

Young People's Education and Skills Board

Tuesday 15 October 2013: 13.00 – 16.00

Location: Christ the King Sixth Form College

Contact Officer: Neeraj Sharma

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13.00 Refreshments available on arrival

13.30 Tour of Sixth Form College

14.00 Dr Jane Overbury, OBE

14.15 Commencement of Board meeting:

Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting, actions and matters arising
4. Policy Update - For information
5. Qualifications and Curriculum
 - GCSE & 'A' level results - For information
 - Post 16 Qualifications Reform; implications for sixth form/sixth form colleges - Presentation
David Igoe, Chief Executive
Sixth Form College Association
6. 16-19 Accountabilities Consultation - For decision
7. ESF 2014-20 – proposed youth priorities and discretionary funding programmes - For decision
8. Raising the Participation Age - For information
9. AOB

Future Meeting Dates 2014 – 2015

2014

Thursday 13th March, 2-4pm

Thursday 3rd July, 2-4pm

Thursday 30th October, 2-4pm

2015

Thursday 12th February, 2-4pm

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Young People's Education and Skills Board

Date	9 July 2013	Venue	London Councils
Meeting Chair	Cllr Peter John		
Contact Officer:	Neeraj Sharma		
Telephone:	020 7934 9524	Email:	Neeraj.sharma@londoncouncils.gov.uk

Attendance

Cllr Peter John (Chair)	London Councils Lead Member for Children and Young People (London Borough of Southwark)
Debbie Akehurst	Land Securities
Dr Caroline Allen OBE	Association of Colleges (AoC)/Association of National Specialist Colleges (NATSPEC)
Vic Grimes	National Apprenticeship Service
Derek Harvey	Department for Work and Pensions
Jill Lowery	Skills Funding Agency
Dr Jane Overbury OBE	Association of Colleges (Sixth Form College Member)
Alan Parnum	Education Funding Agency (EFA)
Frankie Sulke	Association of London Directors of Children's Services (ALDCS)

Guests and Observers

Lorraine Downes	City of Westminster Council
Professor Ann Hodgson	Institute of Education
Nick Lester	London Councils
Caroline Neville OBE	AoC (London)
Professor Ken Spours	Institute of Education
Sue Terpilowski	London Enterprise Panel Skills and Employment Working Group

Officers

Yolande Burgess	Young People's Education and Skills (YPES)
Neeraj Sharma	YPES

Apologies

Dr Graeme Atherton	AccessHE
Caroline Boswell	Greater London Authority (GLA)
Victor Farlie	London Work Based Learning Alliance
John-Paul Marks	Department for Work and Pensions
Jack Morris OBE	London Enterprise Panel (LEP)
Pat Reynolds	ALDCS
Tim Shields	Chief Executives London Committee (London Borough of Hackney)
Mary Vine Morris	London Councils – YPES Director
Frank McLoughlin CBE	Association of Colleges (FE College Member)

1 Welcome and introductions

- 1.1 The Chair welcomed all attendees to the YPES Board meeting and apologies were noted. The Board was informed that, following the decision at the last meeting to strengthen membership, three representatives were invited to join and all had agreed:
 - 1.1.1 Debbie Akehurst - representative of the Skills & Employment Working Group of the London Enterprise Panel
 - 1.1.2 John-Paul Marks - representative of the Department for Work and Pensions, Jobcentre Plus
 - 1.1.3 Dr Graeme Atherton - representative of AccessHE (London Higher)
- 1.2 Debbie Akehurst informed the group that she worked for Land Securities, the largest commercial property company in the UK that supports and offers a range of opportunities for young people within the business.
- 1.3 Derek Harvey, who had attended on behalf of John-Paul Marks, updated the group on the range of activities that DWP were undertaking to support young people.
- 1.4 Attendees were informed that both Cllr Andrew Harper (Conservative Lead) and Cllr Patricia Bamford (Liberal Democrat Lead) had stood down as London Councils' Leads for Children Services for their respective political parties. Their replacements are to be announced imminently.
- 1.5 Munira Mirza had written to the YPES Board to confirm that, during her absence, Caroline Boswell would represent the GLA at Board meetings.

Action point: YPES Chair to send thank you letters to both Cllr Andrew Harper and Cllr Patricia Bamford

2 Declarations of Interest

- 2.1 No interests were declared.

3 Notes of the last meeting (19 March 2013)

- 3.1 Minutes from the previous meeting were approved.

4 Policy update

- 4.1 Neeraj Sharma provided an overview of the paper and highlighted a number of key aspects of recent developments: Traineeships, European Social Fund 2014-20, Destination Measures and the London Enterprise Panel – Jobs and Growth Plan for London.
- 4.2 Frankie Sulke spoke in support of the introduction of Traineeships as a pathway into jobs, training and education for young people. Given the potential of Traineeships to help young people at risk of becoming disengaged from employment, education or training, boroughs and providers will need to work in partnership to ensure suitable provision is targeted and available in local areas.
- 4.3 Frankie Sulke raised concerns at the relatively low numbers of young Londoners that had gone onto Russell Group universities as outlined in the DfE Destination Measures.

5 Post 16 Participation and Progression: Drop-out at 17, phase 1 research report presentation

- 5.1 Professors Ann Hodgson and Ken Spours presented their initial findings from research into London's post-16 education performance. The research had focused on young people studying at level 3 as they represent a significant proportion of the 16 to 18 year olds cohort in learning. Level 3 is also the standard that most European countries expect young people to have achieved by age 18.
- 5.2 Due to challenges with accessing college data (from the Data Service) the initial findings were based on young people that had attended school sixth forms only. The recently published Destination Measures highlighted that 50 per cent of young Londoners leaving key stage 4 learning progressed to school sixth forms.
- 5.3 London had performed relatively well on a number of indicators in the 14 to 19 phase, notably GCSE attainment, post-16 full time participation rates, level 3 outcomes at 19 and access to Higher Education. However, London did not perform as well on a range of indicators related to level 3 attainment, notably cumulative A levels scores, AS failure rates and the proportion of young people gaining 3 or more A*/A grades.
- 5.4 The research identified that a significant proportion of young Londoners - 30% - that participated in level 3 courses at school had not attained a A*-C grade in English and maths and that this cohorts' level 3 cumulative points scores depressed the London average considerably.
- 5.5 The final report from phase one of the research, due in September, will include college data to strengthen the study findings. An initial examination of college data suggests that, similar to school sixth forms, colleges also experience drop-out at 17, which indicates a system wide issue rather than a challenge with particular parts of the post-16 sector.
- 5.6 Attendees discussed the key messages and risk factors the research had identified. Given the challenges over quality and the substantial growth in schools sixth forms over the past few years (between 20 and 30 London schools applied each year for sixth form status) Board members discussed the potential for reshaping post-16 provision to ensure young people in London have access to high quality provision.
- 5.7 Attendees agreed that the research had raised further questions that needed to be explored, but stressed that the outcomes and recommendations from the research must provide the Board with a steer to influence and shape strategy for post-16 provision across London.
- 5.8 Professors Hodgson and Spours agreed to attend the next YPES Board meeting to discuss the full phase 1 report and recommendations for action.

Action point: Professors Hodgson and Spours to present key findings and recommendations for action from the phase 1 research report (due to be published in September) at the October 2013 Board meeting

6 Raising the Participation Age (RPA)

- 6.1 Yolande Burgess informed attendees that, following the last YPES Board meeting, Frankie Sulke had spoken with Croydon's Director of Children's Services about the points raised on the boroughs NEET and activity not known figures. It was confirmed that Croydon had put in place a robust strategy to address specific tracking and recording issues and to deliver RPA.

- 6.2 It was noted that 17 year old participation was at 89.6 per cent, an increase of 3.4 per cent on the previous year. This was 3.9 percentage points above the national average and above the 17 year old participation figures of all other regions.
- 6.3 Attendees were informed that a number of London boroughs including Kingston-upon-Thames, Lewisham and Croydon were developing local innovative initiatives to track and monitor participation.
- 6.4 Kingston upon Thames has trialled a payment by results approach to reduce its activity not known figure, using Electoral Services canvassers with experience of undertaking door to door surveys. During the trial period the number of young people with activity not known status was more than halved.
- 6.5 Croydon has also taken an innovative approach to address the significant proportion of young people whose activity was not known. Through formal partnerships with providers that deliver outreach and youth intervention, the borough works with providers to undertake a broad range of outreach work in order to make positive contact with young people to establish their current destination, identify their support needs and/or make appropriate cross-referrals.
- 6.6 Board members recommended that work should be undertaken to share good practice across London to support boroughs in their approach to fulfil RPA duties.
- 6.7 YB informed the Board that the YPES team had been working with borough officers to design a pan-London process to more consistently capture information about young people leaving provision early. Borough officers had expressed a strong appetite for such a system to be in place for the start of the academic year and work was underway to achieve this. The YPES Board unanimously endorsed the work and Frankie Sulke offered to raise awareness of the new process to DCS' via ALDCS.

Action point: YPES to begin implementation work on the pan-London leavers and referral process

7 Work Ready Certificate/Employability Passport Presentation

- 7.1 Sue Terpilowski, representative of the London Enterprise Panel's Skills and Employment Working Group, presented attendees with an employer's perspective to address the concerns outlined in the CBI report *First Steps*, in particular improving young people's employability (soft) skills to match their academic success to ensure they met employer expectations.
- 7.2 It was suggested that there could be a pan-London programme to address the 'work-readiness' of young people. A minimum standard could be set for all young people to achieve in order to receive a certificate, signed by the Mayor and recognised by London employers, that demonstrated a young person had acquired the core soft skills needed for employment. This could potentially be funded by the LEP, provided a robust case was put forward.
- 7.3 Board members agreed that a high quality programme that enhanced the employability of young Londoners would be beneficial. Further consideration was needed on its development and implementation including building on current activities such as the Employability Passport, being trialled in the Tri-borough. It was noted that there was a risk that if the programme was self-regulated certificates awarded to young people that did not fully meet the agreed criteria could devalue the certificate amongst employers.
- 7.4 Lorraine Downes presented an overview of the Employability Passport that was to be piloted in the Tri-Borough. The purpose of the passport is to provide prospective employers with a 'reference' provided by the school/college based on a student's performance against a number of criteria that businesses had identified as crucial to

the employability of young people. Young peoples' performance is not independently assessed (and as a result there are no additional costs of awarding organisations to take into account) and the participation of learning institutions in the pilot is entirely voluntary.

- 7.5 Pre-testing is earmarked to take place in one school in the City of Westminster before piloting in six schools across all three authorities. The *Employability Passport* is well-embedded in the Work and Skills Theme of the TriBorough Community Budget proposal. It has also ensured the contribution of employers and professionals in schools and colleges to the principles and piloting of the approach and is confident of the on-going employer engagement that is necessary to ensure the project's success.
- 7.6 Board members were also made aware that a number of other authorities were developing similar programmes to support young people to develop the skills needed to go into employment.
- 7.7 It was agreed that any development of a pan-London programme should not undermine existing programmes developed by local authorities, but rather form part of a broader offer.

Action point: YPES officers to identify, from the pilots, the common features of a potential pan-London Employability Passport for referral to the LEP.

8 Other business

- 8.1 Members accepted Dr Jane Overbury OBE offer to host the next Board meeting, on the 15 October, at Christ the King Sixth Form College.
- 8.2 The National Apprenticeship Service has published a number of resources, available on their website, to help schools and colleges promote the benefits of Apprenticeships and demonstrate how young people can search and apply for Apprenticeships vacancies online.

The next meeting will be 15 October 2013, 2-4pm, Christ the King Sixth Form College. There will be a pre-meeting tour of the college.

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Item 3(a). Actions and Matters Arising from 9 July 2013 YPES Board meeting

ACTION POINTS		
1.5	YPES Chair to send thank you letters to both Cllr Andrew Harper and Cllr Patricia Bamford	Completed.
5.8	Professors Hodgson and Spours to present key findings and recommendations for action from the phase 1 research report (due to be published in September) at the October 2013 Board meeting.	Noted for forthcoming agenda.
6.7	YPES to begin implementation work on the pan-London leavers and referral process	The Pan-London Notification Portal went live on 8 October 2013
7.7	YPES officers to identify, from the pilots, the common features of a potential pan-London Employability Passport for referral to the LEP.	YPES officers taking forward and will report back at October meeting.
OTHER MATTERS ARISING		
DECISIONS TAKEN BY CHAIR TO BE REPORTED		
30/9/13	Consultation on <i>Funding Reform for Apprenticeships in England</i>	London Councils' consultation response submitted

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Young People's Education and Skills Board

Policy Update

Item No: 4

Date: 15 October 2013

Contact: Neeraj Sharma

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Summary This paper outlines the key changes affecting 14-19 policy since the last Board meeting.

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

1 Background

1.1 This paper outlines the key policy statements, consultations, changes and interest items in relation to 14-19 education and training which have occurred since the last YPES Board meeting.

2 A Consultation on Funding Reform for Apprenticeships in England¹

2.1 The Department for Business, Innovation & Skills (BIS) recently held a consultation on proposed funding reform of apprenticeships in England. The government proposals seek to position employers firmly as the customer of Apprenticeship training. Giving employers control of government investment and securing employer co-investment is seen by Government as crucial in raising employer engagement and investment in high-quality, highly-valued Apprenticeships.

2.2 London Councils, following feedback from stakeholders including the apprenticeship subgroup, submitted a formal response to the Government's consultation. The funding proposals outlined by government are a radical shift from the existing system.

2.3 Whilst welcoming the Government's enthusiasm to improve the apprenticeship programme and supporting the principle to create a more responsive apprenticeship system, through enhancing the role of employers, it drew attention to four key principles the government should adhere to before a new apprenticeship model is implemented:

2.4 **Fully funded provision for 16 to 19 year olds** – To encourage more employers to offer apprenticeships to young people, apprenticeships for 16 to 19 year olds should continue to be fully funded, particularly given the government requirement for all young people to remain in education and/or training (RPA) and the need to urgently address high youth unemployment in England.

2.5 **Piloted approach** – Funding reforms will invariably have a wide ranging impact on the apprenticeship system. To prevent any unintended consequences, reforms should be piloted before implementation to allow for the effective monitoring of changes. The results of the Employer Ownership Pilots and the Richard's Review reform of frameworks should be taken into account.

- 2.6 **Greater Accountability** – Employers in receipt of public funding have a duty to the tax payer to demonstrate value for money. Therefore, all employers should be audited rather than moving over to a risk-based system.
- 2.7 **Increased flexibility** – A one size fits all funding model is not suitable for London's diverse business sector. It is vital that any funding model supports all employers to offer high quality apprenticeships. Where businesses are willing to fund external training, they should be supported to do so. As they currently are able to do under a form of direct contracting.

3 Ofsted review of careers guidance in schools²

- 3.1 Since September 2012, schools have been legally responsible for securing access to independent and impartial careers guidance for all their students in years 9 to 11. Ofsted inspectors visited 60 secondary schools and academies between December 2012 and March 2013 to evaluate how well this new duty is being carried out.
- 3.2 On 10 September, Ofsted published its review of careers guidance in schools. The government also published its response to the inspectorate's recommendations on the same day.
- 3.3 The Ofsted review highlights that the arrangements for careers guidance in schools are not working well enough due to a number of reasons including a lack of understanding about the new duty, lack of investment and resources into careers guidance and usefulness and awareness of the National Careers Services website for young people.
- 3.4 The government published an action plan to address the challenges identified by Ofsted. Most notably, over the coming months the government will be re-contracting the National Careers Service for October 2014 and is likely to reshape and reprioritise the support available for young people, schools and employers.

4 Ofsted Free School inspections³

- 4.1 Across England, there are 174 Free Schools now open with some in operation since 2011. These schools form part of the education system and are directly accountable to the Secretary of State. More Free Schools are set up in London than any other region, 58 in total (34 per cent).
- 4.2 In line with school inspections, Ofsted has now begun to inspect Free Schools and recently announced the judgements of the first 24 schools inspected, with three-quarters rated 'good' or 'outstanding' by Ofsted. A breakdown of the judgements are:
- 4.2.1 4 were rated 'outstanding'
 - 4.2.2 14 were rated 'good'
 - 4.2.3 5 were rated 'requires improvement'
 - 4.2.4 1 was rated 'inadequate'
- 4.3 These judgements cover Free Schools that were inspected across England. In total, nine schools inspected were in London and their judgements were as follows: three 'outstanding' (ARK Atwood Primary Academy, ARK Conway Primary Academy, Canary Wharf College), and six 'good' (Aldborough E-ACT Free School, Eden Primary School, Etz Chaim Jewish Primary School, St Luke's Church of England Primary, West London Free School, Woodpecker Hall Primary Academy).

5 Ofqual, corporate plan 2013-2016⁴

- 5.1 On August 9, exams regulator Ofqual published its Corporate Plan setting out the organisation's aims and commitments until 2016. The Plan reflects government decisions to reform GCSEs, AS levels and A levels in England, with the first of the new qualifications to be first examined in summer 2017, and details how Ofqual will implement the proposed reforms.
- 5.2 To ensure qualifications are of the right standard and that the qualification system works well so that those who take or rely on qualifications can have confidence in them, Ofqual's plan lists over 40 actions needed to implement the government's qualification reform programme over the next few years.
- 5.3 The 2013-16 plan sets out Ofqual's intention to:
 - 5.3.1 Implement reforms to GCSE, AS and A levels and improvements to the quality of key vocational qualifications
 - 5.3.2 Drive improvements to the standards of examinations and other assessments in key qualifications by using new regulatory tools and approaches
 - 5.3.3 Consult in the autumn on standard setting for new GCSEs and the development of a national sample reference test to aid standard setting for GCSEs in future
 - 5.3.4 Overhaul the appeals process for GCSE, AS and A level
 - 5.3.5 Provide new information to schools to enable them to compare exam boards, and to help people to select the right vocational qualification for them
 - 5.3.6 A new focus on national assessments, in the light of the current government consultation on changes to primary accountability and assessment⁷.
 - 5.3.7 Put in place a new focus on the cost of qualifications.
- 5.4 The enormous scale of change for qualifications and exams over the next few years is brought home through the plan. Changes to A levels are likely to be particularly wide-ranging.
- 5.5 In a recent letter to the Secretary of State for education⁵, Ofqual's Chief Regulator noted that, following the exam boards review⁶ of whether the current subject content of the most popular A levels support progression to higher education, the content was deemed fit for purpose in *only two* subjects. Those subjects deemed to require major change will become the responsibility of a new organisation, the A-level Content Advisory Body, established by the Russell Group of universities.
- 5.6 The letter also confirms that GCSE reform for subjects other than English and maths will be delayed to allow further time to ensure that the new qualifications are developed properly.

6 Abandoned Ambition? The need to support struggling school leavers⁷

- 6.1 The Prince's Trust has published research that finds young people who leave school with few qualifications are more likely to scale down their aspirations for the future. The Trust is calling for more vocational support for those leaving school with few qualifications, to help them into jobs
- 6.2 Based on an online poll in June and July this year, with responses from 2,342 young people (aged 16-25), it found that:
 - 6.2.1 34% of those leaving school with fewer than 5 GCSEs graded A*-C believe they will end up on benefits for at least part of their lives

6.2.2 One in five young people claim they have abandoned their ambitions due to their poor qualifications.

6.2.3 Young people with few qualifications are almost twice as likely as their peers to believe that they will never amount to anything.

London Councils has been lobbying government to improve the education pathway options available to all young people. Young people need a variety of both academic and vocational options to be able to choose an appropriate pathway that is best suited to their needs and career choices. A core part of London Councils lobby is ensuring all young people, from year 8 upwards, have access to face-to-face independent and impartial careers guidance.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/223919/bis-13-1071-funding-reform-for-apprenticeships-in-england.pdf

² <http://www.londoncouncils.gov.uk/London%20Councils/LondonsSkillsChallengeMeetingLondonsSkillsGaps.pdf>

³ <https://www.gov.uk/government/news/three-quarters-of-free-schools-rated-good-or-outstanding-by-ofsted-at-first-inspection>

⁴ <http://ofqual.gov.uk/files/2013-08-09-corporate-plan-2013-16.pdf>

⁵ <http://ofqual.gov.uk/files/2013-09-06-letter-to-SoS-GCSE-and-alevel-reform.pdf>

⁶ <http://ofqual.gov.uk/files/2013-09-06-smith-review-of-specification-content-july-2013.pdf>

⁷ <http://www.princes-trust.org.uk/pdf/abandoned-ambitions-web-Aug2013.pdf>

Young People's Education and Skills Board

GCSE and A Level Results

Item no: 5

Report by: Yolande Burgess **Job title:** Strategy Director

Date: 15 October 2013

Telephone: 020 7934 9739 **Email:** yolande.burgess@londoncouncils.gov.uk

Summary This paper provides a headline national summary of this summer's GCSE and A level results

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

1 Headlines summer 2013 results

GCSEs

- 1.1 National results information published by the Joint Council for Qualifications (JCQ) has shown an overall decline of GCSE exam entries awarded top grades, for the second year in a row. About two-thirds of exam entries were graded between an A* and a C - a fall on last year. The proportion of entries gaining an A* or an A fell from 22.4 per cent to 21.3 per cent.
- 1.2 Key points highlighted by Ofqual include:
 - 1.2.1 in English and mathematics, proportions of year 11 students achieving A*–C grades show small increases;
 - 1.2.2 the small drop at A*–C overall is largely due to the more challenging science subjects;
 - 1.2.3 the gap between the achievement of 15 and 16 year-olds has widened this year;
 - 1.2.4 there are more entries this year from 15 year-old students.
- 1.3 The number of entries for all subjects was up 4.2 per cent from 5.2 million in 2012 to 5.4 million in 2013. This is due to an increase of nearly *40 per cent* in the entry from 15 year-olds and a smaller increase in entries for English and mathematics from post-16 students.
- 1.4 For all students across the UK, the proportions getting the grades are as follows:
 - 1.4.1 the proportion getting A* is down 0.5 percentage points to 6.8 per cent;
 - 1.4.2 the proportion getting A* and A is down 1.1 percentage points to 21.3 per cent;
 - 1.4.3 the proportion getting A*–C is down 1.3 percentage points to 68.1 per cent;
 - 1.4.4 the proportion passing (A*–G) is down 0.2 percentage points to 98.8 per cent.

- 1.5 In addition to the increased entries this year from students in Year 10 (or earlier years) Ofqual has highlighted other differences with GCSEs taken this summer, which could make the results published by JCQ in August look different, even though the standard set was the same as in summer 2012, namely:
- 1.5.1 entries for International GCSEs have increased significantly this summer;
 - 1.5.2 some students, particularly in maths, were entered for more than one qualification in the same subject, either with the same exam board or with different exam boards;
 - 1.5.3 changes have been made to the GCSE science suite to make these qualifications more challenging.
- 1.6 Ofqual has noted that it will be important to consider the impact of changed entry patterns (and other changes), as they mean that year-on-year comparisons may not be comparing like with like.

A Levels

- 1.7 Entries for A levels were more stable, with fewer changes to the groups of students taking them or to the qualifications themselves.
- 1.8 The number of A levels awarded A* or A grades this summer dipped slightly by 0.3 percentage points to 26.3 per cent while the overall pass rate (A*-E) increased marginally by 0.1 percentage points to 98.1 per cent.
- 1.9 Results show that the percentage of A*s achieved was 7.6 per cent, down on last year's total of 7.9 per cent.
- 1.10 A levels in the sciences (biology, chemistry, physics), which have seen continual increases in entries in recent years, accounted for 17.8 per cent of all A levels taken compared with 17.0 per cent in 2012. Similar increases in the proportion of total entry were seen in mathematics and further mathematics, which together accounted for 12.0 per cent of all A levels taken (11.5 per cent in 2012).
- 1.11 Some traditional Modern Foreign Languages continue to see a decline in entries. Although entries for Spanish increased 4.1 per cent compared with last year, entries for French and German fell 9.9 per cent and 11.1 per cent respectively.

2 Regional reporting

- 2.1 On 17 October, the Department for Education (DfE) will publish provisional GCSE and equivalent results and A level and other level 3 results. Analysis of the results for London will be provided by London Councils.

Young People's Education and Skills Board

16-19 Accountability Consultation

Item No: 6

Date: 15 October 2013

Contact: Yolande Burgess

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Summary

On 12 September the Department for Education (DfE) published a consultation proposing reforms to the accountability measures for the 16 to 19 performance table. To improve the way in which providers of education and training for people aged 16 to 19 and young people up to the age of 25 with learning difficulty assessments are held to account.

The consultation proposes changes to the existing accountability arrangements and seeks views on proposed reforms to performance tables, minimum standards and accountability measures.

The consultation closes for responses on 20 November 2013. The response will be published in spring 2014.

Recommendation

Board members are asked to:

- discuss and agree the policy direction of the Board's response;
- comment on draft responses being prepared for mid-October and early November; and
- note the timetable for preparing and approving the Young People's Education and Skills Board response to the consultation.

1 Background

1.1 Approximately 1.6 million young people aged between 16 and 19 are currently participating in education and training in England. The government believes that schools and colleges serving the diverse needs of these young people will improve most if they have the autonomy to decide how best to teach their students. This approach has underpinned reforms to the 16-19 sector that include recent curriculum and funding changes.

1.2 However, the policy also requires that autonomy must be balanced with a system that holds providers to account for the quality of the courses they provide; the progress their students make; the qualifications they attain; and the destinations they reach. For this reason, the government is consulting on proposals to improve the way in which providers of education and training for people aged 16-19 and young people with Learning Difficulty Assessments up to the age of 25 in England are held to account.

- 1.3 The 16-19 accountability consultation sets out 18 measures to enhance the accountability of education providers of performance at level 2 and level 3. Performance measures will be split into two categories that will be made public:
- 1.3.1 Top line data that gives a snapshot of a provider's overall performance; and
 - 1.3.2 Additional data on specific areas of the provider's performance (e.g. particular types of courses or particular students).
- 1.4 This information is intended to enable parents and students to identify the best provision for their needs and will help providers to understand and improve their own performance. The data will also be used by the Department to set minimum standards of acceptable performance and by Ofsted in inspection.

2 Proposals for Publication of Data

2.1 Students studying with 16-19 providers at Level 2 and below

Five top line measures will be included for the first time, including a new measure combining completion and attainment for students taking substantial vocational qualifications. A progress measure, at one time under consideration, will not now be included at least until after further analysis. An approved list of Level 2 substantial vocational qualifications that will be recognised in these performance tables will be published and applied in September 2015.

2.2 Students studying with 16-19 providers at Level 3.

The distinction between Academic, Applied General and Technical qualifications set out in the policy on 16-19 Study Programmes will be applied in performance tables. Five top line measures will be used to ensure comparisons can take place between these three strands at Level 3. Apprenticeship information may be added in the future.

2.3 Recognising high quality qualifications and performance

The government propose to retain the AAB measure for A levels in the 'facilitating subjects'¹ introduced in the 2012 Performance Tables

2.4 Minimum standards

Learning institutions that fall below this minimum standard will be subject to intervention, including referral to the FE Commissioner (for FE colleges), or Education Funding Agency (for sixth form colleges) for closer scrutiny, or turning the school into an Academy.

2.5 Proposals for recognising all pupils' achievements

The Department is proposing that young people aged 19 to 25 with Learning Difficulty Assessments should be included in any new accountability measures. Where young people take qualifications at entry level, level 1 or level 2 their attainment will be reported through the additional data measures. The Department also acknowledges that some students with complex needs may not be able to gain any qualifications and proposes that, in these circumstances, it would be helpful to report the destinations of students. As a consequence, it is proposed to extend the Key Stage 4 and Key Stage 5 destination measures to include special schools and independent specialist colleges from 2014.

¹ Facilitating subjects are: mathematics and further mathematics, English (literature), physics, biology, chemistry, geography, history, languages (classical and modern).

The current Key Stage 4 performance tables show a set of measures for low, middle and high attainers. The Department is considering how the results of low, middle and high attainers can be similarly reported in expanded 16 to 19 performance tables.

2.6 Responding to new and blended types of provision

The consultation asks if there is a case for including virtual learning, if assessments could be proven to be robust and they met other key quality criteria.

2.7 Independent training providers

Currently no data is published at any level for those taking qualifications in providers other than schools and colleges. The Department plans to explore how to report achievement of students at level 2 and 3 taking work-based training (including Apprenticeships) with independent training providers and will also consider if training providers should be subject to minimum standards.

3 Consultation response timetable

3.1 The consultation questions are included in Annex 1.

3.2 Local Authority colleagues will have the opportunity to discuss the consultation and feed into the response at the Local Authority Forum on 23 October. We have invited a Department for Education official to attend the Forum to introduce the consultation and talk through the policy drivers behind the proposed reforms. A draft will be sent out by 4 November to Operational Sub-Group members and the YPES Board Chair and elected members for changes and approval by 13 November.

Stage	Date
Feedback from Board members	15 October
LA Forum meeting	23 October
Draft to OSG and Board members	4 November
Feedback from OSG and Board, and Board approval	13 November
Response submitted to DfE	20 November

4 Recommendations

4.1 Board members are asked to:

- 4.1.1 discuss and agree the policy direction of the Board's response;
- 4.1.2 comment on the draft responses being prepared for mid-October and early November; and
- 4.1.3 note the timetable for preparing and approving the Young People's Education and Skills Board response to the consultation.

Proposals for Publication of Data

- 1 Do you agree that in future only high value level 2 substantial vocational qualifications which meet pre-defined characteristics should be recognised in the Top Line performance measures for 16-19 year olds?
- 2 Should employer recognition, grading and external assessment or moderation be required characteristics for substantial level 2 vocational qualifications in the same way as they are for Technical Level qualifications at level 3?
- 3 Do you agree that awarding organisations need a two year grace period to redevelop current qualifications to meet the characteristics required? This is the same time period that was given for the redevelopment of Technical Level qualifications at level 3.
- 4 What do you think this category of vocational qualifications should be called and how do you think it should be defined?
- 5 What are your views on the necessity, benefits and implications for students and providers of a best 3 A levels measure?
- 6 Do you agree that the measures set out in annexes A and B should be the top line and additional data published for students studying at levels one, two and three?
- 7 Do you agree that we should explore how to report the achievement of students at level 2 and 3 taking work-based training (including Apprenticeships) with independent training providers in performance tables?
- 8 What are the issues to consider in reporting the achievement of students in work-based training and in setting minimum standards for these providers?

Minimum Standards

- 9 Do you agree that minimum standards at level 2 should be based on an attainment and completion measure for those taking substantial vocational qualifications?
- 10 Do you agree that we should not penalise providers if students leave their course to take up an Apprenticeship, Supported Internship or Traineeship?
- 11 Do you agree that the level 3 minimum standards at 16-19 should be based on progress for academic and Applied General qualifications and on attainment and completion for Technical level qualifications?
- 12 Do you agree that we should extend the reporting of the attainment of low, middle and high attainers to the 16-19 performance tables?
- 13 What categories of destination should we include when reporting the destination of students with learning difficulties and disabilities?
- 14 What other data could be published to create the right incentives for post 16 providers to ensure the best progress and attainment for all their students, including enabling those with learning difficulties and disabilities to prepare for adult life?
- 15 Do you think the HE model of 'MOOCs' could work in a 16-19 environment?
- 16 If the assessments could be proven to be robust and to meet other key quality criteria, how do you think we could recognise accredited online courses in the accountability system?

Young People's Education and Skills Board

ESF 2014-2020 – Proposed Youth Priorities and Discretionary Funding Programmes

Item no: 7

Report by: Peter O'Brien **Job title:** Regional Commissioning Manager

Date: 8 October 2013

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Summary	This paper provides the Board with the latest information about the next round of European funding, including the role of the London Enterprise Panel. It invites discussion and guidance on priorities and programmes to be taken forward.
Recommendations	The Board is invited to discuss the LEP's ESIF investment priorities for young people, to comment on the development of programmes and agree how to work with the LEP in taking forward proposals (as set out in paragraph 3.5)

1 Background and Introduction

- 1.1 In line with the European Union (EU) Budget, European Structural Investment Funds (ESIF) follow a seven year cycle and the next cycle will be for 2014 – 2020. To date, EU Structural Funds have concentrated on promoting social cohesion (closing the disparities between deprived and more prosperous regions of the EU and providing support to disadvantaged people), but in the next cycle the emphasis will be on supporting growth.
- 1.2 Although the government will run a national programme, the new cycle will see a further major departure within the UK. Whereas in previous cycles most of the EU Structural Funds have passed through national Co-Financing Organisations (CFOs) for the delivery of nationally-commissioned programmes, the 2014-2020 cycle will see Local Enterprise Partnerships in the driving seat – the London Enterprise Panel (LEP) fulfils this function for the capital and, consequently, is being given more control over policies, strategies and investment to support economic growth. The LEP has been asked to set out an European Structural and Investment Funds strategy based on “evidence-based narrative” to secure London's share of the available funds. It will effectively ‘commission’ CFOs to deliver local and London-wide programmes that meet the needs of residents and businesses.
- 1.3 In consultation with key stakeholders, the LEP it devised its proposed priorities and strategy for London and submitted it to the government by 7th October 2013. A response is expected by mid-November and, subject to final negotiations between the LEP and the government, the strategy and funding are expected to be approved early in 2014 – and final clearance by the appropriate EU bodies should then enable spending to begin in mid-2014. The GLA will act as an “Intermediate Body” on behalf of the government, a role it fulfils in the present programme

- 1.4 London received the largest allocation of any of the 39 Local Enterprise Partnerships, comprising approximately £640m. Inner London¹ has also attracted a further £37m through the EU's new Youth Employment Initiative. With match-funding in line with the rules for these funds, the total size of the programme exceeds £1.2 billion over the next seven years.
- 1.5 Our interest in Structural Funds is largely with regard to the European Social Fund (ESF), but it also includes European Regional Development Fund (ERDF) and some other funds covering agriculture and fisheries. ESF is used to train and support people into employment, while ERDF is used to improve regional and local economic competitiveness and support a low carbon economy.
- 1.6 In one final major change for the next funding round, the priority age range has been defined as 15-24 (currently there are separate approaches for 16-18 and 18-24).

2 ESIF Strategic Investment Priorities

- 2.1 The LEP's Jobs and Growth Plan informs the following Investment Priorities in its strategy to draw down ESIF:
 - Skills and employment
 - Strengthening science and technological development and fostering innovation
 - Enhancing the competitiveness of London enterprises
 - Supporting the shift towards a low-carbon, resource-efficient economy
 - Unlocking growth potential in deprived areas
- 2.2 Clearly, there will be activities of benefit to young people arising from each of these priorities; but the area of our greatest interest is in the *Skills and Employment* priority.
- 2.3 The LEP has proposed that the Skills and Employment priority should comprise the themes and indicative activities shown in Annex One. At Annex Two, an extract from the draft ESIF strategy provides further details on those activities that relate primarily to the 15-18 age group.

3 Next Steps

- 3.1 The indicative activities and further detailed work on programme areas will ultimately result in specifications that will be tendered in line with both EU and CFO procurement rules. As in previous rounds, it is intended that commissioning will be in two phases, each lasting three or four years.
- 3.2 London Councils and other YPES Board members were involved in the iterative process of drafting the ESIF strategy. There have been a number of wider consultative activities and YPES continues to direct activity to reflect on lessons learnt from the previous ESF round and inform future thinking on youth programmes.
- 3.3 The timeline suggests that YPES Board members will shortly need to contribute to discussions on how to convert the priorities and indicative activities into effective programmes for young Londoners. Boroughs, other partners and stakeholders will also be engaged in this phase of the consultation; further consultation events are planned by the GLA on 14th October and GLE on 24th October. The topic will also be discussed at the next Local Authority Forum (comprising 14-19 lead officers) on 23rd October.

¹ City of London, Camden, Hackney, Hammersmith & Fulham, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Southwark, Tower Hamlet, Wandsworth and Westminster

- 3.4 In the strategy submitted for the government's approval, the YPES Board, which is acknowledged by the LEP and its Skills and Employment Working Group as the primary strategic body for young people's education and skills in London, is mentioned as the group with which the LEP will work to "support interventions focused on moving young people aged 15-24 not in education employment or training (NEET) or at risk of NEET using ESF and YEI to progress into sustainable employment and / or education (EET)"².
- 3.5 As the Board is not scheduled to meet until March 2014, it may wish to consider alternative methods through which it can comment on the programmes and interventions that partners and other stakeholders may propose to the LEP. This could include:
- Holding a special Board meeting in January 2014;
 - Convening a working group of Board meetings to work with the YPES Director and other London Councils staff to provide appropriate guidance to the LEP.
 - Contributing to virtual discussions on documents circulated by the YPES Team.
 - Delegating decisions to the Chair.

4 Other Discretionary Funding Programmes

- 4.1 In addition to EU funds, London also benefits from other non-mainstream funded programmes, including:
- Youth Contract, which provides "wrap-around" support to 16-18 year olds who are NEET and:
 - who are or were in care
 - have one GCSE at A* to C (or no GCSEs grades A* to C)
 - are young offenders released from custody

From 1 August 2013, the lead contractor for the programme is Prospects Services Ltd and YPES supported the re-launch of the programme to local authorities on 13th September.

- Talent Match, which is a Big Lottery funded initiative led by London Youth and targeted at young people aged 18-24 who have been out of work, education or training for over 12 months (regardless of how long they have been claiming Jobseekers Allowance), including economically inactive young people and those who aren't claiming benefits. The programme will help young people secure employment, take-up training / further education or create their own employment / enterprise. Delivery will be through a combination of pan-London programmes and contracts targeted on seven boroughs with greatest need.

5 Recommendation

- 5.1 The Board is invited to discuss the LEP's ESIF investment priorities for young people, to comment on the development of programmes and agree how to work with the LEP in taking forward proposals (as set out in paragraph 3.5)

² Draft 2014-2020 European Structural & Investment Funds Strategy for London October 2013
Appendix A, Theme 1

LEP ESIF Strategy – Investment Priorities (extract)		
Skills and Employment		
Theme	Indicative Activities	
Freedoms, flexibilities and funding incentives	Primarily 19-24	Targeted employability programmes for long-term and disadvantaged workless groups
		Job readiness and pre-apprenticeship support
		Support for jobless households / families
		Tailored support and advice for parents and carers returning to work
	Primarily 15-18	Basic skills
		Tailored support for hard-to-reach NEETs and at risk of NEETs
		Intensive support for the most disengaged young people
		Equipping NEETs with more relevant and higher level skills
Informed Customers	All ages	Brokering opportunities for young people and supporting the transition from education to work
		Bringing together schools, further education (FE) and higher education (HE) institutions and employers
		Improving the information available on post-16 career pathways
Employer Engagement		Brokering progression opportunities and jobs mapping
		Business support for SMEs
		Entrepreneurship
		Sector-specific business focused skills programme
		Developing better links between business and schools, FE and other education partners

Themes and Indicative Activities

(Extract from **draft** LEP ESIF Strategy)

Freedoms, flexibilities and funding incentives

The LEP's investment will be focused on incentivising providers to respond to the needs of the economy by delivering job outcomes, sustainability, career progression and given the requirement for higher level skills over the next decade, progression in learning. Funding will be targeted at the most hard to reach and disadvantaged young people (aged 15-24) and adults in London in particular long term workless groups, those with low level or no qualifications, the low paid and those earning less than the London Living Wage, those in part time work to progress into full time and/ or better paid work and off benefits.

Working with London Councils' Young Peoples Education and Skills Board, the LEP will also support interventions focused on moving young people aged 15-24 not in education employment or training (NEET) or at risk of NEET using ESF and YEI to progress into sustainable employment and/ or education/ training (EET). ESF and YEI investment will complement and align with mainstream initiatives through working with boroughs and others to deliver:

- **Tailored support for hard to reach NEETs and at risk of NEETs** including refugee/ migrant children, children in care/ care leavers in a holistic integrated way to progress into EET including high quality traineeships and apprenticeships;
- **Intensive support for the most disengaged young people** to help them overcome social and economic barriers to become job ready using mentoring and other tailored interventions, with a focus on young offenders in custody and community particularly those involved in gang-related activity or who have committed gang-related offenses, have been excluded from school, with mental health, drugs/ alcohol abuse or other disabilities;
- **Equipping NEETs with more relevant and higher level skills** to improve their employability;
- **Brokering opportunities for young people** and supporting the transition from education to work. Working with local employers to take on young people not participating in education, employment or training to progress into work or to secure good quality work placements, graduate placements and/ or internships.

Informed Customers

Within this priority the LEP is keen to promote a much stronger London-wide and locally driven careers/ information, advice and guidance (IAG) offer which responds more effectively to the needs of Londoners and employers. Funding should enhance and align to existing IAG services offered in schools and by the National Careers Service including:

- **Bringing together schools, further education (FE) and higher education (HE) institutions and employers** to develop better and more consistent links between the education and business sectors, ensuring that training given to young people helps meet London's current and future skills needs. This should include developing new ways to increase the supply of high-quality work placements and improve access into apprenticeships;
- Help schools improve links with business and HE, **improving the information available on post-16 career pathways** in London schools to ensure school leavers are better informed of local employment opportunities;
- **Brokering progression opportunities and jobs mapping** including entrepreneurship for young people and other workless groups with local employers. This could be through extending outreach and face to face engagement.

Employer Engagement

The LEP is keen to support London's business economy to help tackle the skills and employment challenges faced. This priority will also support opportunities to provide skills training in business start-up, self-employment and business growth.

- **Business support for SMEs** to take on apprentices, provide good quality work placements and employment opportunities;
- Promote opportunities leading to **entrepreneurship, business start-up and self-employment skills training** including leadership and management. Activities could be linked with ERDF funded projects that help boost creative hubs and grow-on spaces, mentoring between businesses and knowledge transfer networks;
- **Sector specific business focused skills programmes** aimed at equipping SMEs, micro business and sole traders with the skills they need to grow their business including helping grow the social investment market to support social enterprises and the social economy;
- **Developing better links between business and schools, Further Education providers and other education partners** to equip students with the skills to start and grow a business.

Young People's Education and Skills Board

Raising the Participation Age (RPA)

Item no: 8

Report by: Yolande Burgess **Job title:** Strategy Director

Date: 15 October 2013

Telephone: 020 7934 9739 **Email:** yolande.burgess@londoncouncils.gov.uk

Summary This paper provides participation information for London and reports on recent activity for implementing Raising the Participation Age (RPA).

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

1 Background and introduction

- 1.1 From this summer all young people are required to continue in education or training until the end of the academic year in which they turn 17 (RPA does not apply if a young person has already attained a level 3 qualification).
- 1.2 From the summer of 2015 all young people will be required to continue in education or training until their 18th birthday.
- 1.3 This paper provides Board Members with information of London's activity and preparedness for both stages of this new duty.
- 1.4 Participation, not engaged in education, employment or training (NEET) and activity not known figures are reported from the National Client Caseload Management information System (NCCIS¹) and are unpublished. These figures are available to all local authorities on a monthly basis. Figures are reported for 'academic' age; that is school years 12, 13 and 14.

2 Participation

- 2.1 Participation remains as reported to the Board in July, using published March 2013 data, that is:
 - 2.1.1 16 year old participation was at 92.4 per cent, an increase of 1.3 per cent on the previous year. This is the same as the national average (92.3 per cent). Participation at 16 ranges across London from 97.6 per cent to 71.7 per cent (excluding the City).
 - 2.1.2 17 year old participation was at 89.6 per cent, an increase of 3.4 per cent on the previous year. This is 3.9 percentage points above the national average and above the 17 year old participation figures of all other regions. Participation at 17 ranges across London from 96.6 per cent to 82.5 per cent (excluding the City).

¹ Details held on [NCCIS](#) can be used by local authorities to compare and benchmark performance against other areas. The Department for Education uses this information for analysis and monitoring

3 Not in Education, Employment or Training (NEET)

- 3.1 The July 2013 NEET percentage for London was 5 per cent, a marginal increase on the previous month and below the national average of 6.6 per cent. The three month average comparison between 2012/13 and 2011/12 showed a negligibly higher NEET percentage than last year. The percentage of 16 to 18 year olds who were NEET varies by borough, ranging from under 2% to over 8% (excluding the City of London - see Annex 1 for a borough breakdown). The volume of NEET was 11,869.

Percentage of 16-18 year olds who are NEET for the past three months for 2012/13 and 2011/12²

Region	2012-13				2011-12			
	May-13	Jun-13	Jul-13	Ave	May-12	Jun-12	Jul-12	Ave
England	5.9%	6.0%	6.6%	6.1%	5.9%	5.9%	6.3%	6.0%
London	4.8%	4.8%	5.0%	4.9%	4.6%	4.5%	4.6%	4.5%

4 Current Activity 'Not Known'

- 4.1 The July percentage of young people whose participation status is 'not known' was 7 per cent which is considerably lower than the national average of 12.7 per cent. The three month average comparison between 2012/13 and 2011/12 showed an improvement in performance. The percentage of 16 to 18 year olds whose status is 'not known' varies by borough, ranging from under 2% to over 15% (excluding the City of London - see Annex 2 for a borough breakdown). The volume of status 'not known' was 18,387.

Percentage of 16-18 year olds whose participation status is 'not known' for the past three months for 2012/13 and 2011/12³

Region	2012-13				2011-12			
	May-13	Jun-13	Jul-13	Ave	May-12	Jun-12	Jul-12	Ave
England	7.2%	7.2%	12.6%	9.0%	8.9%	8.9%	11.0%	9.6%
London	7.6%	7.4%	7.0%	7.3%	9.7%	8.3%	7.9%	8.6%

5 Recent RPA Activity

- 5.1 **Regional activity:** The Pan-London Leaver Notification Process⁴ went live in October. The process is designed to enable London's education and training providers to quickly and efficiently carry out their new duty to inform their home borough when 16 and 17 year olds leave early.
- 5.2 Endorsed by the Association of Colleges London Region, the Association of School and College Leaders and the London Work Based Learning Alliance, the process has been designed to enable the transfer of information both simply and securely, with minimum bureaucracy for providers and local authorities.
- 5.3 All education and training providers in London are asked to complete a monthly leavers and joiners form and return this information to their home local authority via a secure data portal, hosted on the London Councils website.
- 5.4 The information will be matched and uploaded by local authority support services to keep track of those young people who may be NEET and require support to re-engage in learning.

² The three month average is the national measure for NEET used by the Department for Education

³ The three month average is the national measure for status 'not known' used by the Department for Education

⁴ <http://www.londoncouncils.gov.uk/policylobbying/children/education14to19/panlondonleavers/default.htm>

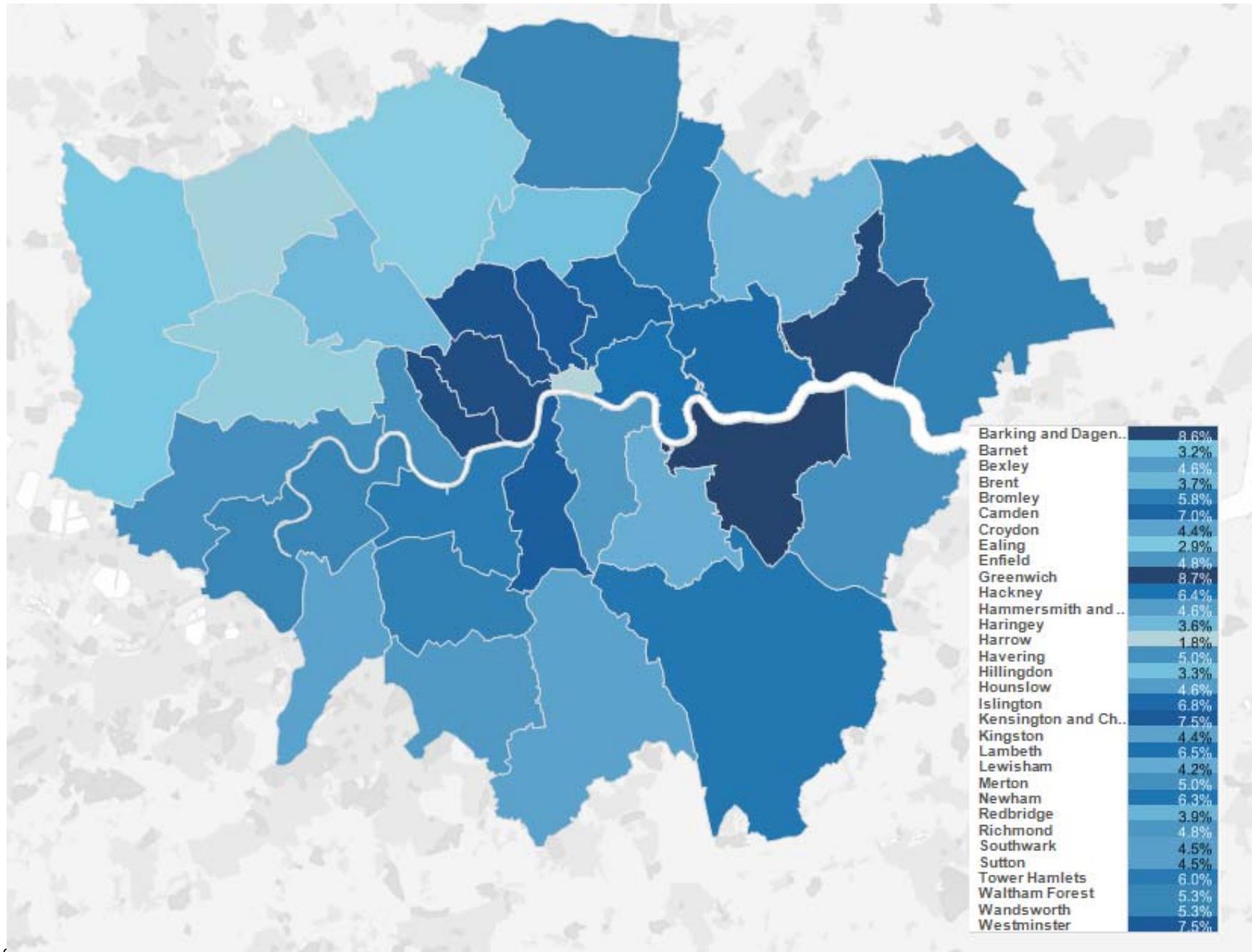
- 5.5 The process has been well received however, reductions in NEET and status 'not known', combined with a shift in local resources from tracking to intervention, will be the real acid test of the process over the coming months.
- 5.6 *Pioneering careers work in London*⁵, a framework to support senior leaders, managers and governors in schools and colleges to meet their statutory duty to secure independent and impartial careers guidance, has been published. The framework sets out the most recent national and London context for careers work, makes the case for quality careers work in schools and colleges, provides key steps to successfully deliver careers work and explores models of delivery and practical approaches already taking place in London.
- 5.7 The focus on careers guidance intensified last month when Ofsted published its review of careers guidance in schools from September 2012. The report raised significant concerns and found that the arrangements for careers guidance in the majority of schools are currently not working well enough. However, the review did highlight that effective careers guidance can be delivered when leaders and governors make it a strategic priority.
- 5.8 In publishing *Pioneering careers work in London* at this crucial juncture, London's councils are making a visible contribution to supporting schools and colleges to lead the way in delivering a robust and high quality careers guidance offer to London's young people.
- 5.9 **Other activity:** The DfE has published research into phase four of the locally led delivery projects for RPA⁶. The research was undertaken with specific regard to the changed economic, social, political, and local authority context since the announcement of the RPA policy.
- 5.10 The evaluation identified key issues associated with operationalising RPA. These issues were: strategic ownership and partnership delivery; data and tracking; early intervention; the needs of vulnerable groups; and the 17+ agenda.
- 5.11 A companion document to the full evaluation - *Top tips for local authorities implementing Raising the Participation Age (RPA)* - presents the key pointers arising from the evaluation of the phase 4 locally led delivery projects.

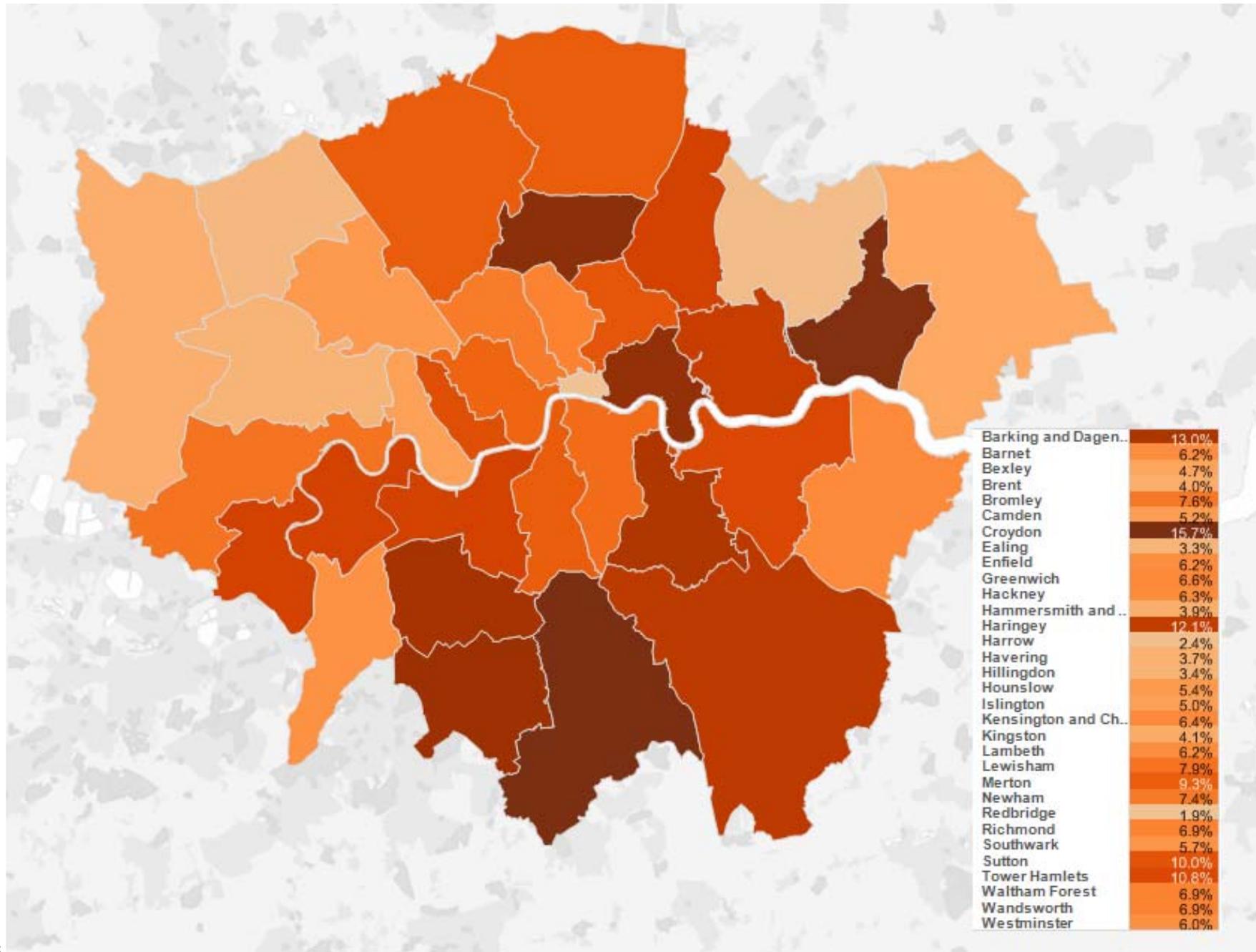
6 Recommendations

- 6.1 Board members are asked to note the content of the report.

⁵ www.londoncouncils.gov.uk/pioneeringcareers

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244262/RR308_Research_into_the_Phase_4_Locally-Led_Delivery_Projects_for_Raising_the_Participation_Age.pdf





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