

## SCRUTINY PANEL

20<sup>th</sup> September 2018

### RUTLAND POST-16 EDUCATION OFFER

#### Report of the Strategic Director for People

Strategic Aim:	Reaching our Full Potential	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Education	
Contact Officer(s):	Gill Curtis Head of Learning and Skills	Telephone: 01572 758460 email: <a href="mailto:gcurtis@rutland.gov.uk">gcurtis@rutland.gov.uk</a>
	Robert Shore Manager Adult Learning and Skills	Telephone: 01572 720985 email: <a href="mailto:RShore@rutland.gov.uk">RShore@rutland.gov.uk</a>
Ward Councillors	N/A	

#### DECISION RECOMMENDATIONS

That the Panel:

1. Approves the intention to offer strategic support to education settings, children and young people and employers in helping to develop and improve the Post-16 offer for Rutland young people
2. Contributes to identification of future actions to be undertaken through the Learning and Skills Service

#### 1 PURPOSE OF THE REPORT

- 1.1 To provide Children and Young Persons Scrutiny Panel with an interim review of the activity being undertaken by the Learning and Skills Service to assess the current provision available to Rutland children for their post 16 education, employment and training. This is referred to as the Post-16 Project. At the completion of the Project, which is expected in spring 2019, there will be a clear understanding of options available to our young people on completion of their Key Stage 4, secondary school education and this will enable the Local Authority to help to develop and improve the education and training offers.
- 1.2 To enable the Scrutiny Panel to give consideration to initial findings and contribute to the development of potential actions to influence and shape future provision.
- 1.3 **NOTE:** This report provides key information which will be augmented through an interactive presentation to the Scrutiny Panel.

## **2 BACKGROUND AND MAIN CONSIDERATIONS**

- 2.1 Local Authorities must comply with the law which requires all young people in England to continue in education or training until at least their 18th birthday, and they must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training (Section 10 Education and Skills Act 2008). From 2013, all young people had been under a statutory duty to participate in education or training until the end of the academic year in which they turn 17. From 2015, this requirement was extended to all young people until their 18th birthday; this was referred to as Raising the Participation Age (RPA).

## **3 DUTIES**

- 3.1 In fulfilling their post-16 statutory duties to 'secure enough suitable education and training to meet the reasonable needs of young people and to cooperate with other local authorities', local authorities should champion the education and training needs of young people in their area by:
- 3.1.1 Influencing and shaping the provision on offer and helping to develop and improve the education and training market.
  - 3.1.2 Supporting the improvement of the quality of the education and training of young people aged 16-19.
  - 3.1.3 Supporting employer needs, economic growth and community development working with Local Enterprise Partnerships (LEPs) as appropriate.
  - 3.1.4 Supporting the development of provider and stakeholder networks that help to deliver the RPA targets.
- 3.2 Local Authorities must make arrangements to enable it to establish (so far as it is possible to do so) the identities of those young people who are either not in education, employment or training (NEET) or their destinations are unknown. This is achieved through the Local Authority leading the September Guarantee process, which underpins the delivery of the Raising of the Participation Age (RPA) duty. This is the process by which local authorities aim to ensure that all 16-17 year olds receive an offer of a suitable place in education or training by the end of September each year after they have left their Key Stage 4 secondary education. In Rutland, this is undertaken by Rutland County Council Youth Education and Careers Service.
- 3.3 Wider validation of destination data is provided through published Secondary school performance reports, along with key academic performance data. Additionally, Ofsted undertakes an Annual Conversation with the Local Authority and key data interrogation includes destination, NEET and Unknown data
- 3.4 From September 2012, maintained schools have been under a duty to secure access to independent and impartial careers guidance for their pupils in years 9-11 on the full range of post-16 options, including Apprenticeships. Academies and Free Schools opening from September 2012 are subject to an equivalent requirement in their funding agreements. From September 2013, the careers duty was extended to years 8-13 with an equivalent requirement applied to 16-18 year olds in colleges through funding agreements. The effectiveness of careers information, advice and

guidance is included within the Ofsted inspection framework for maintained schools and academies.

- 3.5 In December 2017, the Department for Education released updated guidance, *Careers strategy: making the most of everyone's skills and talents*, which clarified the responsibility of secondary schools and colleges for making sure that their students can access independent careers guidance. This strategy included the introduction of eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation and the setting out clear expectations for careers advice in schools that should be embedded by the end of 2020. Three themes that recur in the Gatsby Benchmarks are;
- 3.6 providing encounters with the world of work, and with higher and further education to bring the future to life
- 3.7 ensuring good information about how the curriculum links to careers and about the labour market
- 3.8 helping young people to develop a careers plan suited to their passions and strengths.
- 3.9 Young people have a choice about how they continue in education or training post-16, which could be through:
- 3.9.1 full-time study in a school, college or with a training provider of at least 540 planned hours a year;
- 3.9.2 full-time work or volunteering (20 hours or more) combined with regulated part-time education or training (about one day per week);
- 3.9.3 an apprenticeship or traineeship.
- 3.10 A person is considered to be in education or training if any of the following apply:
- 3.10.1 they are enrolled on an education course and are still attending or waiting for term to (re)start
- 3.10.2 they are doing an apprenticeship
- 3.10.3 they are on a government-supported employment or training programme
- 3.10.4 they are working or studying towards a qualification
- 3.10.5 they have had job-related training or education in the last four weeks
- 3.10.6 The Local Authority, schools and colleges set out the services they provide for young people with Special Educational Needs and/ or Disabilities (SEND) up to the age of 25 in the published Local Offer. The Local Offer is be a key tool in supporting young people with SEND to make choices as they approach the end of school. Information, advice and guidance for students with SEND on post-16 options is prioritised through Education Health and Care Plan and student annual reviews.
- 3.10.7 Local authorities are required to put arrangements in place to establish (so far as it is possible to do so) the identities of those 18 year-olds who are NEET (young

people not in education, employment and training) or at risk of becoming NEET and provide them with support, but they are not required to track all 18-year-olds or return data about this cohort to the department.

## **4 CURRENT PROVISION AVAILABLE**

- 4.1 Rutland County Council Learning and Skills Service has undertaken a review of the current position of the availability of post-16 education and training for Rutland students and how this is accessed.
- 4.2 There are various avenues for Rutland young people to access Post 16 Provision (see Appendix A); academic, vocational and employment:
  - 4.2.1 A-Level courses can be completed in Rutland at Harington Sixth Form, or local out of county institutions such as Melton Vale Sixth Form College and Brooksby Melton College both at Melton Mowbray or New College Stamford and Bourne Grammar in Lincolnshire.
- 4.3 Vocational Courses include NVQ's and BTEC's and can be undertaken at Further Education Colleges such as New College in Stamford.
  - 4.3.1 An NVQ (National Vocational Qualification) is a work-based way of learning which is carried out at a college, school, or workplace. There are five levels of NVQ (not including entry level), and each one involves the teaching and application of particular work-based competencies.
  - 4.3.2 BTECs (Business and Technology Education Council) are specialist work-related qualifications which are available from entry level through to professional qualifications at level 7 (equivalent to postgraduate study). BTEC qualifications are flexible and can be taken alongside (or instead of) GCSEs and A levels in schools and colleges. They're also usually studied full-time, either in college or jointly between a school and a college. On successful completion of a BTEC National qualification, students can progress to employment or continue their learning in the same or related areas of study, in higher education and professional development programmes.
- 4.4 Apprenticeships and Supported Internships are delivered through Further Education Colleges which include Peterborough Regional College and New College Stamford. Rutland Adult Learning and Skills Service delivers apprenticeships through an established partnership with Peterborough Regional College. Rutland Adult Learning and Skills Service offers provision that reflects our local Labour Market Information, such as Childcare, Hospitality and Customer Service, through our Apprenticeship programme.
  - 4.4.1 Apprenticeships are entry level employability qualifications which enable candidates to combine practical work experience with study to further their career. Apprentices work alongside experienced staff to find out first-hand what a particular job entails. Apprentices are paid for their work and also get access to study time, typically one day per week, to study the theory of their chosen sector. This training would usually take place at a college of further education affiliated to the apprenticeship programme. Apprenticeships usually last from 1 to 4 years and there are three stages: Intermediate (equivalent to 5 GCSE passes), Advanced (equivalent to 2 A-

Level passes) and Higher (which can lead to NVQ Level 4 and above, or a foundation degree).

- 4.4.2 Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with a statement of SEN, or an Education, Health and Care plan (EHCP) to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Supported internships are unpaid, and last for a minimum of six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if appropriate, and English and maths.

## **5 POST-16 PROJECT ACTIVITY TO DATE**

- 5.1 Initial activity has included reviewing the position within Rutland Schools which included:
- 5.2 Reviewing the current post-16 choices being made by young people attending Rutland schools. In Rutland, an Annual Activity Report is completed to establish the post-16 destinations of our young people. In 2017, this identified that students attending Rutland schools went on to a wide range of sixth forms, in and out of Rutland, Further Education, and work placed learning and employment indicating there is a strong academic route available, and wider vocational opportunities available, in the wider locality. This will be explored further in the presentation. 2018 data is not yet available.
- 5.2.1 Working with school leaders to understand their priorities in relation to key skills and academic offers and ensuring that the three Rutland Secondary Academies were accessing resources available to them to support their delivery of independent advice and guidance to their students so that it is meaningful and aspirational for all involved. This included support through the Department of Work and Pensions' Schools' Advisor and the Skills Service which is part of Opportunity Peterborough's economic development portfolio, now funded by the Cambridgeshire & Peterborough Combined Authority.
- 5.2.1.1 Governor Training has been organised for September 2018 to update Governors of Rutland Schools with the Statutory Obligations of Schools in regards to the Careers Strategy ( December 2017), and how the Local Authority can support them with monitoring and challenging progress.
- 5.2.2 Working with Rutland County Council's SEND and Inclusion Service to support the early identification of young people with additional needs to enable successful transition to the next stage of their education, training or employment. This has included the joint creation of a fixed term (12 month contract) Supported Internship Job Coach role, which sits within the Learning and Skills Service, to provide coaching, support and guidance to young people with learning disabilities and support interns in learning their placement tasks and providing the necessary coaching, training and encouragement to succeed.
- 5.2.3 Formulating a cohesive approach to vocational training and pathways to employment through the Skills Strategy Forum. This Forum is designed to support

the transition from school into work, and ensure that careers information in Schools is reflective of Local Labour Market Information (LMI). LMI includes a compilation of detailed statistical data on jobs and salaries, employers and employees, sectors, current employment conditions and future trends. The Combined Authority LEP (Local Enterprise Partnership), Rutland Academies and the Skills Service are stakeholders within this Forum and are making significant contribution to the development of a strategic approach to this agenda.

- 5.2.3.1 Employers are integral to great careers advice. We aim to work with employers of all sizes, and from all sectors, to provide encounters that inspire people and give them the opportunity to learn about what work is like and what it takes to be successful in the workforce. These activities could include work experience or shadowing, workshops or talks run by employers, or other activities that develop the skills needed to deal with business challenges. They could include encounters with people who are self-employed and working for themselves, reflecting the growing number of freelancers in the workforce. With more people than ever running their own business, entrepreneurship education is an important component of high-quality careers provision.
- 5.2.3.2 Employers are also key to high quality work experience. Work experience offers young people the opportunity to participate in the world of work and gain practical experience that will enable them to believe and prove that they can be valuable and productive members of the workforce. It also enable employers to provide a talent pipeline for their business. Rutland County Council has a work experience model which works effectively within schools, and the Learning and Skills Service is working with local employers to ensure that work experience placements offer positive experiences for young people and positive outcomes for employers.
- 5.2.4 Continuing to foster wider partnership working. As mentioned above we have established strong working partnerships with the LEP and the Skills Service. Relationships with local sixth form and Further Education Colleges, such a Peterborough Regional College, New College, Stamford and Brooksby Melton College are well established and promote a smooth transition for all students who wish to continue their education in these establishments, and their move into employment. Further partnerships are being developed to reflect the choices of the young people from Rutland.
- 5.3 Working in partnership with Rutland Transport Department to establish key transport links and provision for young people attending post-16 education, employment or training. Transport support is available for young people through Rutland transport service, although there are some criteria. Students aged 16 - 18 years (and continued learners aged 19 and over studying the same course at the same college) will be entitled to subsidised transport assistance (£510 per academic year) to their designated college, subject to this being more than three miles from their home address.

## **6 INTERIM FINDINGS**

- 6.1 The Local Authority has a clear understanding of the current destinations of all Rutland young people attending state funded Rutland Schools. The data relating to the small percentage of young people not in education, employment or training indicates that the wide range of post-16 provision, ranging from highly academic to

vocational, available within Rutland and in the surrounding region is offering the levels of choice required.

- 6.2 Whilst the provision available is wide-ranging, the Learning and Skills Service has not yet evaluated how effective the processes are for offering information, advice and guidance to young people on post-16 and future career choices. The introduction of the Careers Strategy, and self-evaluation procedures undertaken through the Gatsby Benchmarking processes will enable this to be clarified over time.
- 6.3 The Local Authority remains a champion for the education and training needs of young people in Rutland through the current level of activity to support the development of the quality of the education and training of young people aged 16-19 and working with employers to identify their requirements.
- 6.4 As an outcome of review of the work undertaken so far, the intended next areas of focus will be on the following priority areas:
  - 6.4.1 Providing opportunities for gathering the voice of the young people to enable them to express their views of the education and training market available to them.
- 6.5 Continuing to support the development of provider and stakeholder networks that help to deliver the Raising Participation Age targets.
- 6.6 Continuing to collate and evaluate the range of available data and to utilise communication pathways to influence and shape the development of the provision on offer with Rutland and out of county education and training providers and local employers.
- 6.7 Enhancing the current information, advice and guidance provision for young people in partnership with secondary and primary schools, Rutland Adult Learning and Skills Service and the Skills Service
- 6.8 Offering external support to schools to develop and deliver the Gatsby Benchmarks and achieve the expectations of the Careers Strategy
- 6.9 Developing a more cohesive Transition pathway for Rutland's young people with Special Education Needs and/ or Disabilities in line with Rutland's SEND and Inclusion Strategy.

## **7 CONSULTATION**

- 7.1 Consultation has been undertaken with schools, college and employers during the course of determining the initial findings. Further consultation will take place as this Project continues.

## **8 ALTERNATIVE OPTIONS**

- 6.1 At this early stage of the Project all viable options are being considered.

## **9 FINANCIAL IMPLICATIONS**

- 9.1 At this stage no key financial implications have been identified other than those already budgeted through the Rutland Adult Learning and Skills Service and Learning and Skills Budgets.

## **10 LEGAL AND GOVERNANCE CONSIDERATIONS**

- 10.1 No legal or governance considerations have been identified at this time.

## **11 DATA PROTECTION IMPLICATIONS**

- 11.1 No individual records are required at this stage. Appropriate data sharing agreements will be identified if this is deemed necessary within the course of the Project.

## **12 EQUALITY IMPACT ASSESSMENT**

- 12.1 Not completed at this time.

## **13 COMMUNITY SAFETY IMPLICATIONS**

- 13.1 None have been identified.

## **14 HEALTH AND WELLBEING IMPLICATIONS**

- 14.1 Offering choice promotes the Well- Being of the individual so that they can make informed aspirational decisions.
- 14.2 Ensuring that Careers Guidance is maximised in Rutland schools promotes independence by engaging the young person in their decision-making, and presents opportunities that they may not have felt attainable
- 14.3 Partnership working enables the community to actively involve them themselves in the future workforce.

## **15 ORGANISATIONAL IMPLICATIONS**

- 15.1 Environmental implications
  - 15.1.1 None
- 15.2 Human Resource implications
  - 15.2.1 None
- 15.3 Procurement Implications
  - 15.3.1 None

## **16 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

- 16.1 The work undertaken by the Learning and Skills Service to date has identified that there is a range of post-16 opportunities which is not restricted by limited availability of provision within the Rutland county boundary.
- 16.2 The Local Authority can identify the current destinations of all Rutland young people who had attended state funded Rutland Schools and figures for those young people not in education, employment or training remains very low indicating that there is sufficient suitable provision within the locality.
- 16.3 Whilst the Local Authority has a duty to influence or shape the education and employment market, this needs to be achieved through an accurate understanding of the needs of Rutland young people.
- 16.4 Continued joint working with local employers, schools and further education will ensure that Rutland young people have the necessary information to make informed choices about future career pathways with advice and guidance to enable them to achieve the transferable required for sustainable employment.

## **17 BACKGROUND PAPERS**

- 17.1 Rutland County Council Education Framework 2017-2020 Report No: 38/2018

## **18 APPENDICES**

- 18.1 Appendix A: Map of local Post-16 Education Establishments

**A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.**