![LONDON COUNCILS]

Young People's Education and Skills Operational Sub-Group

Raising the Participation Age: Pan-London drop-out and referral system	**Item:**	**3(a)**

Date:	19 April 2013
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Summary	The Young People's Education and Skills team has been tasked with exploring the feasibility of a pan-London drop out/risk of drop out referral system and new learner information exchange system to support the introduction of Raising the Participation Age (RPA).
	If subsequently a pan-London system is deemed to be feasible, further work to secure a set of approaches, agreements and practice for a pan-London system will be undertaken.
Recommendation	Operational Sub-Group members are asked to note and discuss the three-phase approach to delivering a pan-London system, as outlined at paragraph 3.

1   Background

1.1   Under Raising the Participation Age (RPA) young people will be required to participate in education or training until the end of the academic year in which they are 17 by 2013 and until they are 18 by 2015 (unless they have already achieved level 3).

1.2   Local authorities will have a duty to:

- promote the effective participation in education or training of young people resident in their area; and

- make available to young people support that will *"encourage, enable or assist them to participate in education or training"* (*Education and Skills Act 2008).*

1.3   As part of their duties, local authorities should know whether young people resident in their area are; participating, NEET, activity not known, or have a valid reason for not participating. This information must be captured on their Client Caseload Information System (CCIS) database. Aligned to this, there is also a duty on education and training providers to notify their host local authority when young people who should be participating, 'drop out'.

1.4   To track all 16-19 year olds accurately and be in a position to intervene to support young people who are disengaged local authorities need to be informed as quickly as possible when a young person leaves (drops out) or joins provision. Learning from the national Department for Education (DfE) RPA projects suggests that, ideally, this should be before a young person has actually left, so that interventions can be put in

place to prevent the young person becoming NEET either by supporting them to stay in their provision or by supporting them to move into a different provision.

1.5 To support local authorities with their tracking work and to support the introduction of RPA, the Young People's Education and Skills (YPES) team has been tasked with exploring the feasibility of a pan-London drop out/risk of drop out referral system and new learner information exchange system.

1.6 If subsequently a pan-London system is deemed to be feasible, further work to secure a set of approaches, agreements and practice for a pan-London system will be undertaken.

2 The challenge facing London local authorities

2.1 London has a unique set of complexities in relation to the above tracking agenda with 32 London boroughs and the City of London all experiencing complex 'travel to learn' patterns.

2.2 London already has sub-regional data units in place that collect much of the joiner/leaver data from providers at a sub-regional level and other sub-regional units can access this information. However, not all providers share information as a matter of course and the timeliness of information sharing needs to be significantly improved under RPA.

2.3 The challenge therefore, is to establish a system and practice that enables both local authorities and education providers to meet their duties as efficiently and effectively as possible, making the best use of the sub regional data units and approaches and practice already in place in local authority areas.

3 Progress so far and next steps

3.1 At the London RPA regional event on 27 November 2012, a workshop session attended by representatives from 10 local authorities and 2 sub-regional data units (together with the YPES Strategy Director) explored the above issues, drawing on learning from the DFE RPA projects, and agreed that London Councils should work with local authorities to establish a pan-London system. The diagram at Annex A shows the 'in principal' system agreed to by the workshop attendees.

3.2 YPES, working with RPA Local Leader Diana Choulerton, is undertaking a phased approach to establishing the viability of a pan-London system.

3.3 *Phase one: feasibility study:* To establish:
   - what local and sub-regional practice is already in place or being developed in London and how well it is working so far;
   - the barriers and enablers for a pan-London system at a local level;
   - the appetite for a pan-London system from the perspective of:
     o London local authorities;
     o London providers (schools, colleges, training providers);
     o the sub-regional data units.

3.4 Phase one will be undertaken during April. Depending on the outcomes, this could lead to two further phases of work; scoping and planning, and project implementation.

3.5 *Phase two: Scoping and Planning:* This will include:
   - detailed project scoping;
   - production of implementation plan and project delivery governance;

  – presentation of the plan to Operational Sub-Group for approval.

3.6 ***Phase three: Project Implementation:*** This will include:

  – designing and reaching agreement on the referral process including establishing:

    – the data transfer system;

    – the information to be shared;

    – roles and responsibilities (who does what, when etc.).

  – A monitoring and review process for the system;

  – a briefing, training and support package to address skills and knowledge gaps;

  – Field visits to iron out implementation difficulties;

  – reporting back to Operational Sub-Group.

4 Recommendation

4.1 Operational Sub-Group members are asked to note and discuss the three-phase approach to delivering a pan-London system, as outlined at paragraph 3.

London 16-19 Providers

YP or Provider submits electronic referral to sub-unit

LCCIS Data Unit

Sub unit send learner info lists to each provider

Providers send learner list to Sub unit as usual

LA Youth Support contracts YP and or Provider and facilitates support and / or supported move as appropriate

Targeted Support

Sub Regional Units

LA Data teams produce learner info data sheets and send back to sub unit

Sub unit pass on info to the appropriate LA

LA Data teams produce learner info data sheets and send back to sub unit

KEY

YP referral

Provider referral

London Local Authorities

KEY

Individual Learner Info

Lists of LA Residents at each Provider