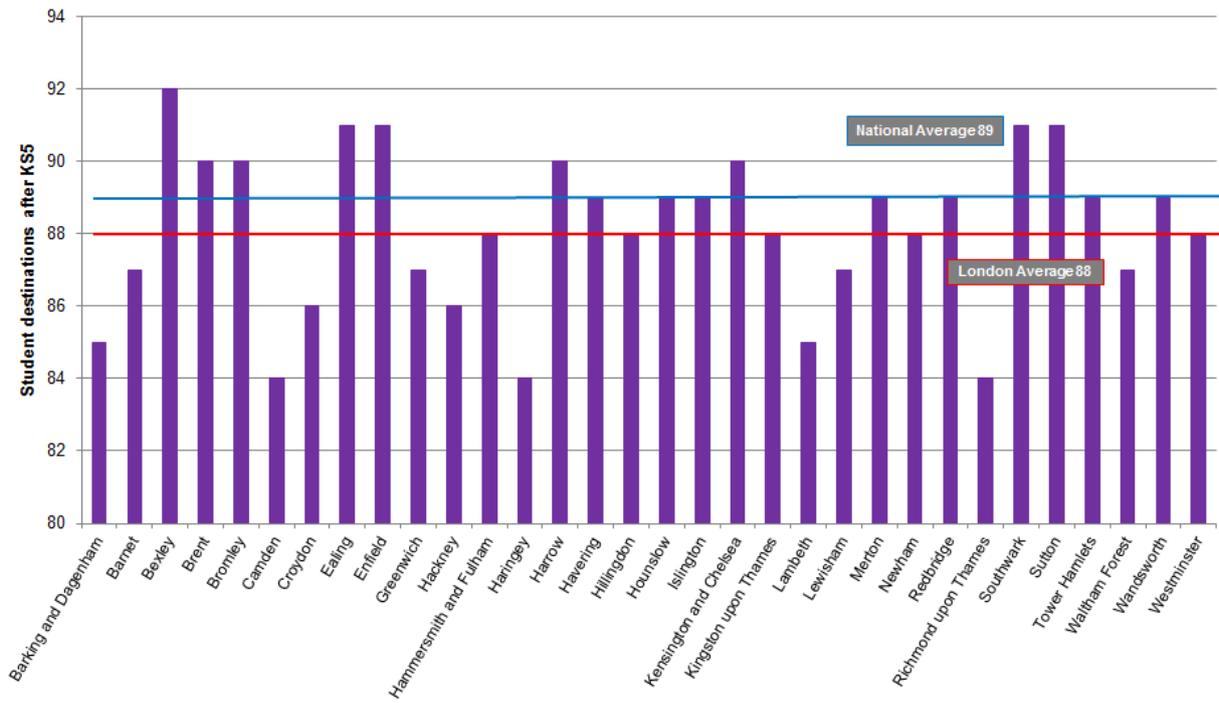


Figure 29: Student destinations after completing KS5 (2015/16)

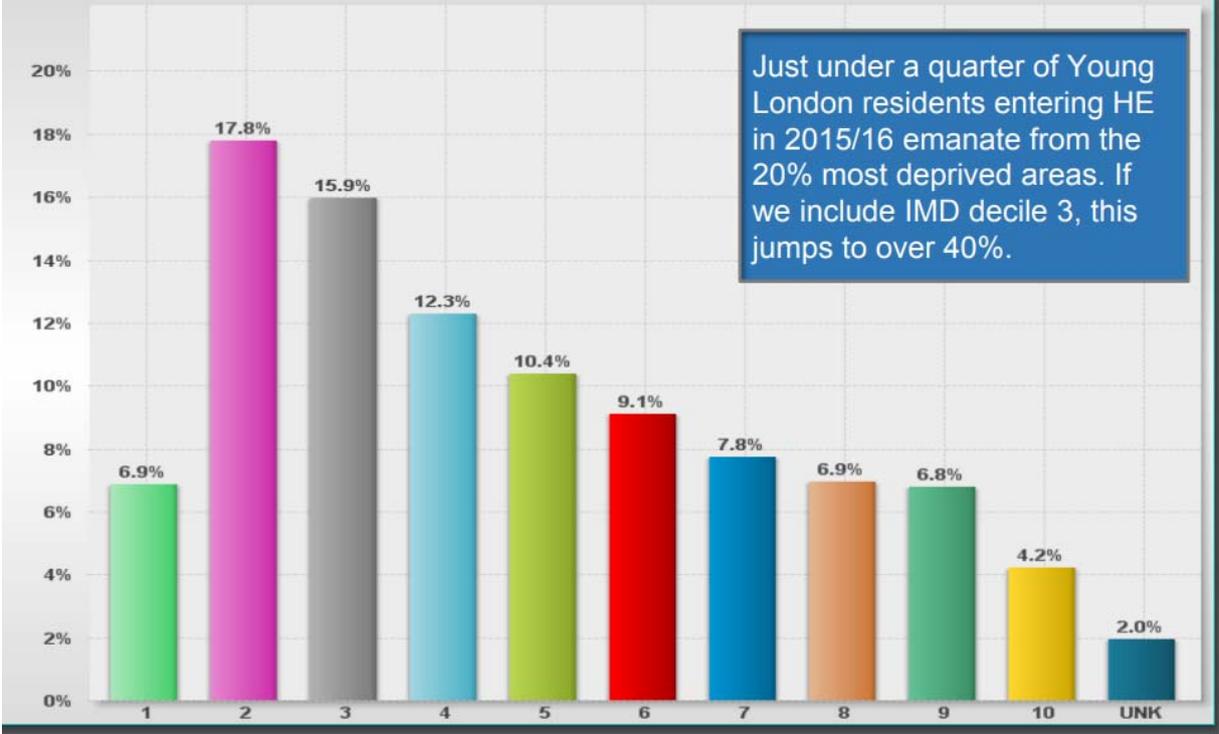


Figure 30: Entry to HE - young Londoners residents HE progression by IMD decile 2015/16

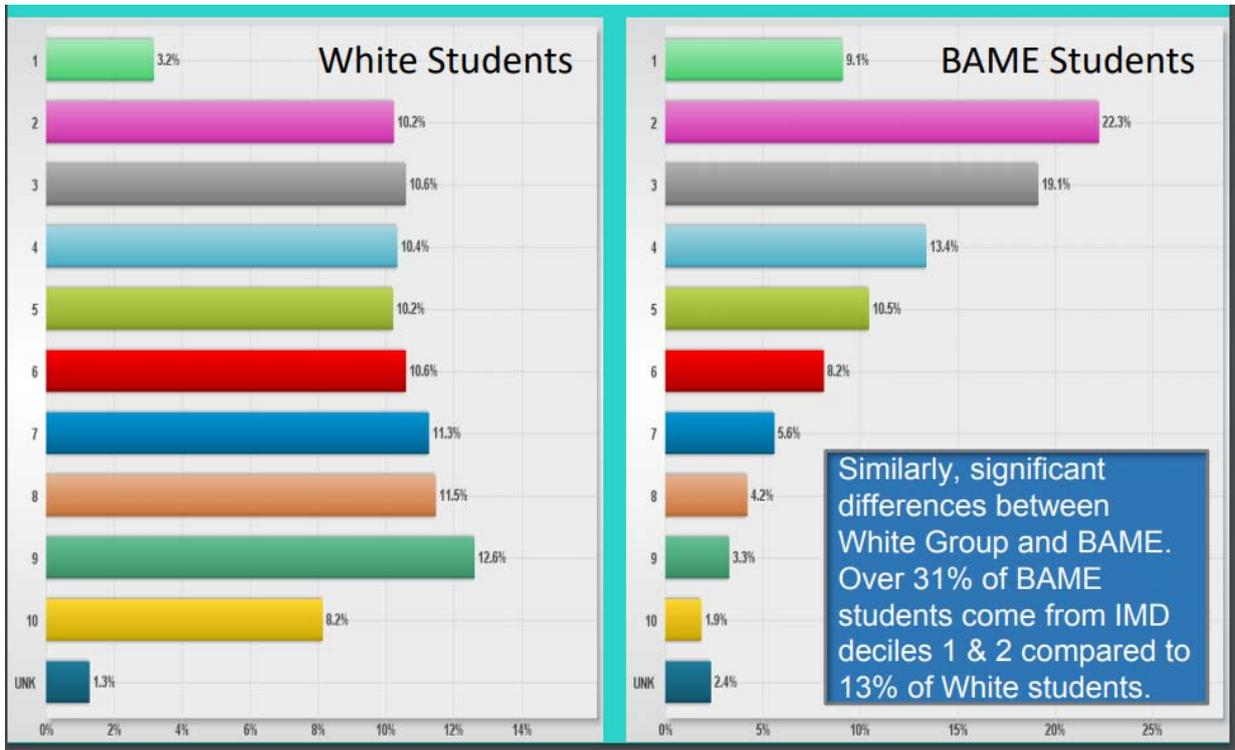


Figure 31: Entry to HE - HE progression by IMD decile & ethnicity

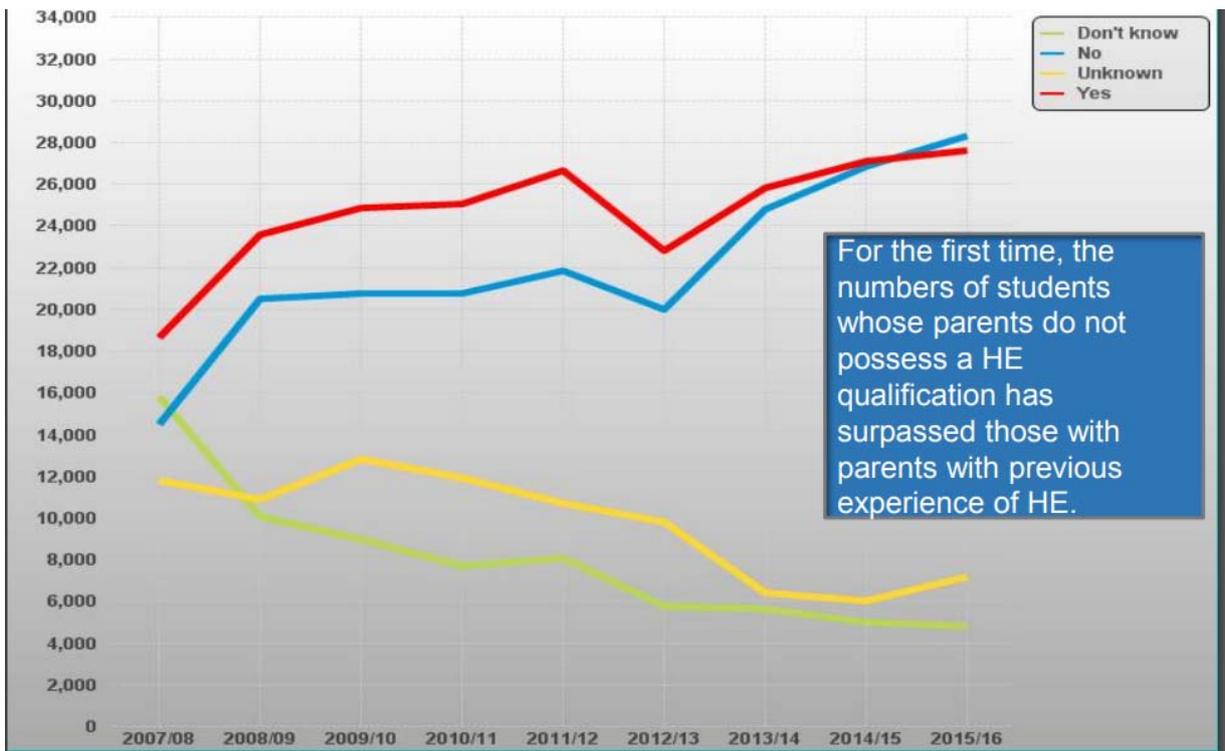


Figure 32: Young London residents HE progression by parental education

8.1 Achievements at Key Stage 4

2016/17 headline performance for London is as follows:

- **Attainment 8:** The average Attainment 8 score for London for 2016/17 is 48.6. This represents a drop of -3.3 points compared to the 2015/16 shadow data. The national average Attainment 8 score for 2016/17 is 46.1. This represents a drop of -4.0 points compared to the 2015/16 shadow data (Figure 23: Average Attainment 8 score per pupil, state-funded only, 2016/17).
- **Progress 8:** The average overall Progress 8 score for London for 2016/17 is 0.22, compared to an average for 2015/16 of 0.16 (the national average overall Progress 8 score is -0.03). Sixteen London boroughs achieved an overall Progress 8 score higher than the London average, with five boroughs achieving more than twice the London average. Five London boroughs show a negative overall Progress 8 score for 2016/17 (Figure 24: Overall Progress 8 score, state-funded only 2016/17).
- **Attainment in English and mathematics at grades 5 or above:** The new headline attainment measure requires pupils to achieve a grade 5 or above in either English language or literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths. To allow comparison to 2016 figures, the percentage of pupils achieving grade 4 or above in English and maths is also shown in the Sfr.

In 2016/17 in London, the percentage of pupils who achieved a 9 to 5 pass in English and maths GCSEs is 47.7 per cent. The percentage of pupils who achieved a 9 to 4 pass in English and maths GCSEs is 67.3 per cent. In 2015/16 the percentage of pupils who achieved A* to C in English and maths GCSEs was 66.4 per cent.

The national percentage of pupils who achieved a 9 to 5 pass in English and maths GCSEs in 2016/17 is 42.4 per cent. Nationally, the percentage of pupils who achieved a 9 to 4 pass in English and maths GCSEs is 63.3 per cent. This result is stable compared to 2016 using this measure, because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs in these subjects (Figure 25: Percentage of pupils achieving grades in English and maths, state-funded only, 2016/17).

- **English Baccalaureate (EBacc):** In London, for 2016/17 the percentage of pupils at the end of key stage 4 entered for the EBacc was 49.8 per cent (the same percentage as 2015/16). For 2016/17 nationally, the percentage of pupils at the end of key stage 4 entered for the EBacc was 38.2 per cent (a -1.2 percentage point drop compared to 2015/16).

The new headline EBacc achievement measure requires pupils on the English language and English literature pathway to enter both language and literature, and achieve a grade 5 or above in either qualification. Pupils must also achieve a grade 5 or above in EBacc maths and a grade C or above in the science, humanities and language pillars of the EBacc. To allow a year-on-year comparison, the percentage of pupils achieving the EBacc with a grade 4 or above in English and maths and a grade C or above in unreformed subjects is also shown in the Sfr.

In London, 28.5 percent of pupils achieved the EBacc achievement headline measure (grade 5 or above in EBacc maths and grade C or above in legacy subjects). Nationally, 21.2 per cent pupils achieved the EBacc achievement headline measure.

In London in 2015/16, 31.9 per cent of pupils achieved the EBacc; this compares to 31.7 per cent of pupils achieving the EBacc with a 9 to 4 pass in English and maths in 2016/17.

8.2 Achievements at Key Stage 5

2016/17 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is as follows:

- London's APS per entry for all level 3 students of 32.05 is marginally lower than the national figure national of 32.12 (Figure 26: Average point score per entry for all level 3 students, state-funded only, 2016/17).
- Academic students:
 - APS per entry 31.28 (31.04 national)
 - APS per entry expressed as a grade: C (C national)
- Tech level students:
 - APS per entry 32.77 (32.23 national)
 - APS per entry expressed as a grade: Dist- (Dist- national)
- Applied general students:
 - APS per entry 34.34 (35.61 national)
 - APS per entry expressed as a grade: Dist (Dist national)
- A level students
 - APS per entry 31.16 (30.85 national)
 - APS per entry expressed as a grade: C (C national)
 - APS per entry, best 3, 34.13 (33.70 national)
 - APS per entry, best 3 as a grade: C+ (C+ national)
 - 11.2 per cent of students achieved 3 A* to A grades or better at A level in London, compared to 10.7 per cent nationally. There is an increase in this measure both regionally and nationally (0.8 percentage points and 0.2 percentage points respectively).
- There were 65,971 level 3 students in London in 2016/17. This includes:
 - Academic students: 48,520
 - A Level students: 47,916 (73 per cent of all Level 3 students, compared with 50 per cent in 2015/16)
 - Tech level students: 7,312
 - Applied general students: 19,658

2016/17 headline performance for London for students aged 16 to 18 in schools and colleges entered for approved level 2 qualifications is as follows (Figure 26: Average point score per entry for all level 3 students, state-funded only, 2016/17):

- Level 2 vocational qualifications:
 - APS per entry 5.51 (5.69 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)
- Level 2 technical certificate qualifications:
 - APS per entry 5.57 (5.74 national)
 - APS per entry expressed as a grade: L2Merit- (L2Merit- national)

8.3 Destinations from state-funded mainstream schools in the year after taking KS4 (2014/15)

94 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which is the same as the national figure (this has remained static both regionally and nationally compared to the previous year).

92 per cent of young people were recorded as being in a sustained education destination, which compares to 90 per cent nationally (a one percentage point drop both regionally and nationally compared to the previous year).

School Sixth Form remains the most popular destination for young Londoners with 55 per cent moving to this destination, a one percentage point increase on the previous year. This also remains the most popular destination nationally, although the national figure of 39 per cent is significantly lower (unchanged from the previous year).

The next most popular destination was further education college at 25 per cent (a one percentage point drop on the previous year), compared to 38 per cent nationally (unchanged from the previous year).

12 per cent of young people were studying in a sixth form college, compared to 13 per cent nationally (both unchanged from the previous year).

3 per cent were taking an Apprenticeship, compared to 6 per cent nationally (both unchanged from the previous year).

2 per cent of young people were recorded as being in sustained employment and/or training, compared to 3 per cent nationally (both unchanged from the previous year).

5 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms and 1 per cent of young people, both regionally and nationally, were not captured in the destination data (all unchanged from the previous year).

Figure 28: Pupil destinations after completing KS4 (2015/16) provides a borough by borough analysis of the KS4 destinations and a breakdown of the type of destinations.

8.5 Destinations from state-funded schools and colleges in the year after taking A Level or other Level 3 qualifications (2014/15)

88 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 89 per cent nationally (an increase of two percentage points regionally and one percentage point nationally on the previous year).

74 per cent of young people were recorded as being in a sustained education destination, which is above the national figure of 66 per cent (an increase of two percentage points regionally and one percentage point nationally on the previous year).

10 per cent were studying in a further education college, which compares to 13 per cent nationally (a drop of two percentage points regionally and one percentage point nationally on the previous year).

4 per cent were taking an Apprenticeship, compared to 7 per cent nationally (both unchanged from the previous year).

61 per cent went to a Higher Education (HE) Institution, up three percentage points, compared to 51 per cent nationally (also up three percentage points). 25 per cent studied at the top third of HE Institutions (up three percentage points), compared to 18 per cent nationally (up one percentage point). Included within this top third, the Universities of Oxford and Cambridge attracted 1 per cent regionally and nationally. The Russell Group of Universities (including Oxford and Cambridge) accounted for 14 and 12 per cent respectively (up one percentage point regionally and nationally).

14 per cent of young people were recorded as being in sustained employment and/or training (a one percentage point drop), compared to 23 per cent nationally.

8 per cent of young people, both regionally and nationally, did not remain in education or employment/training for the required two terms (a drop of one percentage point regionally and nationally).

4 per cent of young people were not captured in the destination data, compared to 3 per cent nationally.

Figure 29: Student destinations after completing KS5 (2015/16) provide a borough by borough analysis of the KS5 destinations and a breakdown of the type of destinations young people pursued.

English & Maths

The Statistical First Release (03/2018) does not break English and maths achievements into local authority areas. This makes it impossible to produce a reliable analysis of London's relative performance on the English and maths post-16 funding requirement⁴. Without further research and analysis, we are unable to comment on the effect of linear A levels. At this moment, we are unclear whether or not data will be available to judge the effect of changes in grades.

8.6 Higher Education

We are grateful for the support of The University of East London, The Continuum Research Centre for Widening Participation Studies and the London Borough of Newham who have been producing The Higher Education Journey of Young London Residents for the last five years. The latest version was published in December 2017³⁰.

This invaluable research shows that following a decline when student fees were introduced in 2009/10, participation in HE in London has risen to its highest ever level. The largest increases are among 18 and 19 year-olds on full-time programmes, whereas there has been a further reduction in participation on part-time courses.

Young HE entrants are from a wide range of socio-economic backgrounds, with a quarter from the 20% most deprived postcodes in England. Between 2014/15 and 2015/16 the number of young London HE entrants whose parents did not go to university overtook those whose parents did go to university for the first time.

72% of London's HE students achieve a First or Upper Second Class Degree and 67% of those students who completed their studies in 2014/15 went into graduate job.

⁴ The condition of post-16 funding is that students must study maths and/or English as part of their study programme in each academic year. This applies to students aged 16 to 18 and 19 to 25 with an Education, Health and Care Plan (EHCP) who do not hold a GCSE grade 9 to 4, A* to C or equivalent qualification in these subjects. This applies to students starting, or who have already started, a new study programme of 150 hours or more, on or after 1 August 2014.

8.7 Employment

Although the majority of young Londoners progress into Higher Education, and most do so with successful outcomes, there are many jobs requiring Levels 4 or 5 qualifications that Londoners are at risk of missing out.

T levels, which are Level 3 programmes, will go some way in addressing this gap, but will be unable to do so unless there are clear progression routes into the Lifelong Learning and Continuing Development system envisioned in the Mayor's "Skills for Londoners" strategy and that can be supported more fully by comprehensive devolution of education and skills funding and decision-making on a local level.

There also remain many occupations that require Levels 1 or 2 qualifications on entry, with opportunities for further learning and development. There will be continuing demand for young people to take up these jobs as replacements for adults who will be leaving the labour market over the period of this statement of priorities.

8.8 Attainment gaps

We are very much alive to the link between relative poverty and educational underachievement that persists across generations. The main gap that we wish to close in the year ahead is between those who are in receipt of Free School Meals (FSM) and those who are not. That is not to say that other gaps are unimportant. We encourage colleagues in local authorities and learning institutions to work together to address other gaps that are of local significance, such as care leavers, young people with SEND or ethnic communities.

8.9 Careers guidance

Improving the quality and reach of careers guidance through London Ambitions is intended to help young Londoners set themselves realistic goals and take greater ownership over the pathway to their achievement. London Ambitions is one of the main keys to improving the relevance of labour market outcomes for young people.

8.10 Technical education / Apprenticeships

We are waiting for final details of the design and delivery arrangements for T levels and will contribute to every consultation in the interim that will help shape the final programme.

We will continue to work with London's local authorities on the achievement of the Public Sector Apprenticeship target.

8.11 SEND

It is important that the needs of students with SEND are not just met while they are in-learning, but that their wider needs are provided for and their goals achieved. Many more young people with SEND than is currently the case can be provided with the skills, qualifications and opportunity to become employed. This alone would be a significant step in building self-confidence and independence.

Young People's Education and Skills will...

- contribute to the development of T levels as part of a package of measures that improve the quality and quantity of technical and vocational learning

Local authorities will...

- want to ensure that the curriculum offered to their residents meets the needs of the area

Learning institutions will...

- need to consider what further changes in education and skills that may be on the horizon

9. Our principles

We have developed principled positions that will enable young Londoners to succeed, but we are concerned that in some instances national policy could better serve the interests of young people (for example, with regard to careers work and in the funding for full-time 18 year-old students).

While developing a consensus around those areas in which greatest progress can be made quickly, we will also continue to lobby on and provide evidence supporting – those areas where we believe policy should be changed.

Shared vision and values: Our mission is to make sure that every young person has a personal route to success and the skills to secure a better future for themselves and their communities.

Inspirational leadership at all levels: Our ethos is to work in partnership, develop a shared understanding of the needs of young Londoners and build consensus on the actions that will make breakthroughs in the participation, achievement and progression of young Londoners.

Innovative and creative solutions: Our principles are formed out of a robust, evidence-based analysis of the needs of London – its society, its businesses and its young people. These principles determine our approach to our task; they specify our actions in the year ahead and point to the policy lines we will continue to develop.

Our beliefs

We believe that:

- Every young person deserves the best possible start in life. Because the skills, knowledge and experience they get while in school, college or training sets them up for the future, every young person needs a personalised programme of education and skills – and the support they need to reach their goals.
- Young people need to be confident in the value of their education and acquisition of skills – they need to know the value of learning and be certain that what they learn will be relevant to achieving their goals in life.
- Because young people have such a range of options open to them, every young person should have 100 hours of experiences of the world of work while in school and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment.
- Young people who would benefit from a three-year programme of study to achieve a Level 3 qualification should be able to do so, with their learning institution being assured of full funding.
- Ensuring that young people get the best out of their time in education or training requires the active engagement of a broad range of organisations; collaboration between these organisations is the best guarantee that young people will succeed in learning and in life.
- London's young people are entering one of the most competitive labour markets in the world – indeed, they are entering a truly global labour market - and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to face up to the challenges of the future.

10. Signposts to action

Ambition	Priority	Result
Access and participation	<ol style="list-style-type: none"> 1. Intra-London disparities 2. Places and funding 	<ol style="list-style-type: none"> 1. Participation and combined NEET / 'not known' measure 2. Development of T levels in London
Quality learning experiences	<ol style="list-style-type: none"> 1. Quality of the curriculum 2. London Ambitions 3. Introduction of T levels 	<ol style="list-style-type: none"> 1. Ofsted inspection results 2. London Ambitions registrations and number of young people receiving 100 hours of experience 3. Work placements as part of T levels
Achieving results	<ol style="list-style-type: none"> 1. Achievements at KS4 and KS5 2. Destination measures 	<ol style="list-style-type: none"> 1. GCSE and A level results and level 3 attainment by age 19 2. Levels of pupils or students going to or remaining in an employment and / or education destination in the academic year after completing their key stage 4 or key stage 5 studies

11. Measures of success

	2015/16 (Actual)	2016/17 (Provisional)	2017/18 (Anticipated)	2018/19 (Target)
Participation				
Participation of 16 and 17 year-olds (annual measure in December)	Target is 93.6% 96.4%	94.6%	94.8%	
Combined NEET and activity not known of 16 and 17 year-olds ⁵ (annual measure in December)	New measure 3.2%	Est. 3.1%	3.0%	
Apprenticeships starts: 16-18 year- olds	Target is 10,100 10,650	22,000 9,320	33,900	
Achievement				
A-Level point score per entry ⁶	Target is 30.71 32.05 ↓↓	31.99	33.28	
Percentage of students achieving two or more passes at A-Level	Target is 92.2% 77.8%	92.3%	92.5%	
Apprenticeship achievements: under 19 year-olds (full academic year)	Target is 5,656 5,430	12,540	19,660	
Level 2 attainment at 19	All	Target is 90% 71%	91%	92%
	FSM	82% 58%	84%	86%
	Non FSM	91% 76%	92%	93%
	Gap	9 pcp 17 pcp	8 pcp	7 pcp
Level 3 attainment at 19	All	65% 65%	66%	67%
	FSM	55% 54%	57%	59%
	Non FSM	68% 69%	69%	70%
	Gap	13 pcp 15 pcp	12 pcp	11 pcp
Progression				
Key Stage 4 Destination Measure	Target is 93% 94%	94%	95%	
Key Stage 5 Destination Measure	Target is 72% 88% ↓↓	74%	75%	
Proportion of 16-18 cohort progressing to university	Target is 59% 61%	62%	65%	

(Source: Intelligent London and DfE)³¹

Where the symbol ↓↓ is shown, London's outturn in 2015/16 is below the national average.

⁵ Excludes young people who are not participating and whose status is known to the local authority

⁶ Point scores shown here take into account changes in government policy and other methodological changes that came into effect in 2016. The targets have been revalorised to the new methodology.

12. Abbreviations

DfE	Department for Education
DSG	Dedicated Schools Grant
EHCP	Education, Health and Care Plan
ELET	Early Leaver from Education or Training
ESF	European Social Fund
ESFA	Education and Skills Funding Agency
FSM	Free School Meals
GDP	Gross Domestic Product
GLA	Greater London Authority
NEET	Not in Education, Employment or Training
RQF	Regulated Qualifications Framework
SEND	Special Educational Needs and Disabilities
SME	Small to Medium-sized Enterprise

13. References

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² <https://www.atkearney.com/documents/10192/12610750/Global+Cities+2017+-+Leaders+in+a+World+of+Disruptive+Innovation.pdf/c00b71dd-18ab-4d6b-8ae6-526e380d6cc4> (checked 8/2/18)

³ <http://www.nationalparkcity.london/> (checked 8/2/18)

⁴ <https://www.flickr.com/photos/willfaichneyphotography/8536633886/in/photostream/>

⁵ <https://www.gov.uk/government/statistics/subnational-population-projections-2014-based-projections> (checked 19/12/17)

⁶ Insert here a link either to the London Councils paper on devolution or the APPG paper

⁷ <https://londonambitionsportal.london.gov.uk/> (checked 1/11/17)

⁸ <https://lep.london/> (checked 7/11/17)

⁹ <https://www.london.gov.uk/what-we-do/business-and-economy/skills-and-training/skills-londoners-taskforce> (checked 7/11/17)

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¹¹ <https://www.london.gov.uk/sites/default/files/llmp-2017-final.pdf> (checked 19/12/17)

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¹⁶ <https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

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²¹ <http://visionforyounglondoners.org.uk/> (checked 8/12/17)

²² <https://www.gov.uk/government/publications/16-to-19-funding-funding-for-academic-year-2018-to-2019>

²³ <https://www.gov.uk/government/publications/teaching-leadership-and-governance-in-further-education> (checked 13/1/18)

²⁴ <http://www.partnershipforyounglondon.org.uk/wp-content/uploads/2017/10/Young-peoples-perceptions.pdf> (checked 7/12/17)

²⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650969/T_level_Action_Plan.pdf (checked 1/11/17)

²⁶ <http://www.londoncouncils.gov.uk/download/file/fid/20220> (checked 1/11/17)

²⁷ <http://www.londoncouncils.gov.uk/node/32443> (checked 1/11/17)

²⁸ <http://skillsmatch.intelligentlondon.org.uk/>

²⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445519/DFE-RR470_-_Funding_for_young_people_with_special_educational_needs.pdf (checked 14/2/18)

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Young People's Education and Skills Board

Transforming children and young people's mental health provision: a green paper

Item: 5

Date: 22 February 2017

Contact: Hannah Barker

Telephone: 020 7934 9524

Email: hannah.barker@londoncouncils.gov.uk

Summary This paper summarises the key proposals in the green paper entitled 'Transforming children and young people's mental health provision', and the key concerns raised in the draft London Councils response.

Recommendations Board members are asked to:

1. **note** the information in this paper;
2. **discuss** the content of the green paper and the draft response;
3. **suggest** amendments/additions to the draft London Councils response.

1 Background

- 1.1 On 4 December 2017, the government launched the green paper 'Transforming Children and Young People's Mental Health Provision', which sets out ways in which children's and young people's mental health problems can be tackled within education settings. The green paper's consultation runs until 2 March 2018.
- 1.2 London Councils has drafted a response to the green paper, attached as Appendix A for the Board's consideration.

2 Green paper proposals

- 2.1 The proposed new approach featured in the Green Paper has three core elements, and will initially be piloted in a number of 'trailblazer areas'.

1. **Every school and college will be incentivised to identify a Designated Senior Lead for Mental Health by 2025**

The designated member will be trained in leading mental health work and will be responsible for overseeing support for pupils with mental health problems, helping to identify pupils experiencing mental ill health and providing a link between services.

2. **New Mental Health Support Teams will be created and funded to provide specific extra capacity for early intervention and ongoing help**

Supervised by NHS children and young people's mental health staff, the mental health support teams will support the designated leads, delivering assistance to pupils with mild to moderate mental health problems.

3. There will be a statutory four-week waiting time for access to specialist NHS children and young people's mental health services

Some of the 'trailblazer areas' will try out new ways of working to reduce the time it takes for children and young people to access mental health treatment.

- 2.2 In addition to these core proposals, the government also plans to:
 - 2.2.1 Improve understanding of mental health and explore how social media affects children and young people.
 - 2.2.2 Bring together mental health experts to look at how mental health problems can be prevented.
- 2.3 The Green Paper recognises the work already done in tackling mental ill-health in children and young people and Ofsted is currently developing a new inspection framework, which includes a focus on mental health and wellbeing.
- 2.4 The government will seek to roll out its key proposals to 20 to 25 per cent of the country by 2022/23, making over £300million funding available for implementation.
- 2.5 In addition, the Green Paper provides an overview of the current mental health NHS provision within the UK, as well as the actions already being undertaken by government.

3 London Councils response

- 3.1 The proposals in the Green Paper could improve the mental health and wellbeing of children and young people through early intervention in London's boroughs. A Designated Senior Lead for Mental Health will help to better connect schools with multiagency and integrated services. This, combined with the four-week waiting time standard for specialist services, should help to ensure that children who would benefit from help from specialist Child and Adolescent Mental Health Services (CAMHS) are identified and seen more quickly.
- 3.2 However, it is unclear whether the funding allocated to this initiative will cover the costs of the proposal. Schools have faced significant funding reductions over the last few years, and only 26 per cent of London schools will receive sufficient funding to meet the real term cost pressures forecast by the National Audit Office for 2018/19. It is unlikely that schools will have sufficient funds to appoint Designated Senior Leads unless they are fully compensated by central government.
- 3.3 Furthermore, the government's aim of rolling out changes in 20 to 25 per cent of the country by 2022/23 raises questions regarding the pace of improvement. It is important that the scale of this issue is recognised and a commitment to implement and fund effective change in every school in the country is in place.
- 3.4 The Green Paper could also go further in acknowledging the role of the broader landscape of support for children and young people's mental health outside of the NHS, particularly from local government, as well as the voluntary sector.
- 3.5 We do not believe that the government has given sufficient thought about how to ensure the reforms work for children and young people with special educational needs and disabilities (SEND). Whilst children and young people with SEND have a much higher likelihood of developing mental health conditions, the relationship between mental health and special educational needs is both complex and misunderstood. We are also concerned about the limited reference to children and young people who are outside the formal education system. This is a particular concern given the increased number of young people being home-educated.

3.6 London Councils full response is attached as Appendix A; a précis is included at Appendix B.

4 Recommendations

4.1 Board members are asked to:

4.1.1 **note** the information in this paper;

4.1.2 **discuss** the content of the green paper and the draft response;

4.1.3 **suggest** amendments/additions to the draft London Councils response.

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Young People's Education and Skills Board

Raising the Participation Age (RPA) - Participation Report Item: 6a

Report by	Peter O'Brien	Job Title	Regional Commissioning Manager
Date	22 February 2018		
Telephone	020 7934 9743	Email	peter.obrien@londoncouncils.gov.uk

Summary This paper provides information on London's position with regard to Raising the Participation Age.

Recommendations Board members are asked to note the content of the report.

1 Background and introduction

- 1.1 This paper provides Board members with information on London's position with regard to Raising the Participation Age (RPA). All young people are required to continue in education and training until their 18th birthday (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 Comparisons over time used in this report to the Board are from published data. Participation figures are published quarterly by the Department for Education (DfE). Monthly data from NCCIS, which is not published, are available to local authorities.

2 Participation

- 2.1 On 12 October 2017 the DfE published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to June 2017 and the next update is due in March 2018.
- 2.2 London's participation in June 2017 was 93.2 per cent, a marginal improvement of 0.1 percentage point from the previous June and a small 0.2 percentage point decrease from the March 2017 position. London's participation is 2.8 percentage points above the national figure (see Table 1). The majority of 16 and 17 year olds in London (88.7 percent) were participating in full-time education and training, which is 5.2 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment combined with study (see Table 2).
- 2.3 The percentage participating at age 16 in London was higher than those participating at 17 by 3.5 percentage points (see Table 3) – **please note:** Although the participation rate between June 2015 and June 2016 increased or was broadly static in the majority of London local authorities, it decreased in 8 boroughs and the largest decrease was 1.6 percentage points.

Table 1: Participation - percentage over time: proportion of 16-17 year-olds in education and training, June 2017 (source DfE)

Region	Jun 2016	Dec 2016	Mar 2017	Jun 2017	Percentage point change in the last 12 months	
England	91.0%	91.4%	92.1%	91.4%	0.4%	↻
London	93.1%	92.5%	94.4%	94.2%	1.1%	↻

Table 2: Participation - percentage by type of activity, June 2017 (source: DfE)

	Full-time education and training	Apprentice ship	Work-Based Learning	P/T education	Employment combined with study	Other	Total
England	82.5%	6.7%	1.0%	0.1%	0.8%	0.2%	91.4%
London	88.7%	4.5%	0.6%	0.0%	0.3%	0.1%	94.2%

Table 3: Participation - percentage by age and gender, June 2017 (source: DfE)

Region	Percentage 16 year olds recorded as participating in education or training			Percentage 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	94.9%	93.5%	94.2%	89.8%	87.6%	88.7%
London	96.8%	95.3%	96.0%	93.8%	91.2%	92.5%

3 NEET and Activity Not Known

- 3.1 New reporting arrangements have made changes in the NEET and 'not known' Scorecard this year. Previously the headline measure was the local authorities' NEET rate; but now DfE has introduced a new headline measure which combines authorities' NEET rate with their not known rate. The published annual report is overdue, but monthly updates are available through NCCIS. The December 2017 position is shown in Figure 1.
- 3.2 Local authorities are ranked according to the combined total of NEET and 'not known' and rated in five colour-coded bands ('quintiles') – the top 20 per cent of authorities in the country are rated 1 (dark green).

Figure 1: 16 -17 year olds by academic age NEET and not known by national quintiles, December 2017 (From NCCIS)

	Academic age 16-17						Quintile
	NEET	NEET % NEET/ (cohort - 710-720)	Not known	% not known NK/ (cohort - 710-720)	NEET and NK	% NEET and NK (NEET + NK) / (cohort - 710 - 720)	
ENGLAND	29,807	2.6%	46,513	4.1%	76,320	6.7%	
LONDON	3,083	1.8%	7,212	4.2%	10,295	6.0%	
Barking & Dagenham	188	3.4%	75	1.3%	263	4.7%	2
Barnet	112	1.5%	255	3.4%	367	4.9%	2
Bexley	118	2.0%	113	1.9%	231	3.9%	1
Brent	128	1.7%	151	2.0%	279	3.8%	1
Bromley	112	1.7%	79	1.2%	191	2.9%	1
Camden	96	3.1%	182	5.8%	278	8.9%	5
City of London	1	2.2%	1	2.2%	2	4.4%	
Croydon	176	2.0%	665	7.4%	841	9.4%	5
Ealing	91	1.3%	103	1.4%	194	2.7%	1
Enfield	96	1.2%	515	6.2%	611	7.4%	4
Greenwich	144	2.5%	111	2.0%	255	4.5%	2
Hackney	96	1.8%	240	4.6%	336	6.4%	3
Hammersmith & Fulham	32	1.3%	17	0.7%	49	2.1%	1
Haringey	56	1.0%	719	13.3%	775	14.4%	5
Harrow	63	1.2%	64	1.3%	127	2.5%	1
Havering	138	2.4%	104	1.8%	242	4.2%	2
Hillingdon	136	2.0%	199	2.9%	335	4.9%	2
Hounslow	122	2.2%	163	2.9%	285	5.1%	2
Islington	54	1.6%	114	3.5%	168	5.1%	2
Kensington & Chelsea	23	1.6%	186	13.3%	209	14.9%	5
Kingston upon Thames	42	1.4%	48	1.6%	90	2.9%	1
Lambeth	68	1.2%	541	9.9%	609	11.1%	5
Lewisham	128	2.1%	336	5.6%	464	7.7%	4
Merton	58	1.5%	47	1.2%	105	2.7%	1
Newham	130	1.6%	359	4.5%	489	6.1%	3
Redbridge	124	1.7%	222	3.0%	346	4.7%	2
Richmond upon Thames	55	1.9%	62	2.2%	117	4.1%	1
Southwark	64	1.2%	524	9.9%	588	11.1%	5
Sutton	73	1.6%	164	3.7%	237	5.3%	3
Tower Hamlets	182	3.3%	303	5.5%	485	8.7%	5
Waltham Forest	97	1.6%	141	2.4%	238	4.0%	1
Wandsworth	44	1.1%	375	9.7%	419	10.9%	5
Westminster	36	1.5%	34	1.4%	70	2.9%	1

4 Recommendation

4.1 Board members are asked to note the content of the report.

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Young People's Education and Skills Board

Policy Update

Item: 6b

Date: 22 February 2018

Contact: Hannah Barker

Telephone: 020 7934 9524

Email: hannah.barker@londoncouncils.gov.uk

Summary This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Operational Board.

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

1 Implementation of T Levels – government consultation

1.1 London Councils submitted a response to the government consultation on the implementation of T Levels, which closed on 8 February 2018. Our full response is attached as Appendix A. The key issues raised in the response are as follows:

- 1.1.1 The Department for Education needs to clarify the cohort of young people to whom T Levels are aimed.
- 1.1.2 T Levels need to be fully funded so that providers and employers are properly resourced to deliver quality learning opportunities and outcomes for every student.
- 1.1.3 All T Level Programmes should be awarded UCAS points.
- 1.1.4 Further consideration needs to be given to how employers will be incentivised to offer work placements, and how they will be upskilled to support students and deliver high quality work placements. We would urge the government to build the cost of this support into the structure for T Level programmes. We argue that unspent apprenticeship levy funds should be retained and spent locally, and one use of these funds would be to support employers who already offer apprenticeships to also offer work placements as part of T Levels.
- 1.1.5 We are concerned about how the quality of work placements will be ensured. The current consultation draft does not offer sufficient assurance of consistency and high quality in this element.
- 1.1.6 We support flexibility in the length of time a young person can take to complete a T Level, and suggest that in some cases a student may need longer than the proposed 'transition year'. We believe that young people that require extra time to complete Level 3 programmes, including T levels, need to be funded at the same rate in each of their years of study.
- 1.1.7 We urge the Department for Education to give specific consideration to ensuring that T levels are equally accessible to young people with special educational needs and disabilities (SEND) and build added flexibility into the support for providers and employers to ensure that young people with SEND

can fully benefit from an appropriate work placement (with appropriate funding).

- 1.1.8 We believe that all education and skills funding and policy in London should be devolved to established regional, sub-regional and local authorities as this provides the best balance between rigor and flexibility for local areas.
- 1.1.9 The English and maths elements should be funded separately from the T Levels, as these qualifications are a requirement for all young people to complete.
- 1.1.10 We would recommend that each of the components be graded in a consistent way to avoid confusion. For example, grading all components A*-E would be preferable to using Pass, Merit, Distinction, as it would allow for a more precise reflection of the student's standard, and would prevent unfair comparisons with other qualifications.
- 1.1.11 We are concerned about the lack of reference to apprenticeships in the draft consultation document, and would encourage further thought and clarification regarding how T Levels fit alongside, and interact with, apprenticeships. We are also very conscious that, for some jobs, Level 2 qualifications (rather than level 3) are an effective point of entry.
- 1.1.12 We currently have a system which allows young people to sit technical and academic components alongside one another, enabling them to develop both sets of skills and choose between technical routes and higher education at the end of their course. We are concerned that T Levels will replace Applied General qualifications (mainly BTECs), and will divide the technical and academic pathways, ultimately narrowing the options available to students.

2 Skills for Londoners strategy

- 2.1 The Mayor launched the draft Skills for Londoners strategy in November 2017, with the ambition of creating a post-16 technical and vocational education and skills system that meets the needs of Londoners and businesses. The consultation covered a range of areas, including careers advice, SEND and employer engagement. London Councils' response to these sections of the consultation is attached as Appendix B.

3 Careers strategy

- 3.1 The Department for Education (DfE) published its *Careers strategy: making the most of everyone's skills and talents* in December 2017.¹
- 3.2 The proposals include:
 - 3.2.1 Aiming for every school and college in the country to have a dedicated careers leader in place by the start of the new school year. This is backed by £4million of funding to provide training and support for at least 500 schools and colleges.
 - 3.2.2 Boosting careers support in targeted areas of the country by setting up 20 careers hubs, linking schools and colleges to universities and employers. This is supported by £5million of funding.
 - 3.2.3 Ensuring that Ofsted comments on the careers guidance provided to young people in inspection reports. Schools and colleges will also be expected to publish details of their careers programme for young people and their parents.
 - 3.2.4 Ensuring that schools offer every young person at least seven encounters with employers, at least one per year from years 7 to 13, by 2020.

3.2.5 Establishing a new, improved National Careers Services website.

4 Thrive London

- 4.1 Appendix C provides an update of the work of the Thrive London programme.
- 4.2 The DfE has published a green paper entitled *Transforming children and young people's mental health provision*². The green paper focuses on early intervention and prevention, especially in and linked to schools and colleges. The proposals include:
- 4.2.1 Creating a new mental health workforce of community-based mental health support teams.
 - 4.2.2 Every school and college will be encouraged to appoint a designated lead for mental health.
 - 4.2.3 A new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas.
- 4.3 The deadline for responding to the consultation is 2 March. London Councils will be preparing a response to the green paper.

5 Select Committee Inquiries

Retaining and developing the teacher workforce

- 5.1 The Public Accounts Committee has published a report entitled *Retaining and developing the teacher workforce*³. The report looks at the growing issue of teacher retention and the Department's response. The findings are as follows:
- 5.1.1 The Department has given insufficient priority to teacher retention and development. It has got the balance wrong between training new teachers and supporting the existing workforce, with spending on the former 15 times greater than on the latter.
 - 5.1.2 The Department has a disparate collection of small-scale interventions but these are inadequate to address the underlying issues.
 - 5.1.3 Workload is the main reason why teachers leave the profession. The tools published by the Department in 2015 to help schools reduce workload have had very limited impact; only half of schools have used the tools, of which a third reduced workload (by up to two hours per teacher per week).
 - 5.1.4 The Department should also be mindful of the impact on workload of decisions that schools have necessarily had to take to make efficiency savings, such as increasing class sizes and contact time, and of its own decisions, such as regular curriculum and assessment changes.
 - 5.1.5 The National Audit Office's survey of school leaders found that, after workload, factors affecting the cost of living (for example house prices) are the second most significant barrier to teacher retention, with 42 per cent of respondents reporting it as a barrier. In 2015 the highest proportions of secondary schools reporting at least one vacancy were in outer London and the South East, where house prices are high. The Department says it is willing to talk to any schools with proposals to support teachers with housing, but it does not have any particular initiatives to address cost of living issues.
 - 5.1.6 Teachers are not getting enough good quality continuing professional development (CPD) throughout their career. Research by the Educational Policy Institute found that on average teachers in England spent only four days

a year on CPD in 2013 compared with an average of 10.5 days across the 36 countries covered by the analysis. The recommendation is that the Department should write to PAC by April 2018 setting out its plans for improving the quality of CPD available to teachers, its expectations for how much CPD teachers should undertake and how improvements in CPD will be paid for.

The quality of apprenticeships and skills training inquiry

- 5.2 The Education Committee is conducting an inquiry into whether employers, learners and tax payers are getting value for the time and money invested in training, and whether more needs to be done to detect poor-quality provision.
- 5.3 The inquiry covers:
 - 5.3.1 The quality of current provision, how this varies by sector, level and region, and the impact of this on learner outcomes.
 - 5.3.2 The effectiveness of the quality monitoring system, in particular the role and capacity of Ofsted.
 - 5.3.3 The role of the Education and Skills Funding Agency in ensuring value for money, and the impact of different funding models.
 - 5.3.4 Quality and oversight of training provided by subcontractors.
 - 5.3.5 Quality of training received by the socially disadvantaged, and barriers to them undertaking this training.
- 5.4 The deadline for submission of written evidence was 5 January 2018. The

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf

³ <https://publications.parliament.uk/pa/cm201719/cmselect/cmpublic/460/46002.htm>

► Implementation of T level programmes: Government consultation

► A response from London Councils

London Councils represents London's 32 borough councils and the City of London. It is a cross-party organisation that works on behalf of all of its member authorities to make the case for powers, freedoms and resources to best serve the needs of London's residents and businesses.

1. Introduction

- London Councils hosts the London Young People's Education and Skills Board, the lead strategic body for 14 to 19 education and training services in London. We provide pan-London leadership for 14 to 19 education and training provision in relation to the current and future needs of learners and employers, support local authorities in undertaking their statutory functions, and assist other stakeholders in planning, policy and provision.
- The Board, made up of key stakeholders and chaired by the London Councils Executive Member for business, skills and Brexit, works for London's boroughs, guiding and supporting them in their local commissioning. Working closely with the London Economic Action Partnership, we bring together key stakeholders from across London to help deliver the region's priorities and to influence and shape the learning provision on offer to young people
- We are therefore a unique body - the only forum that brings together the organisations that have responsibility for post-16 education and skills in London.
- This means that our assessment of the needs of London is forged not only out of the varied perspectives of many different organisations, but through a vast body of research and analysis tested by the sector's collective experience.
- We have promoted technical and vocational education consistently. Through our annual statements of priorities for the education and skills sector in London, we have demonstrated our commitment to some of the key priorities that the government have stated in their current drive on technical education, in particular: world-class education should be the right of all young people, not just those who prefer academic learning; all young people (including university students and graduates) need

to be better prepared for the world of work – a world in which resilience, entrepreneurship and personal; commitment to continuing learning will be basic requirements; the future economy will value higher level technical skills that contribute to productivity and economic growth.

- Although we are representing local authorities' views, we are placing young people's interests at the heart of our considerations.

2. Principles of the T level programme

Question 1: Do you agree that the principles outlined above are the right ones on which to base a review of which level 3 qualifications we should continue to fund in the new system, alongside T levels and A levels? Yes / No. If no, what other principles do you think we should consider?

- We support the ambition behind the government's initiatives on technical education. In particular, the concept of parity with A levels and the 'academic' route has been the 'holy grail' sought by successive governments and initiatives – many of which have not delivered on their ambition because of short-term pressures that have obscured the main prize. Introducing reforms such as these requires patience, a commitment to work with all partners and stakeholders in the sector and recognition that investment into the sector and its staff is needed to ensure that reforms are embedded. As it develops, the T level programme needs to become a brand of its own (and not referred to as 'the technical equivalent of A level').
- For these essential reforms to succeed, there needs to be far more clarity on the characteristics of the young people that the government expects to take up T levels (for example: their prior attainment, preferred destination after key stage 5) and the volume of students for which it is planning each year.
- We support reviewing qualifications at level 3 and above, but note that there are a number of existing level 3 qualifications that meet students' needs and support progression into higher education, for example BTECs. It is important that T levels should sit alongside Applied General qualifications, which serve a separate function to the proposed T levels.
- The type of reforms that are being proposed present some significant 'once-only' opportunities that the government should capture, for example in aligning National Professional Qualifications – which have long standing credibility with employers - with the Registered Qualifications Framework, so that there is greater coherence in qualification pathways and, consequently, progression routes.
- While we support in principle the desire to simplify the process of acquiring technical skills and qualifications and reduce the complexity of the qualifications available, we believe that the overriding aim should be to ensure the quality of T levels and the progression of young people into employment and / or higher levels of learning, as this is the surest guarantee of parity. The T level Programme should therefore ensure that the achievement of good quality outcomes for each student is embedded into the core principles of T levels and that the programme can be personalised to meet the specific needs of young people, particularly those with additional needs.

Question 2: Do you agree that we should review qualifications at level 2 and below based on the principles that these qualifications should support progression into employment or higher level study and have a value in their own right alongside T levels? Yes / No. If no, what other principles do you think we should consider?

- We further support the idea that qualifications at level 2 and below should be reviewed for their fitness for purpose. As a general rule, we are firmly of the opinion that every learning route and qualification must have a progression pathway into further learning – whether taught full-time or part-time, whether or not in a classroom; and whether or not the learner is employed. Indeed, we go further; we suggest that the government reviews how young people are prepared for the technical route at Key Stage 4 and earlier – not just in terms of the careers guidance that is provided, but also in terms of the curriculum that is available in different educational settings and areas of the country.
- We have specific concerns that more thought should be given about how T levels may be accessed by young people with Special Educational Needs and / or Disabilities (SEND). We cover these more specifically in the sections around funding, flexibility, quality and meeting the needs of all learners.

3. The components of the T level programme

The technical qualification (Section 2.1)

Question 3: Do you agree with the proposed approach to assessing technical qualifications?
Yes / No – please give reasons for your response.

- To ensure parity with A level, it is correct to focus on the knowledge, skills and behaviours necessary for skilled employment. We agree that it is vital to develop threshold competence and that the threshold competence for T levels should be comparable with Apprenticeship Frameworks.
- As the demands for productivity and business competitiveness increase, it is likely that standards of competence and proficiency may need to rise over time and we agree that that the flexibility to accommodate such changes should be built into both technical qualifications and T levels as a whole.
- The components of T level would make better sense if the DfE clarified the characteristics of students expected to take-up T levels .

Question 4: Do you agree with the approach to grading technical qualification components?
Yes / No – please give reasons for your response

- No.
- GCSE English and maths are taught as ‘theoretical’ or ‘academic’ subjects and their place in a technical and practical programme needs to be thought through carefully. Although we understand the government’s ambition behind its condition of funding for 16-19 year-olds in learning – and indeed we share the view that attainment of maths and English at GCSE is a good basis for progression both to and in employment and further learning – we do not believe that the ambition is achieved by embedding GCSE English and maths and including its grading in the T level certificate.
- It is likely that young people who will enrol on T levels would have experienced a theoretical pedagogy up to key stage 5 and would be offered practical learning for the first time. We urge the DfE to consider building in greater flexibilities in terms of the time taken to complete a T level, the structure and timing of work placements (which young people with specific needs might find particularly beneficial) and the positioning of English and maths in the context of T levels. As the concept of T levels is taking shape we are convinced that the English and maths funding requirement would be better achieved through a parallel programme rather than being embedded in the T level itself. It is also our position that the DfE should give broader recognition of a range of qualifications at level 2 that would demonstrate competence in communication and that it should recognise British Sign Language as the equivalent of English.
- We would also encourage the Department to consider how work placements could be assessed in a more valuable and consistent way.

- We would encourage each of the components to be graded in a consistent way to avoid confusion. For example, grading all components A*-E would be preferable to using Pass, Merit, Distinction, as it would allow for a more precise reflection of the student's standard, and would prevent unfair comparisons with other vocational suites of qualifications.

Question 5: Do you agree with the approach to maintaining comparable standards of performance for technical qualifications? Yes / No – please give reasons for your response

- Yes, we agree with the approach to maintaining comparable standards of performance for technical qualifications. There is a need to ensure that the content and standards of the T level reflect industrial standards and develop with time to maintain the prestige of the qualification. As well as ensuring comparability among T level Programmes, the standards of performance ought also to be comparable with Apprenticeships standards.

Question 6: Do you agree that prior attainment of the core could count if students switch to another T level within the same route? Yes / No – Please give reasons for your response.

- Yes. We agree that prior attainment of the core should count if students switch to another T level within the same route.

Work placements (Section 2.2)

Question 7: Do you agree with the proposed approach integrating the work placement within the T level programme? Yes / No. Please explain your answer. If no, what would be a preferable approach?

- We agree that the work placement is a valuable element of the T level. Work placements offer young people learning experiences that cannot be provided in a classroom or workshop.
- However, we are aware that the sector has voiced significant concerns about the availability of work placements. The prestige of the T level relies to such a large extent on the work placement element that the government needs to carefully consider how it will guarantee that a sufficient number of employers will be engaged to ensure that every student undertaking a T level will have the opportunity of undertaking a high quality work placement. Work placements make a significant call on the employer's time; therefore we would encourage the government to carefully consider the need for incentives for employers to take part. Compensation to back-fill the time spent by employers on work placements would be a minimum. We would urge the government to build the cost of this support into the structure for T Level programmes. We argue that unspent apprenticeship levy funds should be retained and spent locally, and one use of these funds could be to support employers who already offer apprenticeships to also offer work placements as part of T Levels.

- Previous initiatives that have depended on a significant level of employer engagement have struggled because of a mismatch between the availability of work placement opportunities and the flow of students. Greater clarity over the characteristics of students expected to take-up T levels and the annual expected volume is essential. The DfE needs to provide appropriate guidance to providers well before the expected launch date of T levels.
- The guidance currently available on work placements is insufficient to ensure the consistency or quality of the placement and its role in the overall T level. Although the guidance offers practical advice on preparing young people for the placement and how learning institutions themselves can plan and prepare for work placements, we recommend that more thought should be given to employers' role in placements and what steps providers may need to take to ensure that the employer is appropriately placed to support the achievement of students' learning objectives. There is a better balance to be struck between making demands of employers that do not deter their participation in the programme, and ensuring the programme's integrity and quality.
- To ensure the overall integrity of the T level, we have found that it is important that all work placements provide equally rigorous learning experiences and, consequently, employers have an important role in assessing students' development. For example, they can provide assessors with essential witness testimony about the quality of students' work and the consistency with which it has been performed. However, we do not think that the proposed employer reference is a sufficient means of appraising students' performance on its own. There has to be a combination of objective summative assessment and a personal view from an employer at the end of the placement.

Question 8: Do you agree with the proposed method of appraising the student's performance on their work placement including Employer Reference? Yes / No. Please explain your answer. If no, what would be a preferable approach?

- No. The learning objectives need to correspond to a set of performance criteria that can be clearly monitored and assessed against to ensure the employer is held to account and that the placement offers a good learning opportunity for the young person. There should be a clear plan including timescales for completing objectives / tasks.

Question 9: Do you agree with the proposed approach to quality assurance set out above? Yes / No – please explain. If no, please explain how we can ensure work placements are quality assured?

- There needs to be a guarantee of sufficient oversight of the placement by the provider. There should be a more formal relationship between the provider and the employer, for example, structured meetings between the provider and employer in the middle of the placement and at the end to discuss progress and support needed. The DfE should consider the cost to providers of providing sufficient oversight to ensure that the work placements available to young people continue to be of a high quality throughout their duration, and that they continue to learn and develop the necessary skills through undertaking an appropriate role.

- We also think that the guidance would benefit from additional detail on the regularity and formality of the reviews of students that the provider will be expected to carry out. We think that providers (and employers) would benefit from clearer advice on how to ensure that work placements contain the opportunity to learn skills and develop competence at level 3.
- We would suggest that there needs to be a direct relationship between the curriculum for the T level and the content of the work placement, while still allowing the flexibility to adapt the learning objectives to the type of placement and needs of the individual young person.
- A sample of work placements should be included in colleges' Ofsted inspections.

Question 10: What additional support or further modifications should be available to those with greater needs or special circumstances (such as caring responsibilities) during a work placement?

- Many young people with additional needs, including SEND, are capable of achieving at an advanced and higher level and excelling in a work placement environment, and there are many examples of young people with SEND undertaking work that benefits both the young person and the employer. Thus, it is important that these young people are provided with good opportunities to experience the workplace in a safe way. However, some young people with SEND will need additional support to assist them with adapting to the different environment of a workplace, for example from a qualified job coach.
- It is positive that learning objectives are intended to be adapted to the individual needs of the young person; however the provider will need training and support to ensure that they are able to set appropriate learning objectives for young people with specific needs. During trialling of the concepts behind T Levels, the Department should give some thought to the levels of support that the target audience for T levels are likely to require. Early engagement with local authorities in updating the current guidance is recommended. Local authorities not only supply many services that could support young people on work placements, but they usually have a good overview of the range of Third Sector provision that students, providers or employers could access.
- Consideration could be given to providing the work placement hours in a T level in more than one block, so that young people with SEND or other needs who would benefit from shorter periods of placement interspersed with other components of the programme can be more easily accommodated within its design framework.
- Whilst many students who live in London benefit from free or subsidised travel, consideration should be given to supporting students who have difficulty in paying for travel to their placement.
- We agree with the principles behind ensuring accessibility to all students, but we are not convinced that enough thought has been given to the needs of young people with SEND or of the costs and

expertise involved in providing high quality placements. The Department needs to consider how the provider and employer will be supported in providing placements

Question 11: How can we support students to access work placements relevant to their course in areas where there are no employers to offer work placements nearby?

- London has fantastic employment opportunities and we recognise that it is important that young people in other areas of England can access them. Equally, there are likely to be London-based students who would benefit from undertaking work placements in other areas including more rural areas for certain pathways. There is also the need to ensure that young people not only have a work placement, but also that this work placement is of a high quality, and this may mean travelling some way to a workplace.
- We think this is especially important in strategically critical skills shortage areas. In these instances, it might be possible to offer placements with employers outside the normal term time and take advantage of the availability of university halls of residence so that the placement could combine relatively low cost accommodation if necessary. In these circumstances the Department would need to carefully consider the safeguarding risks that might be posed given the age of many of the young people on T level programme.
- A progressive approach is needed to ensure that young people are not locked out from opportunities due to the nature of the sector in which they wish to work, for example sectors that do not tend to operate according to standard hours (e.g. micro-businesses or gig-economy businesses).

Question 12: Do you agree with our suggested approach to providing students with financial support on a work placement?

- We urge further thought on employers paying students while on a work placement. This has considerable implications on the employment status of the individual and their families, and their entitlement to benefits. The DfE should consider these implications having taken advice from HMRC, Treasury and DWP.
- We agree with the suggestion that students should be provided with financial support while on a placement and we suggest that this should cover as a minimum out-of-pocket expenses that a work placement entails. However, it is important that this is paid as an allowance to the student by the provider and not the employer, so that the student's employment status is not in doubt.
- The consultation indicates that the provider may pay for, or contribute to, additional costs incurred by students that they cannot afford. There needs to be a greater degree of certainty around the use of bursary funds to ensure that providers have enough funding to fully support students who would otherwise be prevented from undertaking a work placement due to travel and subsistence costs. The Department needs to conduct analysis to ensure that the estimation of the expected demand

for this fund is as accurate as possible, and to devise a mechanism to top up this funding in-year, to ensure that students are not prevented from undertaking this vital element of the T level. While young people can access some free travel in London, students still incur significant costs when travelling on modes of transport other than buses.

Supporting employers

Question 13: What are the common barriers / challenges for employers to host work placements and how can we support employers to offer work placements?

- In July 2017, London Councils published a report entitled *Young People's Education and Skills Work Experience Study*¹, capturing London employers' perspectives on offering work experiences to young people. While we recognise that work experience is fundamentally different to work placements as proposed in T levels, the findings are pertinent to the question of the barriers for employers in offering work placements and how to better support employers to offer them. While the report shows that the majority of business leaders in the capital are positive about the benefits of providing young people with experience of the world of work, over half of employers (57 per cent) believe that employers should have more involvement in education.
- However, the report made it clear that more support could be offered to employers to encourage them to offer more opportunities to young people. More than half of London employers surveyed do not think they have enough or any support for offering work experience opportunities to young people. Another barrier was that many employers did not feel the quality of applications from young people for work experience was high enough.
- In terms of the support that could be provided, twenty five per cent of employers in organisations that do not currently offer work experience said that they would be interested in information on how to set up a work experience scheme. Those already offering work experience would appreciate support in understanding how to make work experience placements more meaningful. Furthermore, organisations believed that providing financial support to businesses to offer training or employment could significantly reduce youth unemployment. One in three (33%) employers say that a financial incentive would encourage them to offer more or any work experience opportunities to young people aged 13-19. When asked unprompted what one recommendation their organisation would make to the government to halve youth unemployment by 2020, the most common response is to provide financial support to businesses offering training/employment.
- As mentioned above, there is significant concern that not enough employers will offer work placements to meet the need. Support and incentives for employers are vital to ensuring the success of T levels. In particular, there is the potential to provide additional incentives to employers in areas where there is a lack of interest in offering work placement opportunities for certain T levels. This could at least cover the costs associated with offering the placement to a young person,

¹ <http://www.londoncouncils.gov.uk/download/file/fid/20761>

in particular compensation for the time the employer spends supporting the student rather than doing their day job.

- Employers can also be deterred by a lack of understanding of the health and safety requirements for employing young people. We also recommend that the current guidance clarifies the requirements for employers around health, safety and welfare of the students while on work placements. It is also recommended that providers should be given more advice on on-site monitoring and assessment in the workplace.
- Local authorities are significant employers in their local areas and can be expected to offer work placements in a number of different occupations. Local authorities have consistently provided a wide range of placement opportunities to young people and we suggest that the government needs to work in more close partnership with local authorities to help prioritise T level implementation.

Question 14: How do these challenges vary across industries and location types?

- In the survey, London SME employers were twice as likely to say that nothing would encourage them to offer more work experience opportunities to young people (26% compared with 13% of employers from large companies). Additionally, one third (33%) of micro organisations with 2-9 employees report that in general no incentive would encourage them to offer work experience opportunities to young people.
- SMEs also feel particularly unsupported, with 45 per cent stating that they do not receive any support at all.
- The public / voluntary sector was more likely to say that a financial incentive would encourage them to offer more work experience opportunities, with 47 per cent of public / voluntary sector respondents choosing this option.

Question 15: How can the range of employers, including SMEs, be better supported to offer work placements for students with additional needs?

- It is positive that the consultation acknowledges the need to support employers to provide placements for young people with specific needs. Employers will need training and support on what needs to be taken into account when providing a suitable work placement for a young person with SEND, and there will need to be clearer oversight and close monitoring from providers in these cases.

Question 16: Would employers value a recognition in delivering work placements, for example through a form of 'kitemarking'?

- We are not convinced about the idea of a 'kitemark'. It implies that there is a standard that employers have to meet and an assessment made whether or not that standard has been met. Either the standard will be too broad and the assessment correspondingly 'light touch', in which case the kitemark will be meaningless, or it will be a more rigorous standard that will require a separate assessment team.

Maths, English and digital (Section 2.3)

Question 17: Should students be able to opt to take a higher level maths or English qualification e.g. core maths, A level maths, or work towards higher grades in GCSE even if T level paths do not require it? What are the issues for providers in delivering this?

- We believe that the T level should express minimum standards in its components. This will permit students who have already attained the minimum standard in one component to continue to develop and excel in that field if they wish. However, we believe that this should not be at a cost to either the provider or student.
- We also argue that the same principle should apply in cases of students who want to sit other A levels alongside a T level. We support a system that is based on the needs and best interests of young people. Under the current arrangements, there is a "mixed economy" of provision in London, in which young people study both theoretical and technical subjects, acknowledging that a young person can possess ability in both areas, and may want to pursue different types of qualifications. Allowing young people to sit an A level alongside their T level would ensure that their opportunities are not narrowed unnecessarily.
- We also believe that the English and maths at Level 2 should be funded separately from T levels. This is because these requirements are part of a separate pre-existing policy and are a requirement for all students, not just those studying T levels.

Question 18: Which of these options for funding maths and English within the T level programme do you think would be the most appropriate? Please explain the reasons for your answer.

- We do not support either of the options presented as a basis to fund English and maths for those who do not yet meet the minimum requirement. The English and maths elements should be funded separately from the T levels and should not be a prerequisite for passing the T level. As these qualifications are a requirement for all young people to complete, they should be independently funded.
- Option 1 would involve reducing the amount of time that young people who have not yet completed Level 2 would spend on the technical element of their qualification. As they are likely to be among the most vulnerable and in need of support, reducing the time they spend on this aspect of their T level will reduce their chance of succeeding and achieving a good standard yet further. Option 2

would involve reducing the amount of hours for all students studying T levels. The number of funded hours proposed for T levels is already extremely low in comparison to technical qualifications in other European countries, and reducing the number of overall hours yet further will limit the material that can be covered and ultimately the standard and prestige of the qualification.

- Therefore, we believe that English and maths should be funded separately and not taken either from individual students' hours, or for the hours for all students. If the Department insists on proceeding on either of the two options it have presented, clearly option 2 is the least worst option.
- We would encourage the Department to consider carefully when it may be more appropriate for a young person to stretch their T level out over 3 or more years, and to maintain a level of flexibility around this requirement. This may be needed especially for students taking additional maths and/or English classes. While it would not be helpful (either to the young person or to the status of the T level) to reduce the number of hours that these students spend on technical components, the demands that the extra tuition and pressure could place on the student need to be understood and considered. As we say elsewhere in the submission, each of the years of the T level would need to be fully funded at the same rate, and not drop when the young person reaches 18.

Additional requirements / qualifications (section 2.4)

Question 19: Where there are additional occupation-specific requirements that can be delivered or assessed off the job, do you agree that these should be incorporated into T levels? If not, why not?

- We believe that T levels should equip young people with the skills and knowledge that they need to start a job immediately as a productive employee; - or, if they prefer, upon which they can build to acquire higher level skills. However, it is disappointing that the consultation has not taken the opportunity to provide leverage and discussion with professional bodies to bring into the Registered Qualifications Framework (RQF) those National Professional Qualifications that currently sit outside the Framework. National Professional Qualifications have gained considerable credibility with employers and in many professions are the credentials that employers use to establish an employee's ability. Bringing National Professional Qualifications into the RQF would provide clearer progression routes and cross-accreditation for young people following T levels.

Certification (section 2.5)

Question 20: Do you agree with the information we propose to include in the certificate? Yes / No – please explain your answer.

- We suggest that the Department might want to give further thought to ensuring that there is greater commonality between the grade descriptors used, so that businesses and parents / carers can fully understand the grades awarded and shown on the certificate. As stated above, an A* to E system would be preferable.

- We believe that Level 2 English and maths should form part of the certificate, but that other pathways other than GCSE qualifications should be available. This should also be funded separately from the T level programme.

Question 21: Do you agree that partial attainment should be reflected in the proposed transcript? Yes / no. Please give reasons for your response

- We agree that a transcript along the lines of annex A should be provided to students who only partially achieve the T level.
- If the T level is to be a challenging commitment with a variety of components that assess different skills, it is inevitable that some young people will undertake some of the T level successfully but not pass every component. We believe it is vital that there are also progression opportunities for students who do not manage to complete their T level and that the Department considers what the routes for these students might be, and how the elements of the T level that they have completed can be accredited.

4. Flexibility and progression in technical education

Question 22: How can T levels be designed in a way that enables students to progress onto apprenticeships?

- We believe that the draft consultation document does not give enough thought to how T levels fit in with apprenticeships. There has been no published analysis looking at the demand for T levels and identifying the impact this would have on current take up of apprenticeships. There have been significant issues with the use of the apprenticeship levy and the government must consider how the levy could be used to encourage greater employer participation in T levels.
- Every T level should have progression pathways into employment and higher study. Given the changing nature of employment, we believe that every T level should incorporate modules on self-employment and financial management.
- By design, there should be a direct read across between competence statements and performance criteria for T levels and apprenticeships to ease the process of progression. It is important that the content, grading and feedback of the work placement is appropriate, to support young people to progress on to an apprenticeship.

Question 23: How can T levels be built to provide a solid grounding for, and access to, higher levels of technical education?

- Bringing those National Professional Qualifications that are currently outside the Registered Qualifications Framework into the framework would have a similar positive effect on progressions.

Question 24: What good practice already exists in enabling learners with technical (rather than academic) backgrounds gain access to, and succeed on, degree courses?

- T levels must be allocated UCAS Tariff points. The DfE should undertake a short consultation on this in the very near future.
- There are a significant number of young people that undertake technical qualifications, sometimes in combination with A levels, who progress to higher education. There is a danger that the perception of T levels will be solely as a route into the workplace, rather than into higher education or further study, and this needs to be corrected at an early stage. Young people who study A Levels have various options open to them, including progressing on to higher education and entering the workplace. Similarly, T levels should be seen to open up a variety of routes that young people can choose between as they approach the end of their course.
- For young people who are keen to progress onto a degree course after completing their T level, undertaking an A level alongside their technical qualification could increase their chances of obtaining a place on a good degree course. As noted above, the option of completing an A level

alongside a T level needs to be considered in the roll out of the policy, and to be appropriately funded.

5. Meeting the needs of all learners

Question 25: What support should we consider as part of a transition offer to ensure that students can progress to level 3 study and particularly T levels?

- It is encouraging that the DfE is proposing to learn from existing practice before defining its expectations of the Transition Year. This will enable any new arrangements to adopt some established ways of working.
- Different young people need different levels of support, and we believe that some young people who are not ready for Level 3 study will need a different type of support, and may require longer than three years to complete their T level. We would encourage the Department to think about how a graduated and differentiated approach could be implemented for students in this position.
- Clearly many of those young people who take advantage of the Transition Year will be over 18 years old in the final year of their T level. We believe that, because these students may not have achieved full Level 2 English and Maths qualifications at the age of 16 and are effectively catching up in their Transition Year, such students should be fully-funded throughout their time on T levels and not considered as 'continuing learners'. Vulnerable young learners, including those with SEND, are likely to be represented disproportionately in this category of student.
- We are concerned that insufficient thought has been given to the participation of young people with SEND on T levels and the support that employers will need to provide suitable work placements. Providers' staff need to have a special set of skills that will provide both students and employers with support to undertake on-and off-the job coaching and assessment.

Question 26: How should we adapt T levels for adults so that they meet the needs of adult learners?

- In our opinion, the Department should concentrate all its resources on making the T level programme fit for post-16 learning and only when it has been implemented in its target audience should consideration be given to adaption into adult learning.
- Certainly, nothing should be done now that prejudices the devolution of the adult education budget to regions. Decisions about the use of resources, the programmes on offer, the industrial sectors and occupations prioritised and adult learning policy in general are best made locally and we do not advocate that any further work along the lines implied in the consultation should proceed.
- We are sure that a locally devolved approach to adult education and learning would incorporate both T levels and apprenticeships. In London, we believe that effective initial assessment and accreditation of prior achievement / learning is critical. Students will be disengaged from their learning if they are compelled to study concepts with which they are familiar, learn things they already know or acquire skills in which they are already competent. Within a devolved system, we

would ensure that there would be more flexibility, therefore, in both the duration and sequencing of the placement (for example either as a short block or as a form of day release over a period of time, especially if the student is in work but looking to retrain).

- In response to the National Careers Strategy, upon which the proposed approach in working with adults is based, London Councils has noted its parallels with the Mayor of London's Skills for Londoners Strategy. Strategic partners in London, however, propose to go far further than the Careers Education Company will be able to go as part of a national initiative. We propose a more ambitious city-wide approach, on the lines of London Ambitions, that provides improvements in progression pathways for students and better informed decisions about their future.

6. Delivery of T levels

Question 27: What do you think the biggest challenges will be for providers in delivering new T levels and what additional support do you think providers will need? Specifically, ensuring:

- The right facilities are available
- The right equipment is available
- Appropriately trained staff are recruited, and in the numbers required
- Existing staff get high quality training and development

- We urge a cautious build up in the numbers taking T levels. There will be a balance between allowing students to access as full a range of T levels as soon as possible to the expected standard and achieving a quantum of students that will allow colleges to deliver T levels effectively and efficiently.
- The use of the devolved Capital Budgets will help to ensure that colleges have the right facilities to deliver T levels in the lines prioritised in London, but we are concerned that the amount of funding available is not future proof and may prove to be insufficient to meet changing needs.

Question 28: What information do you think will need to be provided to be able to market T levels effectively to students and parents, and how far in advance of first teaching will it be needed?

- This change is a long-term commitment and not a quick fix. It requires consolidation throughout the education system and, in particular, needs to shape careers education and guidance throughout young people's time in secondary education (not just a short discussion after GCSE results). Marketing to teachers is vital and promotion to parents / carers should run in parallel. It is important that this work starts immediately and continues for a minimum of five years. The main focus of the campaign should be about the benefits of T levels, the options they open up and the outcomes to which they will lead.

Question 29: How much engagement do providers currently have with industry professionals in shaping the curriculum, teaching and training of other members of staff?

Question 30: What challenges will providers face if they want to bring in more industry experience?

- Current levels of engagement with businesses are mixed, but it is clear that colleges will need to take a robust response to the introduction of T levels across the whole organisation.
- We are of the opinion that the established governance structures in London will facilitate the strategic and tactical discussions with businesses that are the foundation of the success of T levels. In particular, they achieve a balance between local / regional and national dialogue around which T levels can be offered in different locations and with specific employers.

Question 31: Should we seek to further influence which T levels are offered by providers, according to local and national skills needs? Yes / No. If yes, how should we do this?

- It is important that skills shortages are properly understood before they affect the provision on offer. There are a number of professions which are perceived as having skills shortages but could address their staff recruitment and retention issues with more attractive pay and conditions.
- We believe that it is important to look at a mixture of local, regional and national skills needs. We are concerned that an over-emphasis on local needs will limit opportunities for young people in some parts of the country unnecessarily. Young people may wish to move elsewhere for a job once they have completed their studies, and should not be limited in their profession by where they have been educated. It is important that the Skills Advisory Panels look at regional needs and opportunities, and consider the ease of travelling from one area to another. Some areas in London have skills shortages and potential placement opportunities in certain professions – but other areas that are in easy reach will have completely different needs and opportunities.
- Where Skills Advisory Panels seek to influence which T levels are offered by providers, this should be through incentivising providers to offer certain courses, while giving them the flexibility to make their own decisions about what to provide. The Department should be careful when considering the funding of different courses. We believe that funding should be based on the costs of each course in its own right, and channelling funding to courses that meet skills shortages could create misaligned incentives for providers to offer certain qualifications, affecting what is on offer for students.

Question 32: How do providers currently take account of local and national skills needs when planning their provision and how do they work with the existing structures that have responsibility for local skills planning?

- In London, there are established governance structures that operate regionally, sub-regionally and locally. These enable strategic discussions between providers and employers about immediate, intermediate and long-term skills needs. They also have a bearing on and both influence and are influenced by other strategies, such as economic development and land use. They also have the capacity to support linkages at a more operational level between specific employers and providers.

Question 33: What additional support will providers need to ensure that T levels meet local skills priorities?

- We think that the existing structures in London should be used to prioritise T levels. These provide the most secure basis upon which to plan provision locally and to ensure that skills needs are defined on sound economic reasons and not in response to recruitment shortages resulting from failures to attract and retain employees due to poor pay and conditions.

7. Procurement and contracting of T levels

Question 34: What material could reasonably be included under the copyright of a technical qualification? Are there any other steps that we could take, within the parameters of the legislation, that would allow this to operate effectively and in everyone's interests?

Question 35: How can the above mechanism (i.e. licence length, lotting and transferability) be used to help AOs recover their investment, maintain appropriate profit margins but also keep the market competitive for future re-procurements?

Question 36; When contracts are re-procured what would be needed over and above the licensed copyright to submit a competitive bid? How will AOs keep their skills levels up to maintain their capability to bid in future re-procurements?

Question 37: Are there any other variables (in addition to those listed in the text above) that could influence the return on investment for AOs? How might these factors influence interest from the AO sector for initial and further competitions?

- We propose to not respond to this section of the consultation, as it is more appropriate for Awarding Organisations to respond.

8. Quality assurance and regulation

- There are no specific questions in this section

9. Accountability

Question 38: Which of the proposed performance measures are most important? Please explain. Are there other measures, such as student and employer feedback that should be part of the accountability system for T levels? Yes / No. Please explain.

- We believe that the Department should exercise caution when reviewing the success of T levels. It is likely that some students will be offered jobs with the employers with whom they have undertaken their work placement, which may lead to them not completing their whole T level qualification. Therefore, completion rate should not be the primary measure of success. Perhaps more important are the destination measures, as obtaining a job will represent a success for many young people.
- We do not support including student and employer feedback at this stage. These measures would be more appropriate once T levels have become more fully embedded in the learning system.
- We would like to stress the importance of ensuring that performance statistics are published regularly and on time and that data on T level participants, their progress, achievements and destinations should be available through the government's 'open data access' principles for analysis at local level.

10. Funding

Question 39: Do you have any comments about how we might approach the funding of T levels? How could the funding formula be adapted to distribute funding for T levels?

- We welcome the investment that the government has already made in T levels. Given the economic and social importance of these reforms, it is vital that this investment is sustained and kept under constant review to ensure that it covers all of the costs associated with this major policy change. T levels have to be valued, high-quality learning programmes and need to be funded accordingly. The level of resources provided for T levels should cover both the capital and revenue costs associated with their smooth introduction and include marketing, promotion and training costs.
- The funding for the work placement element in particular needs to be kept under review. This consultation response proposes several changes to the work placement element of the programme. If these are implemented, additional costs are likely to be incurred and these must be met if this important element of the programme is to be a success.
- The funding system should not disadvantage students who have not reached national benchmarks by 16 and require extra time to complete level 3 programmes, including T levels. These young people need to be funded at the same rate in each of their years of study.
- We urge the Department for Education to give specific consideration to ensuring that T levels are equally accessible to young people with SEND, and that appropriate support is available students, providers and employers.
- There are specific awareness raising and development requirements that will be necessary for the T levels to be implemented successfully, particularly in supporting young people through work placements, including those with SEND. We would encourage the Department to set aside a budget for professional development to ensure that providers are equipped to implement this major change successfully.
- Finally, we believe that all education and skills funding and policy in London should be devolved to established regional, sub-regional and local authorities as this provides the best balance between rigor and flexibility for local areas.

Question 40: How might we adapt funding flows to AOs to make sure that the full range of T levels is available to students around the country?

- We propose not to answer this question.

11. Equalities

Question 41: How could any adverse impact be reduced and are there any ways we could better advance equality of opportunity or foster good relations between people who share a protected characteristic and those who do not? Please provide evidence to support your response

- We do not think that there has been enough thought about young people with SEND participating in T levels; how both providers and employers will be encouraged to act in an inclusive way; and how non-inclusive practice will be monitored and addressed. The DfE should convene a panel of experts to offer advice on how best to proceed. Far too many young people with SEND are not offered the opportunity to progress and learn at level 3 and above, even though they are more than capable of doing so. Ensuring full accessibility for T levels is an opportunity to address this significant problem in the education system.
- Our experience of previous changes in the curriculum suggests that the DfE will receive a very different response to this initiative from selective schools. It is important that the government holds schools to account to ensure that students have access to a variety of further education providers and opportunities, and that providers have access to a variety of young people.

What could the Mayor do to improve the careers information, advice and guidance offer? (page 37)

There is a considerable body of evidence to show that the greatest single factor that enables young people to access, participate in and succeed in the labour market is effective careers education, information, advice and guidance (CEIAG). However, provision of CEIAG in London remains patchy and inconsistent. London Councils survey *Ask the Parents: The Fifth Year*¹, published in November 2017, found that 50 per cent of parents feel unconfident that their child will receive a meaningful experience of the world of work by the age of 18, and 44 per cent are not confident that their child will receive appropriate careers advice.

London Councils has worked with the Mayor of London and the former London Enterprise Panel to develop *London Ambitions: Shaping a successful careers offer for all young Londoners*², which remains our principal means of improving careers education and guidance to children and young people. The report, published in 2015, explains the importance of CEIAG in preparing young people for work. It draws a distinction between the narrow definition of ‘work experience’ as it has traditionally been made available to young people and ‘experience of the world of work’ – a broader, more modern and dynamic term to express how young people can acquire and demonstrate the personal qualities sought by business.

We continue to have a good working relationship with the Mayor’s Office and the GLA in the development and improvement of *London Ambitions*. A refresh of *London Ambitions*, reflecting on developments since its initial publication and highlighting its success to date, would be a useful next step. The Mayor also has a key role in the continued promotion of the careers offer set out in *London Ambitions*.

London Councils 2017 *Ask The Parents* survey found that only four per cent of parents would rather their child take vocational qualifications than A Levels, compared to 43 per cent who had the opposite preference. The fact that there was no significant difference in response from parents with children at primary and secondary school age points to an ingrained parental view about the value of different pathways after the age of 16. Young people and their families need to be confident that the education and training system will enable them to achieve their ambitions, and need help to understand that A Levels are not the only option. The Mayor has an important role in encouraging this change in mindset, and promoting technical pathways, apprenticeships and work-based learning a different, but equally valuable, alternative to an academic route.

London Councils is calling on Government to devolve existing careers funding streams to London to build a single integrated careers service. As a first step, London government should have a formal, strategic coordination role with London providers of careers services. There is opportunity for joint lobbying between London Councils and the Mayor here.

How best can we meet the education and training needs of people with a special educational need or disability? (page 37)

London has experienced a rapid increase in demand for places for pupils with high needs in recent years, far exceeding growth in other regions and that of London’s mainstream school

¹ <http://www.londoncouncils.gov.uk/download/file/fid/21498>

²

<https://lep.london/sites/default/files/documents/publication/London%20Ambitions%20Careers%20Offer.pdf>

population. The number of children in London with a statement or Education, Health and Care Plan (EHCP) has risen by 15.1% since 2007 compared to only 1.7% nationally.

It is vital that local government is adequately funded to ensure that this growing number of young people with Special Educational Needs and Disabilities (SEND) are effectively supported throughout their time in education and/or training. The average cost per place for new dedicated SEND places in London is around three times higher than the average cost per mainstream place. The lack of a sophisticated funding mechanism to capture the complexities of funding SEND places coupled with the proportionately higher number of children with SEND in London in comparison to elsewhere in the country means that London has been and continues to be considerably underfunded for SEND places. Furthermore, local authority high needs budgets are under increasing pressure given the growing number of children and young people with SEND, and the increased complexity of their needs. In 2016/17, 26 out of 31 London boroughs spent more than the amount allocated through the high needs block of the DSG, creating an aggregate 'funding gap' across these 26 boroughs of £100 million. The reforms brought in with the Children and Families Act 2014 have the potential to offer greater and more effective support to all children and young people with SEND up to the age of 25; however, this must be coupled with increased investment from Government in order to ensure that this group of young people are supported to achieve to their full potential. The Mayor could continue to support London Councils' lobbying on the need for additional funding for the high needs block, and capital funding for SEND school places that meets demand.

Another key challenge that is affecting the quality of education and training experienced by children and young people with SEND is the prevalence of non-inclusive attitudes across schools in the capital. 19 out of 24 London boroughs have reported to us that they have experience of academies resisting or refusing to admit a child with SEND, 14 of which had come across this situation on more than four occasions. Furthermore, 13 out of 23 boroughs had come across academies off-rolling pupils with SEND inappropriately. This type of behaviour is creating divisions in the school system as well as stigmatising children with SEND, preventing many from achieving their full potential.

Furthermore, there are often limited opportunities and support for young people with SEND after formal education ends. This is a key concern that has been raised with us by representatives from parent/carer forums across London. It is an area in which the Mayor could offer his support, through providing and promoting inclusive apprenticeships, supported employment, and inclusive internships. Volunteering is also a great way for young people with SEND to gain confidence, skills, independence and experience of the world of work, and the Mayor has a range of well-established volunteering schemes that must be fully inclusive in order to provide optimal support for young people with SEND.

How can we improve pathways in and transitions between schools and colleges to improve outcomes for young Londoners in post-16 education? (page 37)

16-18 education is delivered in a range of settings, including schools, colleges and other vocational settings, and it is not clearly joined up. This hampers effective pathways and transitions between schools and colleges. The government has committed to devolve the Adult Education Budget to several areas, including London, yet this will give local policy-makers control over only one part of the system. It will not include 16-18 provision in schools nor control over all vocational capital investments such as 14-19 capital or Institutes for Technology.

A devolved system would give London the flexibility and freedom to drive up the provision of the higher level professional and technical education that our economy needs and create

clear progression pathways for learners, aligned to the technical routes in the Post-16 Skills Plan. Learners could be supported with tailored careers information, advice and guidance helping them to make informed choices about how to access those pathways and progress in learning and work. The ability to drive out the inefficiencies that result from poor learner choices and ineffective provision would alleviate budgetary pressures, while a devolved system would also be better placed to align local services and funding with skills provision to help the most vulnerable and disadvantaged to progress.

In order to ensure that young people are aware of the options available to them after the age of 16, London Councils believes that national, regional and local labour market intelligence should be brought into the curriculum. Schools need to support pupils to access and analyse labour market information, explore work and career options and act on relevant intelligence when planning for both learning and career options. Demographic and technical changes are creating a time of major change in the labour market; schools need help to stay on top of the relationship between the curriculum and the changing labour market.

London Councils recently published a report entitled *London Ambitions Research: Shaping a Successful Careers Offer for all Young Londoners*³, which evaluated the impact of London Ambitions in a handful of schools and one college. One of the recommendations in the report was for schools and colleges to ‘engage in more dialogue about careers strategies and provision within, and between, institutions’. This would enable the sharing of good practice and a more streamlined offer across institutions. Furthermore, all of the institutions focussed on the report arranged visits to places of work or further study for their young people, which were much valued by the students. This is another means of improving transition between institutions which it would be worth promoting.

Research carried out for London Councils by the University of London - Institute of Education in October 2014 identified that many ‘vulnerable’ post-16 learners will take three years rather than two to reach the goal of a Level 3 outcome. The research recommended a collaborative pilot project to help schools and colleges plan three-year study programmes involving a mix of general and vocational study post-16 (including a mix of Level 2 and Level 3 qualifications). The government should be pressed to support such a pilot with guarantees of full funding for 18 year-olds.

While current statistics show that participation remains high at age 16 in London, there remains an issue of early leaving by 17 year-olds – especially among those who have struggled to achieve good GCSEs in school. The offer of three-year programmes that enable such students to both catch up on lost ground and attain good Level 3 results would help improve transition for many young people who are at risk of being left behind.

What more can be done to achieve greater employer engagement in the design and delivery of training provision in London? (page 47)

Employers’ input into the education of young people and the development of young people’s skills for the workplace is vital to ensure that learning is tailored to the needs of employers and that young people are inspired to achieve. One of the recommendations in London Councils’ recently published report, *London Ambitions Research*, was for schools and colleges to encourage and support employers to become more involved in education.

In July 2017, London Councils published a report entitled *Young People’s Education and Skills Work Experience Study*⁴, capturing London employers’ perspectives on offering work

³ <https://fas.nfer.ac.uk/publications/LAMB01/LAMB01.pdf>

⁴ <http://www.londoncouncils.gov.uk/download/file/fid/20761>

experiences to young people. The report shows that the majority of business leaders in the capital are positive about the benefits of providing young people with experience of the world of work. However, over half of employers (57 per cent) believe that employers should have more involvement in education.

The report made it clear that more support could be offered to employers to encourage them to offer more opportunities to young people. More than half of London employers surveyed do not think they have enough or any support for offering work experience opportunities to young people. SMEs feel particularly unsupported, with 45 per cent stating that they do not receive any support at all. In terms of the support that could be provided, twenty five per cent of employers in organisations that do not currently offer work experience said that they would be interested in information on how to set up a work experience scheme. Those already offering work experience would appreciate support in understanding how to make work experience placements more meaningful. Furthermore, organisations believed that providing financial support to businesses to offer training or employment could significantly reduce youth unemployment.

We would also recommend that schools bring an employer onto the governing body so that a governor has oversight for ensuring the school supports all students to relate their learning to careers and the world of work from an early age. They could challenge the careers offer within the school where necessary, encouraging senior leadership to review its effectiveness and outcomes.

Employer engagement in the design and delivery of the new T Levels, and the recent Apprenticeship Levy, will be integral to the success and attraction of technical pathways as an alternative to the traditional academic route.

On 4 July 2017, the Mayor of London and London Health Board partners launched the *Thrive LDN: towards happier healthier lives* publication. The launch kicked off the *Are we OK London? the* campaign to have an open conversation with Londoners about mental health and wellbeing.

Recent important developments:

Are we OK London? Campaign Findings

The Thrive LDN team engaged with over 250 organisations across public, private and community sectors, and attended over 150 external meetings and events, ran 17 Problem Solving Booths and 7 community workshops. Digital engagement was delivered through Twitter, Instagram and Facebook, Talk London platform, and Thrive LDN's website and generic email address. A poster campaign ran on the London underground 14 to 28 July.

The findings report found that during the data collection period, the *Are we OK London?* campaign generated 88,352 interactions and established a potential reach of over 15.5 million. In addition to this, the BBC World Hacks' Problem Solving Booths video generated 361,925 interactions.

Partnerships & projects

The next phase of Thrive LDN involves 40 projects, aligned to the movement's six aspirations, which we will be worked on with new and existing partners.

Thrive LDN has been successful in securing investment from Greater London Authority next financial year, and many of these projects will continue into the year ahead.

2017/18 Activity	2018/19 Activity	Impact
<p>Communities at the heart: Along with commitments to support the development of Thrive LDN Champions and boroughs to develop local Thrive LDN & Time to Change hubs, Thrive have commissioned a piece of research to develop the potential for a citywide mental health cultural festival next year.</p>	<p>Communities at the heart: Thrive will continue to support the development of Thrive LDN Champions' networks and support boroughs to develop local Thrive LDN & Time to Change hubs. Thrive will deliver a mental health cultural festival. This includes increasing the number of Londoners receiving mental health first aid training.</p>	<p>Increased locally-led and owned activity to raise awareness of mental health and wellbeing, reduce mental health stigma and discrimination and address inequalities that lead to poor mental health.</p>
<p>Tackling stigma & discrimination: Thrive have commissioned a piece of participatory research to look at stigma and discrimination associated with mental health, and how this intersects with other forms of stigma and discrimination. The project will work directly with Londoners affected by intersectional discrimination to identify the</p>	<p>Tackling stigma & discrimination: The research will progress into a small grants scheme for voluntary and community groups to deliver interventions to address the challenges people face such as Black Thrive</p>	<p>Reduced stigma and discrimination; Improved mental health and wellbeing amongst people affected by multiple forms of discrimination.</p>

2017/18 Activity	2018/19 Activity	Impact
<p>challenges they face and potential solutions.</p> <p>In addition, Thrive are working with a number of football clubs in London to develop pilot projects to reduce stigma and discrimination and improve mental health literacy amongst staff and fans.</p>		
<p>Young London Inspired programme: In partnership with Team London and v.inspired, Thrive have launched a London-based, youth-focused volunteering and social action programme. The programme will target young people at greater risk of developing mental health problems (such as care leavers or young people in the criminal justice system) and support them to improve their mental health and wellbeing through innovative social action and volunteering projects.</p>	<p>Young London Inspired programme: The programme will continue next financial year.</p> <p>And includes programmes to increase the number of young Londoners and youth workers receiving mental health first aid training.</p>	<p>Improved mental health and wellbeing amongst children and young people (10 to 20 years of age) disproportionately at risk of developing mental health problems.</p>
<p>Targeted work for vulnerable groups: In partnership with Healthy London Partnership and NHS England, Thrive will be developing a mental health first aid package for veterans and people who are homeless.</p>	<p>Targeted work for vulnerable groups: Thrive will be developing a training resource for young people at risk of suicide.</p>	<p>Improved mental health literacy amongst the veteran and homeless communities; Reduction in the suicide rate for children and young people in London.</p>
<p>Evaluation programme: Thrive LDN has been successful in securing a £20k investment from Public Health England (London region) to independently evaluate the impact of the Are we OK London? campaign. An interim report will be published in March 2018.</p>	<p>An independent evaluation has been commissioned through Public Health England (London region) and will report initial findings in March 2018.</p>	<p>An independent impact evaluation.</p>