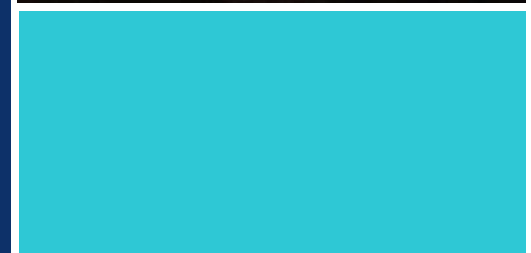


Young people's participation, progression and transition to higher study and work: a London perspective

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Context

14+ participation, progression and transition (14+ PPT)



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- The importance of 14+ PPT in the current economic and policy context
- Questions regarding 14+ PPT 'push' and 'pull' factors:
 - RPA and its effects
 - An accessible and motivational curriculum and assessment system?
 - Collaboration between providers to offer a wide range of provision?
 - High quality and impartial CEIAG?
 - Funding support for student participation?
 - Access to higher education and good returns for learning?
 - Availability of apprenticeships?
 - Employment opportunities for young people?

London and 14+ PPT



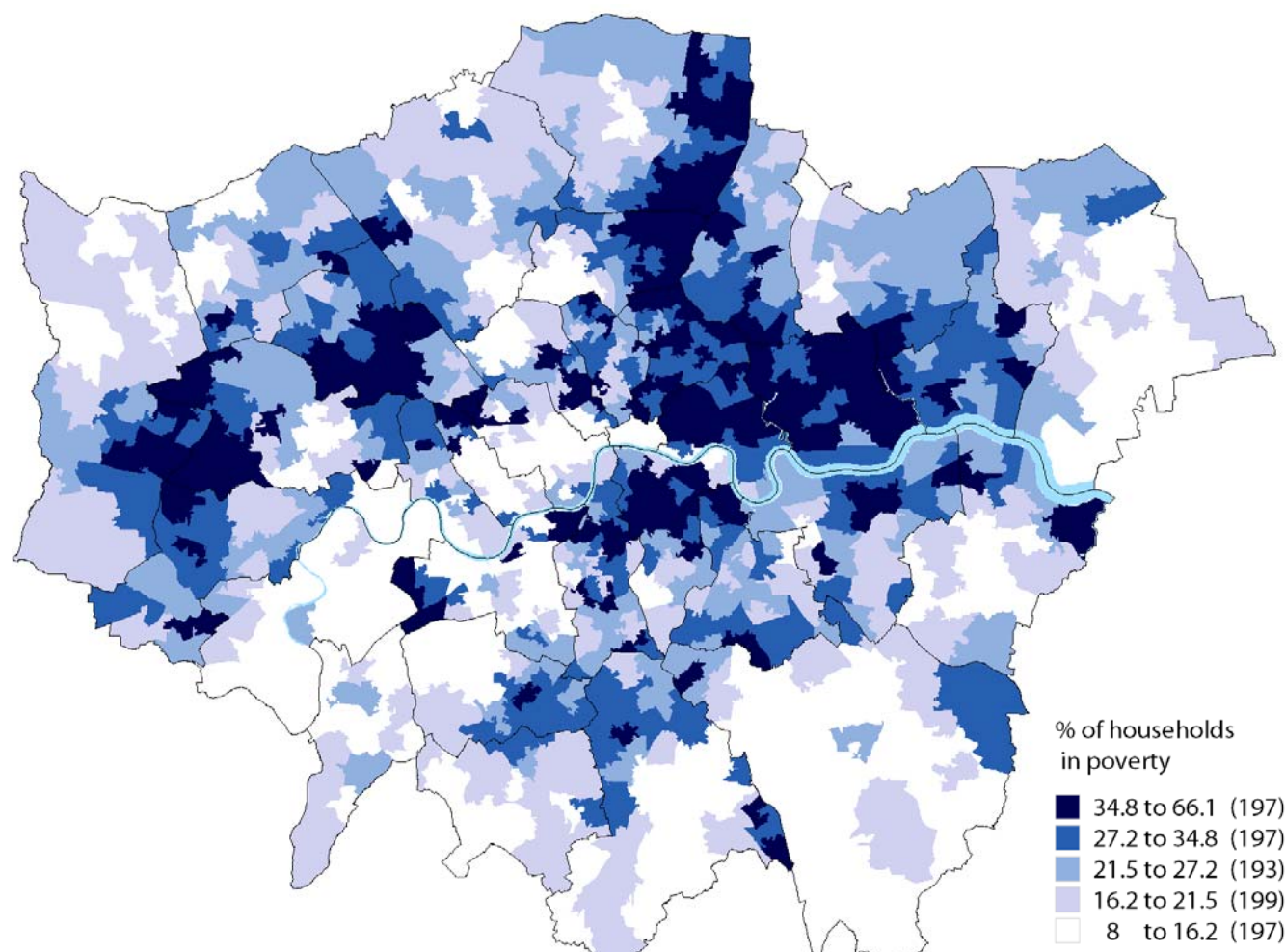
- Wealthy, dynamic but polarised socially, economically and in terms of educational performance
- Generally doing well in terms of education participation and performance but several significant challenges:
 - continued borough and intra-borough variability of performance at Key Stage 4
 - dip in performance at 17+ - problems of retention and attainment in AS/A Level
 - lack of expansion of vocational provision post-16
 - low apprenticeship involvement by 16-18 year olds despite their recent growth
 - problematic labour market access for young Londoners

Percentage of London households in poverty 2007/8



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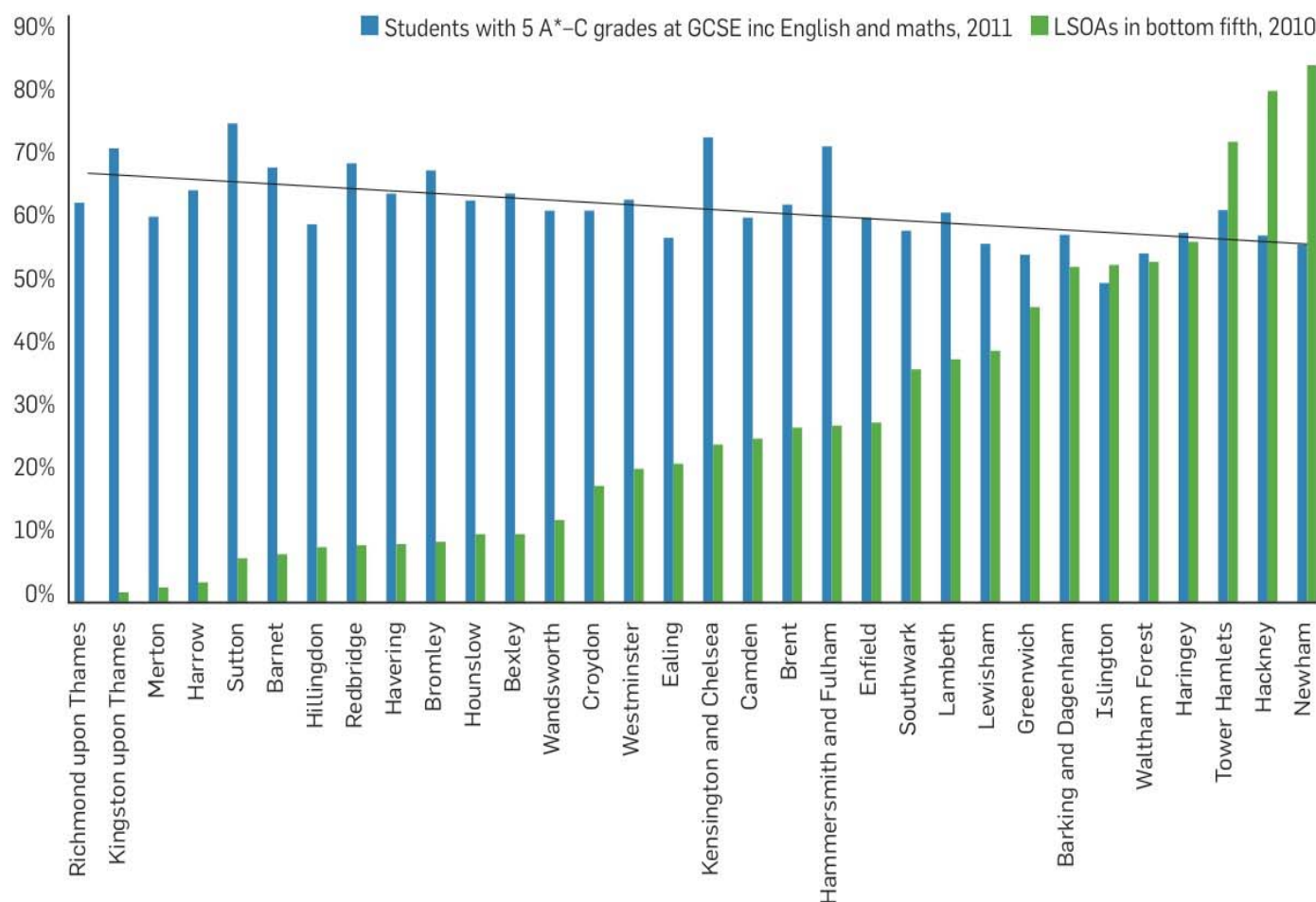
Map 1: Percentage of households in poverty¹, MSOA, 2007/08



GCSE performance and poverty indicators



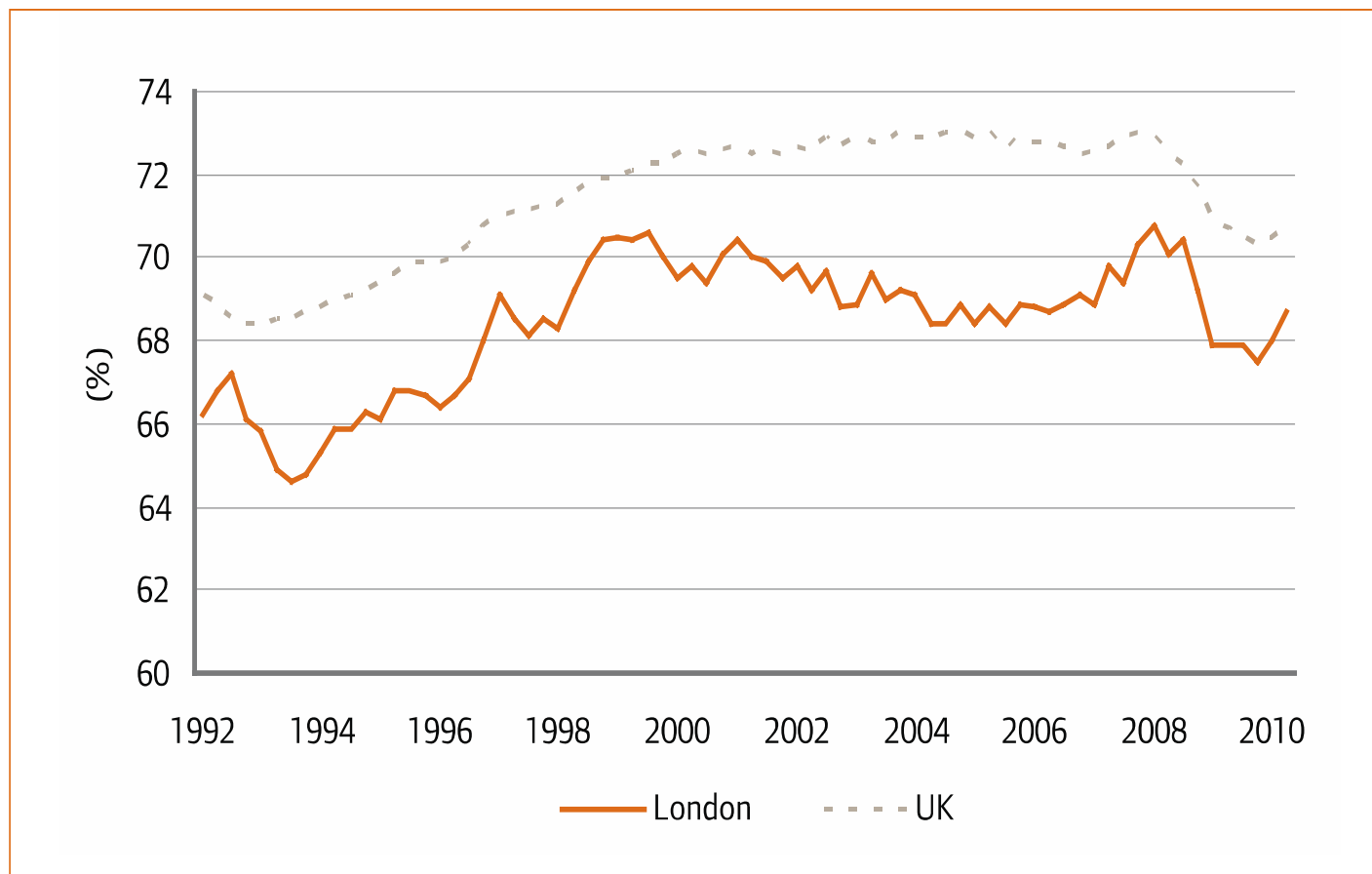
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Employment rate in London



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Curriculum, performance and provision

Curriculum performance and provision – general education



- Advances in GCSE attainment in recent years but issues of performance in boroughs with low and high deprivation
- Performance at 17+
 - QCDA cumulative A Level points score - London 690 compared to 721 nationally
 - Only 8 London boroughs performed above the national average and inter-borough variation - 570 points in Greenwich to 866 points in Sutton
 - Higher A Level failure rates in London (5% compared with 3% nationally) and particularly at AS Level (18% compared with 13% nationally)

GCSE performance by level of borough deprivation



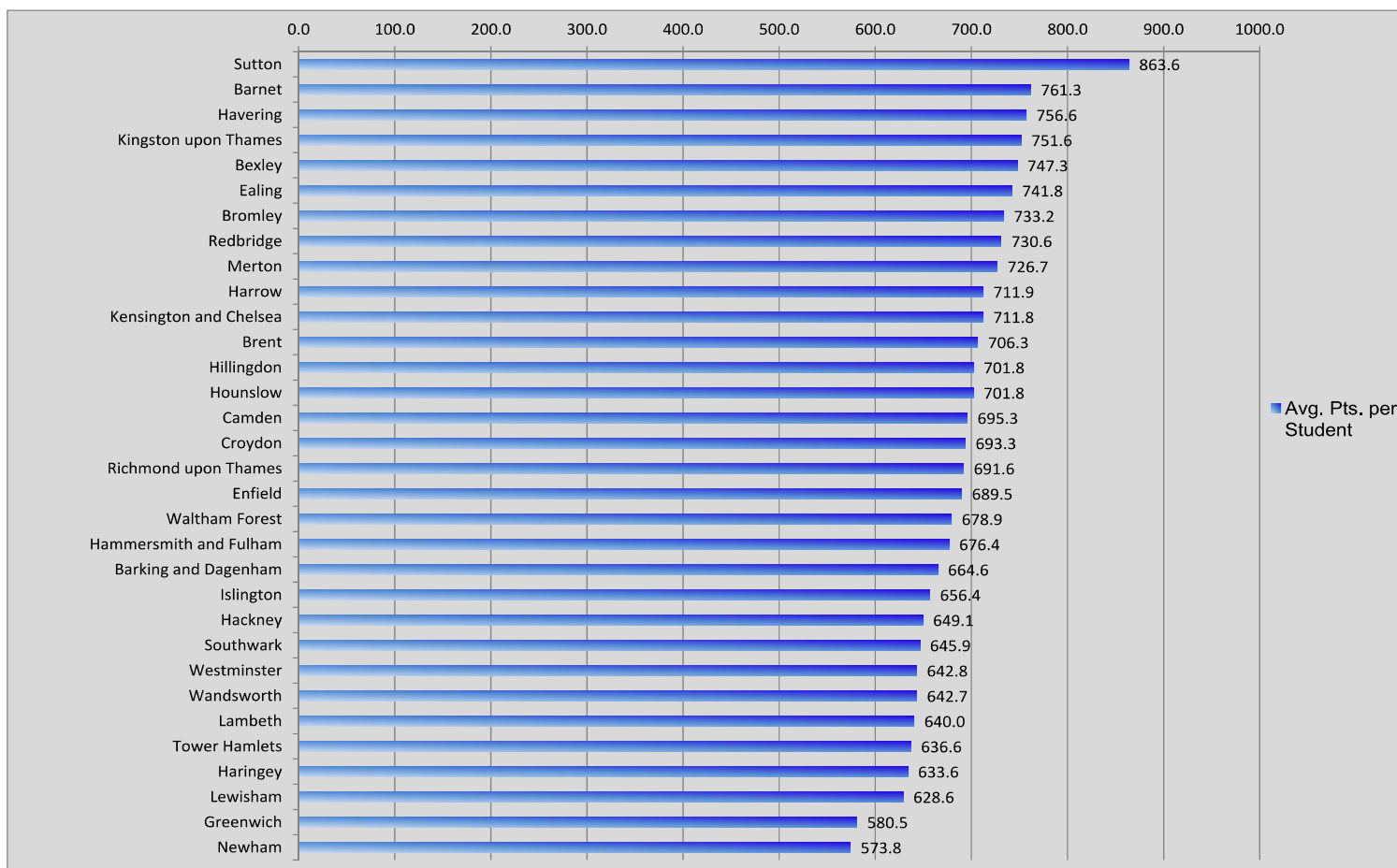
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Qualifications achieved	Level of borough deprivation	
	Low deprivation	High deprivation
GCSE & equivalent (Level 2)	78%	77%
GCSE including maths and English (Level 2+)	70%	57%
English Baccalaureate entry rate 2010/11	30%	15%

A Level scores per student – London boroughs 2011



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Curriculum performance and provision – vocational education

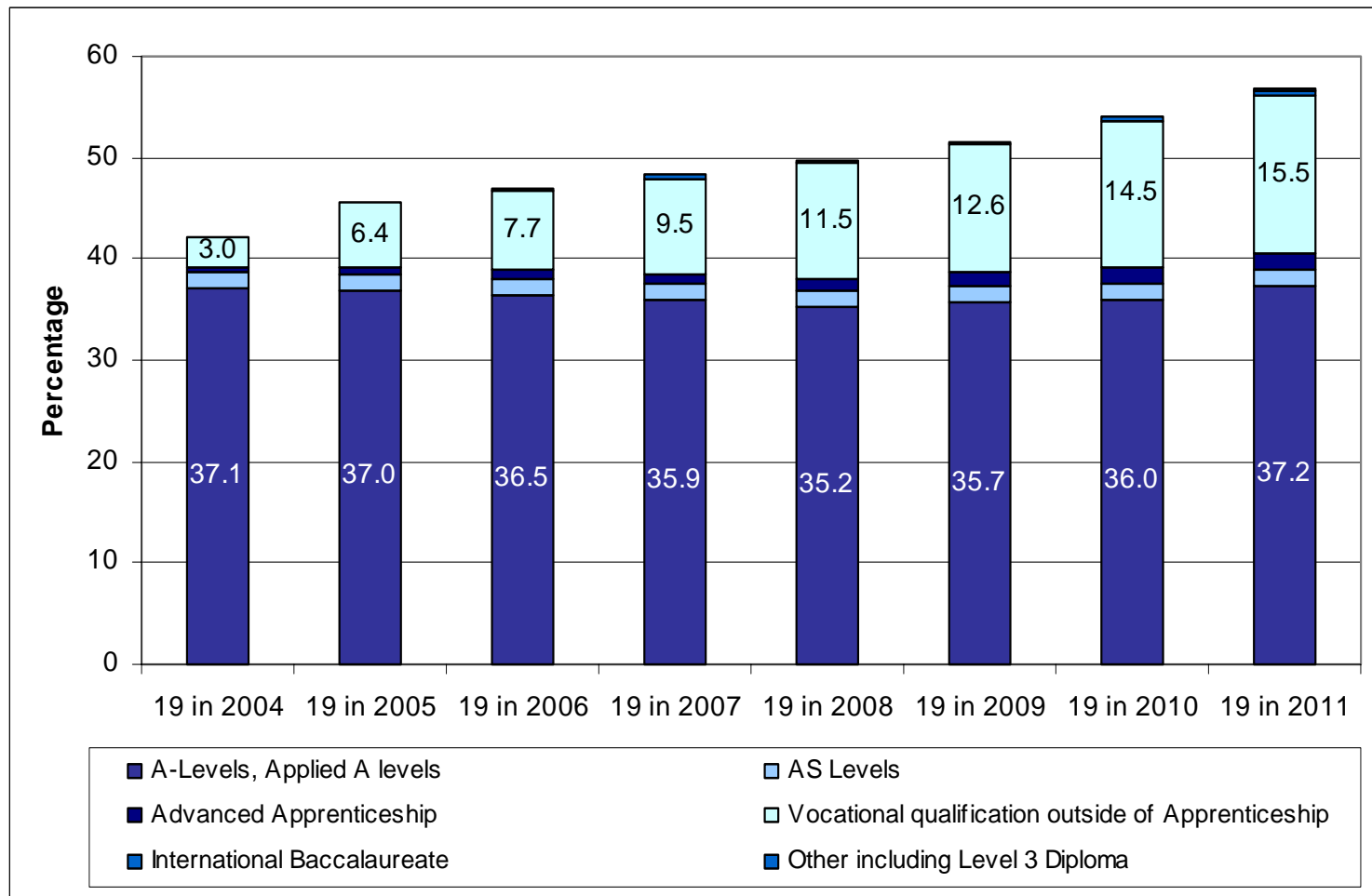


- By aged 19 London above the national average in terms of Level 3 attainment (in 2009/10 56% compared with 52% nationally)
- Positive role of broad vocational qualifications at 18 and 19 nationally and in London
- ‘Poverty penalty’ attainment gap 25 points at Level 3, but only 3 points in vocational provision
- Problem of static participation in vocational qualifications and FE places
- Relatively minor role for apprenticeships in London despite recent growth

The role of different qualifications to outcomes at 19 (2004-2009)



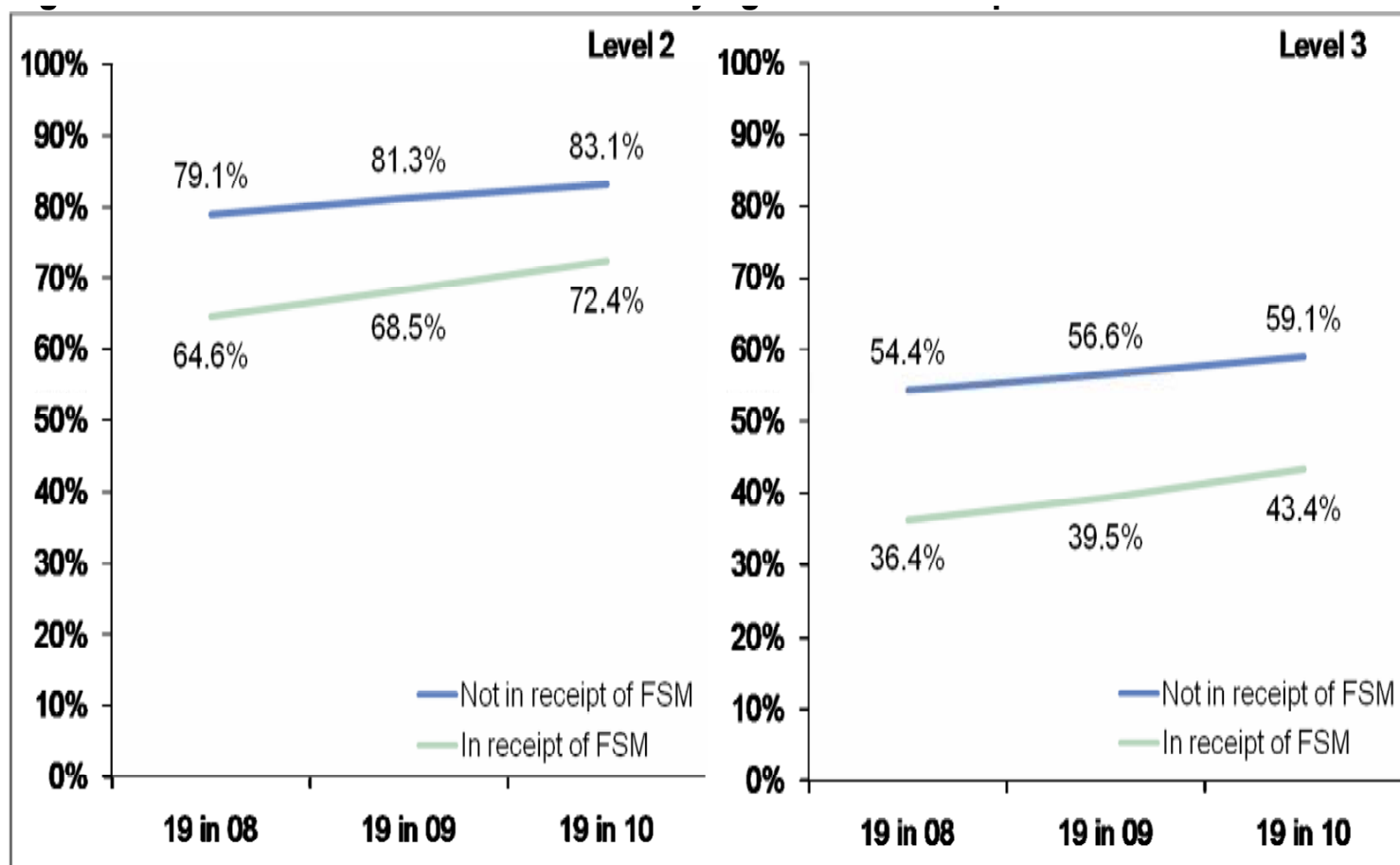
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Performance at 19 in London by receipt of FSM at 16



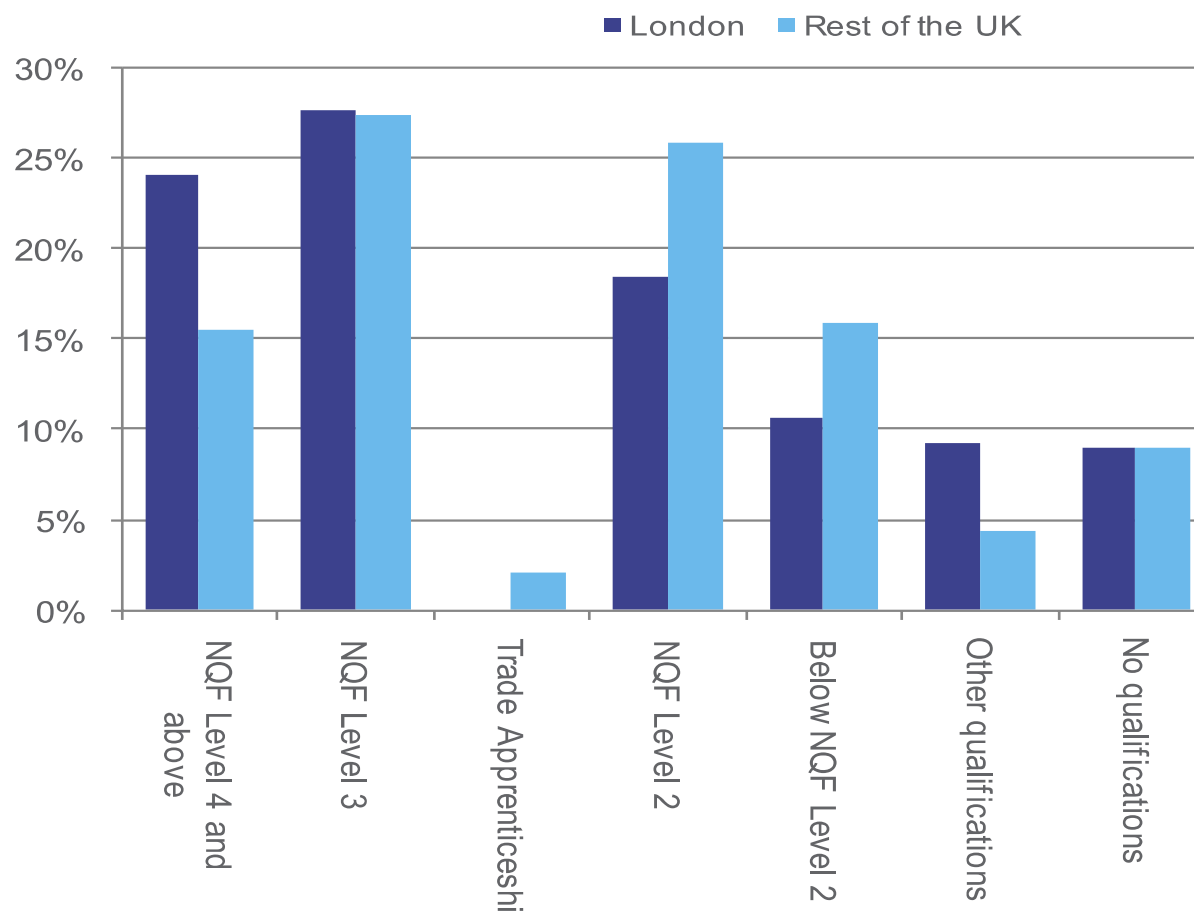
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Proportion of young people by highest qualification held 2009/10



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Curriculum performance & provision

Further consultation, action & research



Consultation and action

- a. What curriculum and support measures can be put in place to improve attainment for all 14-19 year olds in London?
- b. Should there be a London Curriculum Entitlement for 14-19 year olds?

Further research

- a. Some boroughs with high levels of students eligible for free schools meals are performing better than others. What are they doing to achieve these outcomes?
- b. What are the effects of current government policy on curriculum, provision and performance at Key Stage 4 and post-16?



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CEIAG, progression and destinations

CEIAG and work-related learning



- Importance of CEIAG in opening up horizons for action for young people
- New legislation and issue of impartial CEIAG
- CEIAG in post-16 providers, particularly important in current context
- Changes to work-related learning but importance in relation to guidance in school-work transitions
- 7% of adults with 4+ 'employer contacts', 5 times less likely to be NEET

Progression and destinations

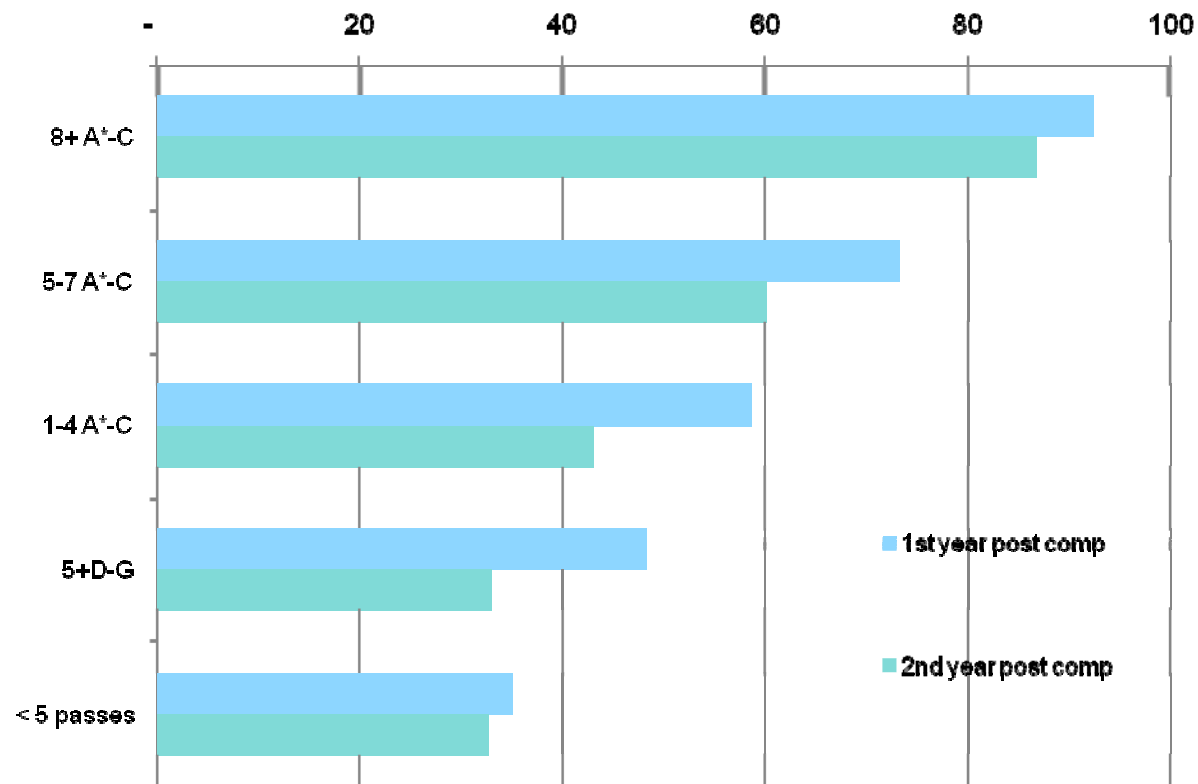


- Progression from Key Stage 4 to post-16 problematic particularly for middle attainers
- 17+ drop-out and issues of progression within the post-16 phase
- Low levels of participation and delayed transitions to the labour market
- High levels of participation in HE but significant borough variability in accessing research intensive universities (12% v. 42%)
- Relatively high graduate unemployment compared nationally

Duration of participation in post-16 education based on prior GCSE attainment



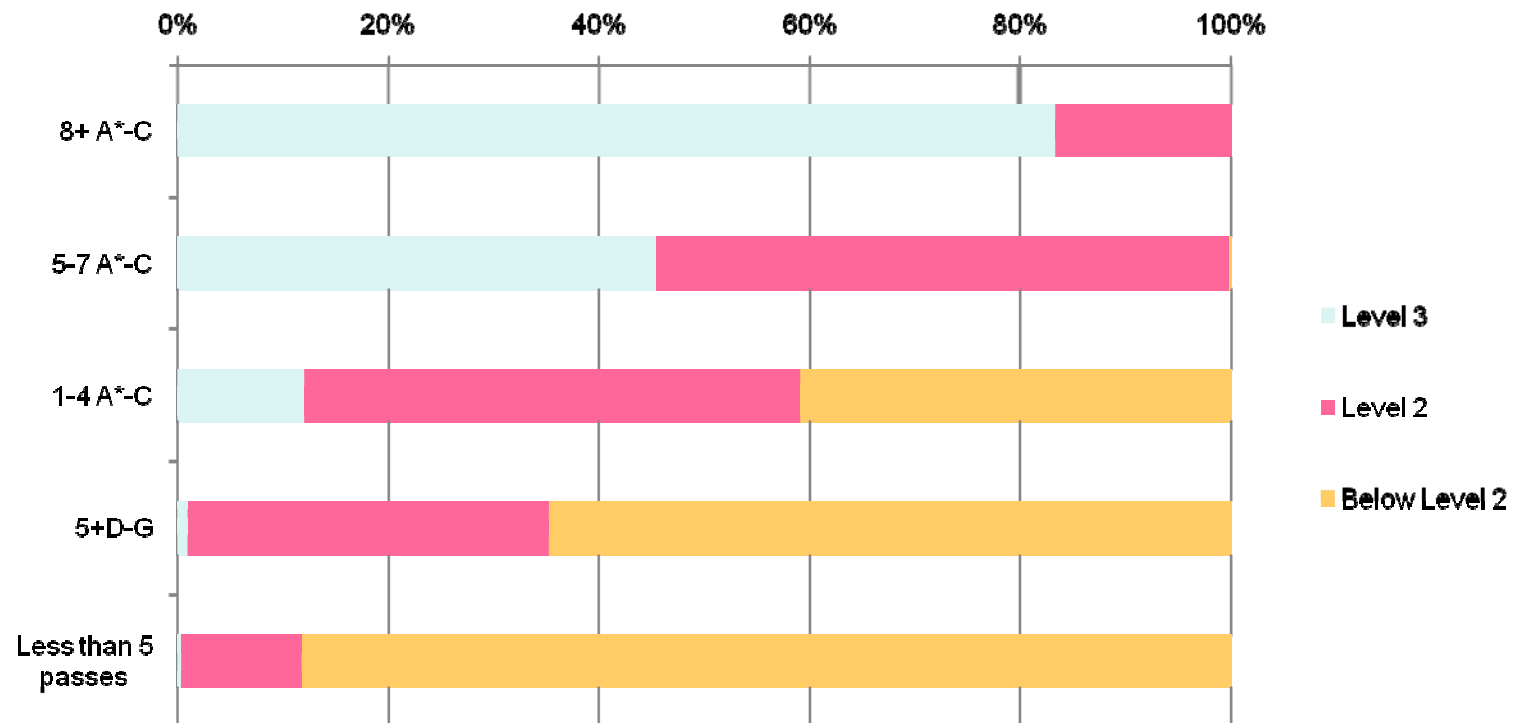
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Level of attainment post-16 based on prior GCSE attainment



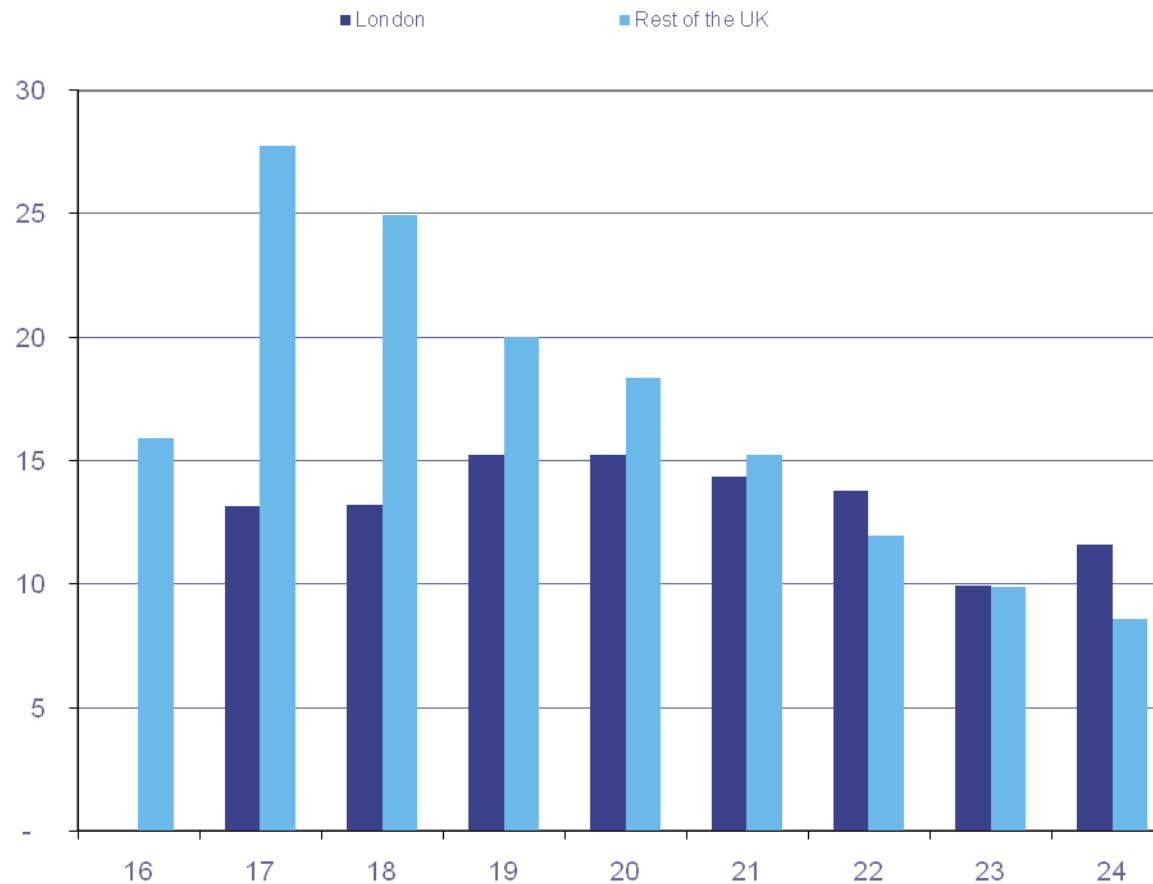
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Young people (16-24 year olds) in employment and learning 2010



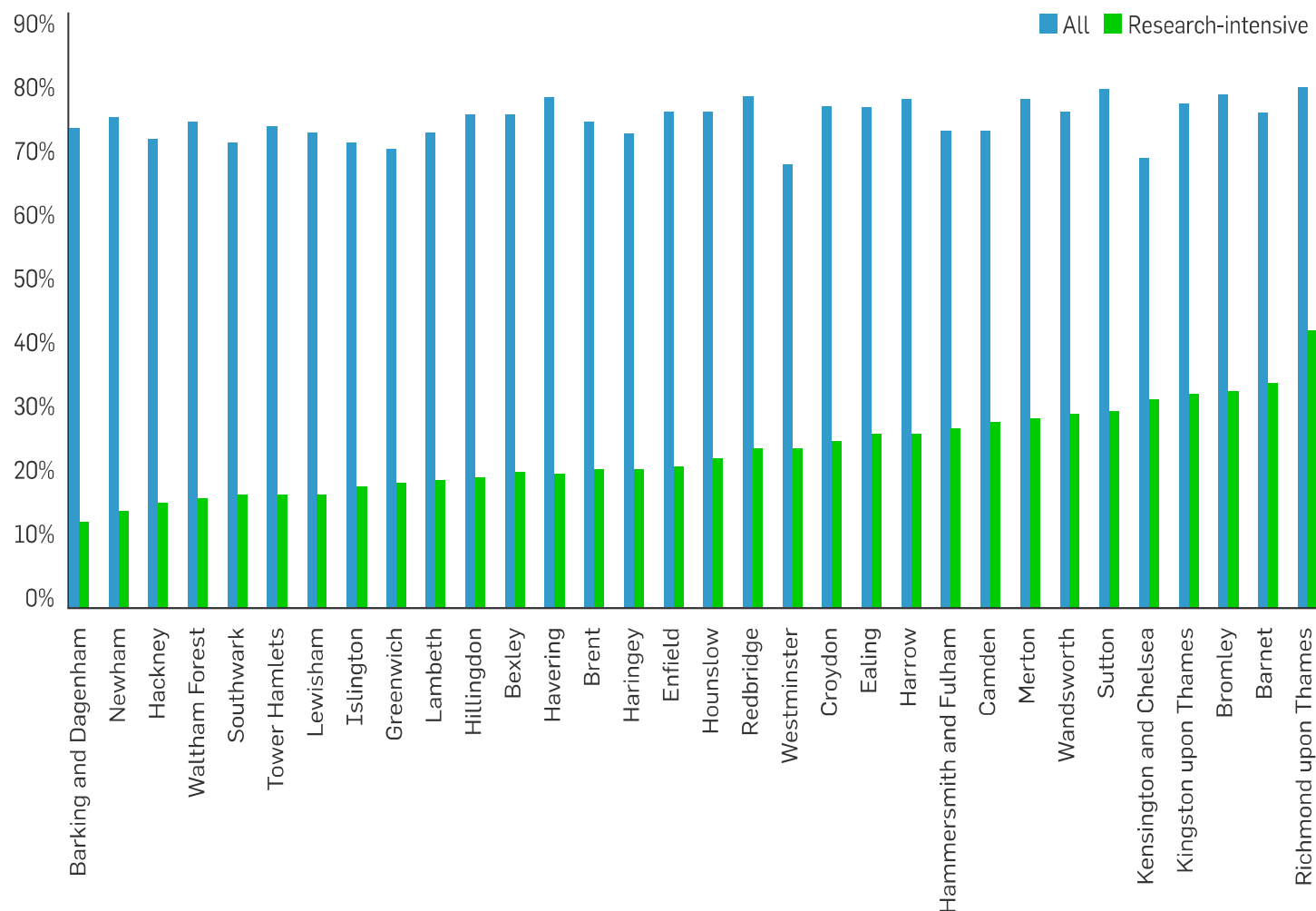
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The transition to higher education in London



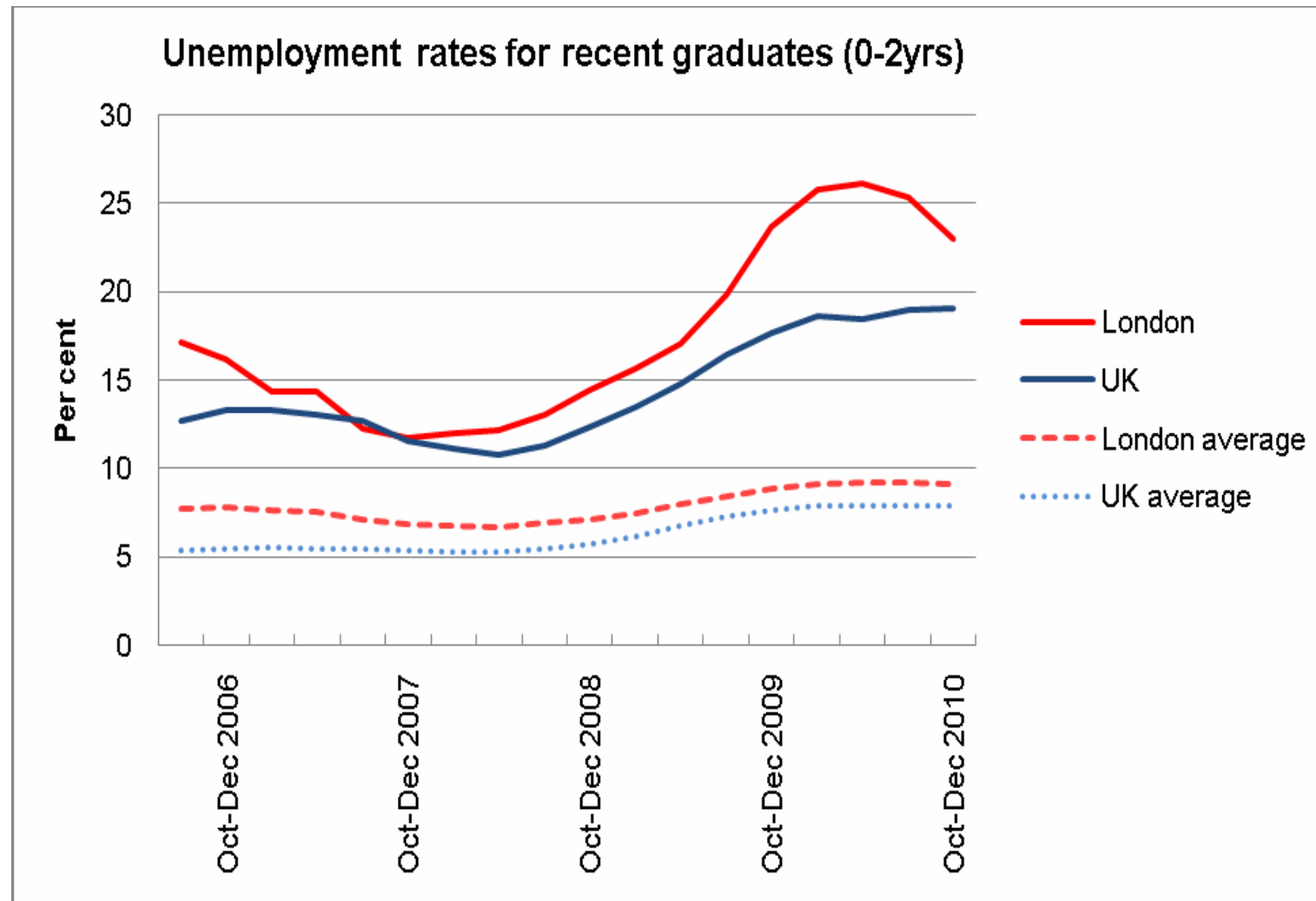
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Graduate unemployment rates London and national



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CEIAG, progression & destinations

Further consultation, action & research



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Consultation and action

- a. Should there be a pan-London approach to CEIAG and work-related learning and if so, who should be involved, in what and how?
- b. How can we develop a pan-London progression strategy that particularly strengthens vocational education in the Capital?
- c. What measures can be taken by social partners to improve employment opportunities for young Londoners?

Further research

- a. What type of CEIAG and work-related learning provision is there in post-16 providers to support young people into employment and HE at 17 and 18?
- b. Which types of work-related activities and work experience have the maximum impact on 14+ PPT?
- c. What are the internal progression/transition patterns of the 16-19+ phase in different parts of London and London as a whole?
- d. To what extent does poverty play a role in post-16 performance in London and in what ways?



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Institutional arrangements, partnership and collaboration

Institutional arrangements, partnership and collaboration



- Distinctive role of school sixth forms at 16 in London
- Colleges increase their participation share among 17-19 year olds
- London students very mobile (50% travel out of borough)
- Partnership working very variable and fluid across London with examples of strong practice
- Need to rethink the role of partnerships in terms of 14+ PPT in the new economic and policy context

14+ Progression and Transition Boards (14+PTBs)



- Vertically integrated networks of schools, colleges and work-based learning providers, employers and employer organisations, voluntary and community organisations, regenerations agencies, higher education institutions and local authorities.
- PTBs are intended to facilitate:
 - a better balance between education progression within the 14-19 phase and a greater focus on work-based and labour market transitions at 17 and 18+
 - better communication between the key stakeholders
 - shared data on young people's attainment, progression and destinations and on local and regional labour market opportunities
 - a focus on joint action to improve outcomes for young people and employers and to contribute to the civic life of the area.

Institutional arrangements, partnership & collaboration

Further consultation, action & research



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Consultation and action

- a. Is the 14+ Progression and Transition Board suggestion a useful one for London?
- b. If so, what and who would determine the membership, scope and geographical reach of each 14+ PTB and what would be the role of the YPES Board?

Further research

- a. What are the effects of institutional arrangements in London on young people's 14+ participation, progression and transition?
- b. What is the impact of current partnership working in the Capital on 14+ participation, progression and transition?