

Ref:

Name: **Sammy Jones**

Agenda Item No 6 (v)

**DERBYSHIRE COUNTY COUNCIL**

**CABINET**

**24<sup>th</sup> July 2012**

**Report of the Strategic Director for Children & Younger Adults**

**Raising the Participation Age Strategy – Final – (Education)**

1. Purpose of Report

To update Cabinet on the status of the Derbyshire Strategy for Raising of the Participation Age and seek approval to accept as a final document.

2. Information and Analysis

The 'Raising of the Participation Age' (RPA) was written into the Education and Skills Act 2008, intending that the minimum age at which young people in England can leave learning should become 18. This is being implemented in two phases. From 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they will be required to continue until their 18th birthday.

Derbyshire's draft strategy was submitted to SMT and the Children's Trust Board in March 2012 where it was given approval to go out to consultation. The draft document was then put onto Derbyshire County Council's 14-19 website along with a consultation feedback form. Learning Communities, local providers and LA colleagues were informed of the consultation process.

The initial strategy set out 9 key strands of work needed to deliver RPA and comprised 39 pages.

Questions posed in the consultation included:-

- Whether there were any other strands of work we needed to address;
- Whether we had captured the actions needed to implement RPA;
- What else might we need to do;
- Whether we had identified all the key stakeholders and who else might we need to work with;

There were five formal respondents to the consultation feedback in addition to extensive feedback gained through informal consultation which has taken place over many months, both internally and externally, e.g. via Secondary Heads Forum and Learning Community meetings, liaison with EWO Service, Youth Offending Service and Multi Agency Teams etc

Key comments included:-

- The document appeared lengthy and some elements of the strategy were now out of date;
- The 9 strands of work appeared to address what is required but there was some duplication across the strands – some could be merged;
- The point was made that it will be the underpinning actions, their co-ordination, and how they are applied that will make the plan a success or not;
- Some activities within the implementation plan need streamlining with a sharper focus on certain areas;
- One of the biggest issues highlighted was employer engagement and the fact that this needed further expansion.
- A concern that the MATs appeared to have major responsibility for implementing the managed learner transfer process without the capacity to deal with this rather than emphasising the responsibility of providers, colleges, schools & careers teams to work together to implement the process.

In revising the strategy cognisance was taken of the feedback above. In addition the strategy was mapped to the national RPA self-assessment tool. This tool was made available to us after the initial strategy was drawn up which, through pilot work, identified 6 key building blocks for delivering RPA.

- Understanding the cohort
- Determining local priorities
- Managing transition and tracking
- Establishing support mechanisms
- Identifying and meeting provision needs
- Communicating the RPA message.

We have therefore aligned our core stands of work to those identified above and removed some of the duplication previously inherent within some of the strands. In addition to the above, recognition was made that we needed to retain a strand of work around employer engagement and this has been retained as a separate strand. Refer to legal considerations below for further detail.

### 3. Financial Considerations

There is no additional funding to deliver RPA as it is a statutory duty of the Local Authority to implement. Any additional costs of RPA will have to be met from existing resources. However, the LA has received a one off grant of £75k as a result of a bid to the Department for Education which will help to support the strategic implementation of RPA.

#### 4. Human Resources Considerations

It is expected that the majority of recommendations identified in the RPA implementation plan will be led and delivered by the 14-19 and Integrated Youth Support teams alongside the learning community structure. Delivery will be supported by multi-agency and careers teams.

#### 5. Legal Considerations

The Education and Skills Act 2008 placed the following duties on Local Authorities:

- To promote the effective participation in education & training of young people in their area;
- To make arrangements to identify young people not participating in education, employment or training (NEET)

These complement existing duties to:

- Secure sufficient and suitable education & training provision for all 16-19 year olds;
- Track young people's participation.

In the legislation LA's are given statutory powers to enforce participation but these provisions are not yet being implemented and are being reviewed by the present Government.

The two duties originally placed on employers in the primary legislation for RPA were developed during very different economic circumstances. Following recent consultation, the Government has decided not to commence with this in 2013, with the principal focus now being on increasing growth, and minimising new burdens on businesses recruiting employees.

This will mean that employers are able to hire 16-17 year-olds full-time without the prospect of fines for not checking course enrolments or organising work to fit round training if they do not offer it in house.

16 and 17 year-olds who do work full-time will still be under the duty to undertake education or training part-time alongside their work. It is the expectation of Government that Local Authorities will communicate with local employers to sell the benefits of training for their young employees – both for the individual and the business.

6. Equality Considerations

Full consideration has been given to equality in the production of the strategy.

7. Environmental Considerations

Not applicable

8. Property Considerations

Not applicable

9. Other Considerations

In preparing the strategy the following factors have been considered: prevention of crime & disorder, health and transport.

10. Background Papers

Please see attached Strategy Document.

11. Key Decision - Yes

12. Call-in - No

13. Strategic Director's Recommendations

That the Cabinet notes the report and approves the attached document as the County's Raising of the Participation Age Strategy.

**Ian Thomas, Strategic Director for Children & Younger Adults**

# **‘Up to 18’**

# **Raising the Participation Age Strategy for Derbyshire**

## **Final - July 2012**

# The Raising of the Participation Age in Derbyshire

## 1. Introduction and National context:

The 'Raising of the Participation Age' (RPA) was written into the Education and Skills Act 2008, intending that the minimum age at which young people in England can leave learning should become 18. This is being implemented in two phases. From September 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 2015, they will be required to continue until their 18th birthday. In effect this means that all young people in **Year 11 in the 2012/13 academic year will have to continue in education or training until at least the end of the academic year in which they turn 17** (and of course they are then able to continue beyond that if they want to). If they are in **Year 10 or below, they will have to continue until at least their 18th birthday** (or until completion of a full level 3, whichever is the sooner).

*'The benefits of participating in learning post-16, both to individuals and to the economy and society at large, are significant and growing. Our ambition is to realise those benefits for all young people. "it is time to make a reality of our long held ambition for all young people to stay on in learning until 18".*

(Raising Expectations: staying on in education and training post-16 From Policy to legislation DCSF).

The current Government made clear its continued commitment to Raising the Participation Age' as part of its comprehensive spending review plans and the White Paper '*The Importance of Teaching*' 2010. However, in order to ensure that young people are not criminalised through the introduction of RPA, the Education Act 2011 has decided not to implement the enforcement process against young people and their parents that was detailed by the previous administration, and this will now be introduced only if and when necessary. This White Paper, The Wolf review of Vocational Education and subsequent response from the government, provide a backdrop for the reform of education and training and defines the landscape within which the Government expects the RPA to take place.

Raising the Participation Age does not necessarily mean young people must stay in school beyond the age of 16; they will be able to choose from one of the following options:

- full-time education, such as school, college or home education
- work-based learning with training, such as an apprenticeship
- part-time education or training if they are employed, self-employed or volunteering for more than 20 hours a week.

### **The Education and Skills Act 2008 placed the following duty on Local Authorities:**

- To promote the effective participation in education or training of young people in their area
- To make arrangements to identify young people not participating in education, employment or training (NEET) – i.e. maintaining a comprehensive tracking system at primary, secondary and post 16.

These complement existing duties to:

- secure sufficient suitable education and training provision for all 16-19 year olds;
- have processes in place to deliver the September Guarantee
- track young people's participation. LA's will be supported by duties on learning providers to notify them when a young person leaves learning.

### **The Act also placed the following duty on learning providers:**

- To promote good attendance of 16 and 17 year olds
- To inform local authority support services if a young person has dropped out so that they can be contacted swiftly and offered support.

*(Appendix 1 provides a full summary of duties).*

In March 2011, the Private Equity Foundation published its 'Manifesto for Action', providing ten recommendations to immediately improve support for around one million young people who are NEET. The ten recommendations include:

- Create better coordination – a 'NEET taskforce' could coordinate policy
- Focus on prevention – resources allocated according to likelihood of being NEET
- Publish transparent information on performance – objective comparisons of results drives improved delivery
- Increase investment on NEET – longer-term financing for proven interventions
- Reform Commissioning – increase collaboration between local authorities and service providers, create standard processes to reduce red tape
- Grow the best provision – increase networked commissioning and business support for the best providers
- Foster better links to employment – make it easier for employers to engage with young people
- Support case management approach for those most at risk – this will help them to navigate the variety of support services they need
- Improve information on local provision – create clear measures of success locally
- Increase knowledge of what works – establish an anonymous database on the effectiveness of interventions

This strategy supports and underpins these recommendations and they are heavily reflected and endorsed in Derbyshire's strategy for implementation.

## **2. DfE National Pilots**

Local RPA trials have been taking place in 16 areas of the country, developing key approaches to increasing participation and reducing the number of young people who are NEET. These pilots will support and inform preparations elsewhere in the country in the run-up to the introduction of RPA in 2013/15. In developing this strategy we have been cognisant of the findings coming out of the pilot work. Further detail on this can be found at [www.education.gov.uk](http://www.education.gov.uk);

## **3. The Derbyshire Context**

Despite the fact that in recent years the number of young people resident in Derbyshire engaged in learning has increased, there still remain a significant number of 16-18 year olds who do not engage in post 16 learning.

According to the latest provisional DfE data published in March 2012, participation of 16 year olds across Derbyshire has remained relatively stable between 2008 and 2010 at between 89% and 90%. This compares with the England average of 96%. For 17 year olds the picture is not as good with only 82% remaining in education and or training compared to 87% across England. Locally our 2011 progression analysis for 16 year olds leaving KS4 in 2011, shows that positive destinations stand at 94.27%, down by 1.23% on Nov. 2010 with Erewash, High Peak & North Dales showing the largest declines.

We also know from research evidence that attainment is also a key factor associated with securing young people's participation and the best protection against becoming NEET. Evidence suggests that disadvantaged pupils are more likely to struggle at school and disengage at a later stage. 16 year olds in receipt of FSM are more than twice as likely to become NEET and four times more likely to drop out of education/training by age 19. Whilst in Derbyshire our level 2 at 19 performance has shown an increasing trend between 2008 & 2010 from 74.2% to 77.4% and is just below the England average (78.7%), it is not improving at the same rate of national performance. A similar picture can also be seen at level 3 at 19 which at the end of 2010 stood at 50.3% compared to the England average of 52% however, the gap in performance between those in receipt of free school meals and those that are not remains stubbornly high and has been relatively stable over the period 2008 to 2010 compared to the national picture which has shown a 2% decrease in the gap year by year. It is for these reasons that many of the actions and interventions identified within this strategy are focussed on our most vulnerable learners.

#### **4. Derbyshire Strategy for Implementation**

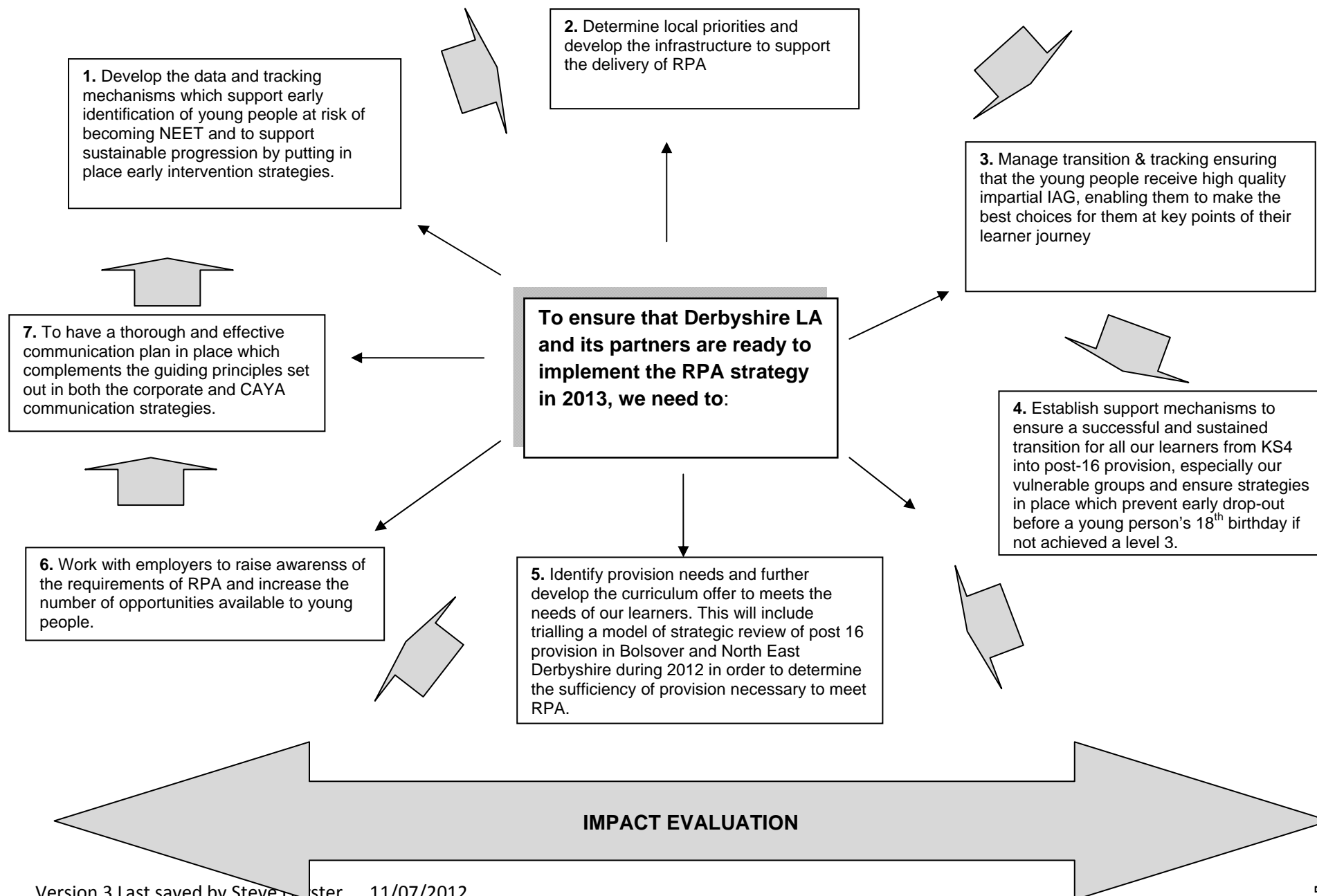
As the Department is now in its 4<sup>th</sup> phase of RPA trials, they have identified 6 key building blocks for delivering RPA. These are:

- Understanding the cohort
- Determining local priorities
- Managing transition and tracking
- Establishing support mechanisms
- Identifying and meeting provision needs
- Communicating the RPA message.

In finalising the Derbyshire strategy, we have attempted to align our core strands of work to these building blocks as characterised by the diagram overleaf. However, we feel that employer engagement needs a strand of work on its own and as such this has been retained as a separate strand. Integral to these core strands of work, we aim to address our 4 key priorities set around participation, attainment, narrowing the gap and retention.



## Raising of the Participation Age across Derbyshire – An Overview



## **Strand 1      Developing the Data and Tracking Mechanisms and supporting Early Intervention (Understanding the Cohort)**

Between 2011 and 2013 it is anticipated that the 16/17 year old population across Derbyshire will decline by 4.7% (903 young people)<sup>1</sup>. By 2015, it will be 6.4%, a reduction of 1243 16 and 17 year olds on 2011 (19,309 to 18,066). This will have an impact on the capacity and type of provision made available.

The role of data in the early identification process is crucial to RPA. Working with the Local Authority's data and places planning teams and our local educational establishments we will develop a comprehensive data capture system to flag up young people who opt to leave early or are at risk of leaving their chosen learning pathway.

Based on the early pilot work we have now developed and agreed a range of local "at risk of NEET indicators" associated with disengagement and social exclusion at pre 16. This data is helping to inform discussion between schools, multi-agency teams and careers teams in terms of identifying young people who may require a period of early intervention and targeted support to help retain them in education. Early intervention has been identified as the key building block for delivering enhanced outcomes for vulnerable children and their families. Intensive early support can make a positive difference to the lives of children and their families in even the most challenging circumstances. An estimated 20% to 30% of children and young people have additional needs at some point in their lives. It is this group for whom targeted support within universal settings will be the most appropriate. This will be the focus of the Multi-Agency Teams (MATs) although it should be stressed that all partners play a part in early intervention and that referrals to MATs for support will be where appropriate and a partner agency is unable to meet the need.

At post 16, an analysis of the NEET cohort shows that learners from vulnerable groups such as LLDD, young offenders, care leavers and teenage mums continue to be over-represented. In the Client Caseload Information System (CCIS) database, we have access to a wealth of information about young people in our area. Young people become NEET or take up a job without training for a wide range of different reasons. It is essential that we work closely with the data team to interpret and analyse this data and to be able to put in place effective strategies that support a young person's transition back into education and/or training.

### **Priority Actions**

- Trial and implement the pre 16 RONI's across the county and ensure that learners are appropriately identified and targeted.
- Develop and report on a set of 'at risk' indicators for post 16, that may lead to a young person prematurely disengaging from education or training before they are 18. This will include analysing current NEET data to allow a better understanding of the cohort with a strong focus on those young people identified as belonging to vulnerable groups;
- To continue to engage with schools, FE, training providers in a robust data sharing agreement which aims to facilitate student tracking, timely intervention and transition planning pre and post 16.;

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<sup>1</sup> Derbyshire LA 2012 to 2015 Projected 16/17 cohort using 2011 PCT Patient Data.

- To set up a NEET task force which meets regularly to identify and report on NEET performance across the county and to work with Learning Communities in setting NEET reduction targets where NEET is deemed a priority for the area.
- To implement a county-wide learner feedback mechanism which helps to identify the reasons given by young people for non-participation or early drop-out.

## **Strand 2 Determining Local Priorities & Developing the infrastructure.**

The Local Authority will not be able to deliver its responsibilities in isolation. The successful implementation of RPA in Derbyshire will hinge upon the bringing together of a co-ordinated and coherent infrastructure that includes a range of key stakeholders and delivery partners whose day to day working engages young people, their parents and carers and their teachers / trainers in a progressive process of choices, decision making and transition.

During 2010/11 Derbyshire Children and Young People's Trust undertook a major transformation programme, implementing a 'Multi-Agency Team' (MAT) infrastructure in six localities with 30 teams being based across Derbyshire. Each team brought together a range of professionals covering a variety of preventative services. The greater integration that has resulted helps to ensure early identification of need and efficient use of resources. In addition, the teams provide access to a range of other activities and/or learning opportunities across a locality. This infrastructure complements and is enhanced by, the learning communities, locality area liaison groups, and school / provider networks, which are already operating across the county. Together, these structures provide a foundation upon which we can build. This can be achieved by making stronger links within the LA across, the 14-19, Integrated Youth Support, Careers, Youth Offending, Children in Care, Regeneration, Education Welfare and Data teams to name some but not all. We will also continue to work with a range of external stakeholders and delivery partners including Job Centre Plus, youth contract providers, the EFA and NAS.

Integral to our work on RPA we aim to address the four key priorities of Participation, Attainment, Narrowing the Gap and Retention.

The RPA steering group will be responsible for monitoring the progress and quality of delivery of the RPA strategy, evaluating the effectiveness of that delivery and planning on an annual basis for further work. It will be Chaired by the Assistant Director of Universal & Targeted Services and comprise of a range of key internal and external colleagues integral to the successful planning and delivery of the authority's RPA Strategy. The steering group is not meant to be static and new members may be co-opted onto the group or within the identified task and finish groups at any time dependent upon the nature of the work being undertaken and the knowledge / expertise of the co-opted member / organisation.

### **Priority Actions**

- To co-ordinate, monitor and evaluate the implementation of the Derbyshire RPA Strategy and review activity where necessary;
- To continue to support learning communities, school/provider networks, area liaison and locality planning and commissioning partnerships in the drive to increase participation, raise attainment, narrow the gap and increase retention amongst some of our most vulnerable learners.

- To develop and implement a 'Partnership Agreement' with FE and local providers, addressing issues around data protection and with a focus on and supporting the implementation of RPA;
- To work with key partners and stakeholders including the EFA to increase/maximise the capacity of mainstream provision to meet identified gaps in provision including the needs of learners with learning difficulties and /or disabilities (LLDD);
- To further develop and strengthen links across LA teams to raise awareness of RPA and the availability of provision which would support the needs of our most vulnerable learners with a particular focus on:
  - Children in Care
  - Young Offenders
  - Teenage Mums/Mums to Be

### **Strand 3 Manage transitions & tracking through effective Information, Advice and Guidance**

Under new legislation Schools will be responsible for securing access to independent and impartial careers guidance for pupils in Years 9-11 from September 2012. In advance of this duty and in an effort to support schools, Derbyshire Local Authority has agreed that a similar level of resourcing for schools will be maintained as part of the transition from September 2012 to September 2013. During the next year a transition plan will be consulted on with Schools to support their full adoption of the new statutory duties. This will include clarification on the level of IAG support that the local authority will continue to provide to at risk Y9-Y11 pupils under its statutory duty to support engagement in learning.

Notwithstanding other legislative changes we will continue to play a crucial role in the provision of support to young people up to age 19, and young adults assessed as having learning difficulties and disabilities up to age 25, "to encourage, enable or assist the effective participation of those persons in education or training" (section 68(1) of the Education and Skills Act 2008).

Learners should receive impartial information, advice and guidance about the range of options post-14 to enable them to make informed choices about what, where, when and how they will learn. Vital to this process is enhanced labour market information that identifies the changing skills needs of employers at a local, regional and national level.

An analysis of the NEET cohort across Derbyshire shows that learners from vulnerable groups such as LLDD, young offenders, teenage parents and care leavers are amongst those over-represented. We also know that a significant minority of young people are now growing up in a generational culture of worklessness or low skilled employment. Raising the aspirations of these most vulnerable groups and their influencers through effective advice and guidance is key to ensuring that participation is seen as a right and a positive opportunity.

#### **Priority Actions**

- Scope out the services the LA can provide in terms of careers guidance, tendering expertise, library services including a proposal for service post Sept 13 with a view to developing a local transition & consultation plan for supporting schools and providers in the identification and delivery of careers guidance to young people.

- Connexions website to be incorporated into LA website from September 2012, and a review of content to be undertaken to measure its usefulness/effectiveness.
- Ensure that Routes Ahead is maintained and continues to provide a comprehensive database of school, college and provider curricula choices and availability.
- To support and contribute to the work of Uni-Fi and Care Leavers into Employment initiatives as strategies for raising the aspirations of young people in/leaving care including identification of potential funding routes where opportunities arise which will support the continuation of such programmes;
- To continue to support Derbyshire's annual Skills Festival, in its role of providing impartial advice and guidance to young people and their parents for 2012 and expand the venue to High Peak.
- To work with the Derbyshire Economic Regeneration Team, the Young People into Employment Group, the National Apprenticeship Service and Job Centre Plus to raise awareness of labour market opportunities and ensure links to curriculum development across locality areas.
- Map existing support for young people at each transition and develop and publish an IAG offer across DCC and its partners.

#### **Strand 4 – Establish Support Mechanisms at Transition KS4 to Post 16 and sustained participation through to 18**

Successful and effective transition for all our learners from KS3 to KS4 and from KS4 into post-16 provision, especially our vulnerable groups is central to meeting the requirements of RPA. Recent data highlights that young people with qualifications below level 2 account for roughly 75% of young people unemployed for more than six months<sup>2</sup> so not only do we need to raise participation we need to address the needs of young people which will help them to achieve. We need to invest heavily in transition support and mentoring in schools, colleges and training providers to ensure no young person is denied access to dedicated advice and guidance.

Clear information sharing and management arrangements need to be in place which include arrangements with:

- learning providers, to let the Local Authority know as soon as a young person drops out of learning;
- neighbouring local authorities, to support young people moving across boundaries;
- and Jobcentre Plus to support 18 year olds.

Maximising funding opportunities via ESF, DWP, Youth Contract is also key to supporting RPA to allow us the flexibility and freedoms to develop tailored support which meets the needs of our most vulnerable learners.

All education and training providers should be encouraged to identify within their organisations as part of the managed learner transfer process an individual (s) who will undertake and discharge the role(s) of transition mentor and/ or participation adviser.

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<sup>2</sup> Supporting Youth Unemployment, May 2011

## **Priority Actions**

- To explore the development of a 'progression agreement' from KS4 to post 16 in consultation with schools, FE colleges and post 16 providers;
- Where appropriate, to analyse data from the September Guarantee to identify the characteristics of young people who do not participate post-16, in order to develop the appropriate support and provision to meet their needs;
- To continue to work with learning communities and other key delivery partners to ensure clear progression pathways are in place;
- Ensure transition arrangements for 16, 17 and 18 year olds transferring from one provider to another mid course are in place through the development and implementation of a 'managed learner transfer' process and participation advisor role;
- To develop an exemption framework which addresses the needs of young people who may need a 'temporary break in learning' due to their immediate and short term circumstances.

## **Strand 5 Identify Provision Needs and further develop the Curriculum Offer**

The LA has a duty to secure suitable, appropriate and high quality education and training opportunities for the young people in its area. The requirements of the RPA and the need to ensure access to a choice of high quality courses with progression pathways will require a co-ordinated approach to provision development and strategic commissioning working in partnership with the Education Funding Agency and the National Apprenticeship Service.

There are currently a number of factors affecting or impacting upon the development of the curriculum. Falling rolls may have a significant impact on curriculum development and collaborative opportunities through a reduced offer if not managed effectively. The promotion of the English Baccalaureate has already refocused some minds on the delivery of a tighter core of academic subjects in addition to the introduction of Qualifications & Performance Tables however, we need to ensure that provision for young people where it is needed most is not lost. Meeting RPA requirements will mean ensuring that we have the provision in place across the county which is able to support a wide range of diverse needs. Schools, colleges and providers will play a crucial role in delivering this innovative and flexible curriculum offer, as do voluntary sector and youth work providers. Employers also continue to play a fundamental part in enriching the curriculum offer and increasing participation and they have a key role in supporting young people to access jobs with high quality training, ideally through apprenticeships. It is essential to ensure that young people are equipped with the skills, attitudes and experience necessary to progress into employment. For our young people the priority is to help them engage in high quality training and education that gives them the skills and qualifications to be attractive to employers.

## **Priority Actions**

- To implement a framework for the strategic review of post 16 provision in Bolsover and North East Derbyshire which can be rolled out across the rest of the county, in order to determine the sufficiency of provision necessary to improve retention, participation, achievement and progression for all students.

- To continue meetings with cross border authorities to identify and share commissioning intentions for 16-18 year olds.
- Continue to develop and expand the 14-19 offer through Derbyshire learning communities and to work with post 16 providers to strengthen the opportunities available for work experience within 16-19 study programmes and the involvement of community and voluntary sector organisations;
- Continue to liaise with the National Apprenticeship Service to ensure representation and access to available apprenticeships and to successfully implement the pre-apprenticeship route;
- To continue to support initiatives which help to increase participation including Youth Contract delivery, growth of level 3 apprenticeships and support the National Apprenticeship Service (NAS) in the expansion of pre-apprenticeship pathways within FL;

## **Strand 6 Engaging Employers**

The recent recession has had a significant impact on the young person's labour market prospects. However, the Government remains firmly committed to ensuring that young people have the opportunity to engage with the labour market in order to advance their career prospects, reduce the risk of long term unemployment and welfare dependency and encourage social mobility and economic growth.

Derbyshire is home to around 31,040 businesses, small employers dominate the economy with 88.4% employers employing less than 10 people. In a report commissioned in 2009/10 into the future skills requirements of Derby and Derbyshire employers 2009 to 2023, seven key priority sectors were identified as determined by the number of residents employed or value to the local economy, these were:

- Manufacturing
- Health & Social Care
- Creative Industries
- Logistics
- Retail
- Hospitality & Tourism and
- East Midlands Airport

The LA's Economic Regeneration Service has an important role in influencing service delivery across the County Council to ensure economic factors are considered and to maximise economic impact through interaction with residents, communities and businesses.

It is clear that employers will be critical in successfully implementing the RPA and this will only be achieved if our businesses have a clear and common understanding of the intention of the RPA and 'buy' into its aims and purpose. The County Council has limited resources to undertake such employer engagement to elicit the breadth of information from businesses to deliver not only the RPA but also identify wider economic issues, nor would the council want to embark on such a practice as evidence shows that in the current economic climate employers are focused on their business, and do not want additional consultation or engagement.

Therefore, a vital role in successfully delivering the RPA will be to maximise the current relationships and collaborations that Institutions/organisations with established employer engagement functions have already built with our indigenous businesses.

The Economic Regeneration Service and the Local Economic Partnership, D2N2, can provide the link between the County Council and our partners with employer engagement functions and use the expertise of these stakeholders to deliver and sustain the RPA message simply and convincingly to businesses.

### **Priority Actions:**

- Working with key Stakeholders including NAS, JCP, D2N2, DEBP and Derbyshire & Nottinghamshire Chamber, maximise existing channels of communication and create opportunities for getting regular and comprehensive communication with Derbyshire employers about the implications of the RPA legislation;
- Through those networks including D2N2, encourage employers to increase the number of extended work experience placements / internships available for Post 16 learners and those that are NEET;
- Working with the Economic Regeneration Service, explore the feasibility of delivering a stakeholder event for those partners who have a key role in engaging and working with employers.
- To identify those employers who are offering employment without training and communicate the statutory responsibilities enshrined in the raising of the Participation Age legislation and raise awareness of the apprenticeship route;
- To work in partnership with NAS in order to promote the appointment of apprentices throughout the County Council and other public sector employers.
- To work in partnership with providers and key stakeholders in targeting our priority sectors in conjunction with raising the aspirations of young people to enter some of these sectors.

### **Strand 7 - Communicating the RPA message**

If we are to be successful in implementing RPA, we need to ensure that we have a thorough and effective communication plan in place which complements the guiding principles set out in both the corporate and CAYA communication strategies. Our communication and awareness raising of RPA needs to take account of all stakeholders, including those identified at table 1 below. It is important that all of these stakeholders understand the contribution that they can make to supporting RPA in Derbyshire and that young people and parents know and understand what the impact of the raising of the participation age will mean for them.

It is equally important that the education and training workforce understands not only the practical implications of the raising of the participation age, but also the range of learning options available through the current curriculum reforms. The workforce is critical because evidence suggests young people naturally turn to their teachers / trainers for Information, Advice and Guidance and it is important to equip the workforce for this role.

We will raise the profile of RPA by communicating the key messages and strands of work within this strategy to all stakeholders in a coherent and transparent way through a range of mediums, including the use of all available websites, news bulletins and information workshops. We will build on existing communication channels with FE colleges, schools and providers to ensure that they are well informed and actively support the implementation of Derbyshire's RPA strategy.



## Priority Actions

- To ensure regular and comprehensive communication about the implications of the RPA legislation. Key audiences will include:

### **Internal:**

14-19 Planning & Commissioning Team  
Education Improvement Service  
Information & Research  
Connexions Careers Team  
Multi-Agency Teams  
Youth Offending Service  
Councillors  
Elective Home Educated  
Behaviour Support  
Out of School Tuition  
SEN and Inclusion

### **External:**

Young People  
Parents/Guardians  
Schools  
Governors  
Colleges  
Providers  
Voluntary Sector Organisations  
Employers  
Parent Partnerships

Table 1 – this list is not exhaustive and further audiences may be identified.

- Work with Local Authority colleagues to identify the use of existing channels of communication such as e-bulletins, Derbyshire County Council web-site, news bulletins, school publications etc to cascade the RPA message;
- To develop a series of communication tools to support internal and external colleagues in cascading the message. This will include a series of leaflets to key audiences, presentations and lesson plan resources.

## 5. Impact Evaluation

The RPA Steering Group has produced an implementation plan which forms part of this strategy document . The plan identifies intended actions to deliver each of the identified strands in this strategy. It also sets out a variety of milestones to be achieved by specified dates that are linked to the actions. Both quantitative and qualitative impact measurements have also been included in the plan and these will be reviewed by the steering group along with the milestones on a six monthly basis.

Steering Group members will take responsibility for co-ordinating and delivering the actions within each of the 7 strands and will engage a wider group of stakeholders such as the Multi Agency Teams, schools, providers and employers in the Strategy's delivery.

The implementation plan can be found at Appendix 2.

## **6. Definition of Participation**

The requirement to participate excludes 16 and 17 year olds who have achieved a level 3. Beyond that it includes young people in: (i) full-time education (16 hours or more per week); (ii) waged apprenticeships; (iii) unwaged work-based learning including programme-led apprenticeships; (iv) jobs of 20 hours or more with statutory release; (v) jobs of 20 hours or more with accredited employer-funded training; and (vi) accredited activity other than accredited education and training of at least 16 hours per week. Another category would be 16 and 17 year olds with a reasonable excuse not to participate. The remainder would be classed as truants.

## 7. Acronyms

AD (UTS)	Assistant Director (Universal & Targeted Services)
CCIS	Client Caseload Information System
D2N2	the Local Enterprise Partnership for Derby, Derbyshire, Nottingham and Nottinghamshire.
DAD (SL)	Deputy Assistant Director (Schools & Learning)
DfE	Department for Education
DCSF	Department for children, schools and families
EFA	Education Funding Agency
ESF	European Social Fund
FE	Further Education
FL	Foundation Learning
FL2	Full level 2, equates to 5 GCSEs at grades A* - C or equivalent
FL3	FL3 Full level 3, equates to 2 A level passes or equivalent
FSM	Free School Meals
HoS (IRA)	Head of Service (Information Research & Analysis)
HoS (TS)	Head of Service – Teenage Services
IAG	Information, Advice and Guidance
ICT	Information Communication Technology
IYS	Integrated Youth Support
JWT	Jobs without Training
KS4	Key Stage 4
LA	Local Authority
LLDD	Learners with Learning Difficulties and/or Disabilities
MATs	Multi Agency Teams
NAS	National Apprenticeship Service
NEET	Not in Education, Employment or Training
PEWO	Principal Education Welfare Officer
PPRO	Public, Press Relations Officer
RONI	Risk of NEET Indicator
RPA	Raising the Participation Age
WNF	Working Neighbourhoods Fund
YPLA	Young People's Learning Agency

## 8. Related Documents/Web links

- DfE Raising the Participation: <http://www.education.gov.uk/16to19/participation/rpa>;
- Building Engagement-Building Futures;  
<http://www.education.gov.uk/childrenandyoungpeople/strategy/laupdates/a00201156/participation-yp-in-et>
- The Importance of Teaching – Schools White Paper: <http://www.education.gov.uk/b0068570/the-importance-of-teaching>;
- Perspective: Raising the Participation Age: Keeping it on Track; CfBT 2009;
- [http://www.cfbt.com/evidenceforeducation/pdf/77RPA-Report\\_FINAL\(W\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/77RPA-Report_FINAL(W).pdf);
- RPA Guidance for Practitioners: <http://www.connexions-derbyshire.org/a/wp.asp?pid=871>;
- From Here to Entitlement: A self-Assessment Toolkit for 14-19 Partnerships, LSC March 2010: <http://www.ypla.gov.uk/aboutus/ourwork/funding/curriculumqualifications/heretoentitlement.htm>;
- 'Hidden Talents: exploiting the link between engagement of young people and the economy'; NFER; March 2011;  
[http://www.nfer.ac.uk/nfer/publications/HITA01/HITA01\\_home.cfm?publicationID=561&title=Hidden%20talents%20exploiting%20the%20link%20between%20engagement%20of%20young%20people%20and%20employment](http://www.nfer.ac.uk/nfer/publications/HITA01/HITA01_home.cfm?publicationID=561&title=Hidden%20talents%20exploiting%20the%20link%20between%20engagement%20of%20young%20people%20and%20employment);
- Supporting Youth Unemployment ; HM Government ; May 2011;  
<http://fskills.idoxgroup.com/sds/search/download.do?jsessionid=2222A8BA6170819A779914A780A15F83?ref=B20649>;
- Derbyshire's Local Economic Assessment – Initial Evidence Base 2010:  
[http://www.derbyshire.gov.uk/images/derbyshire\\_lea\\_initial\\_evidence\\_base\\_08062010\\_tcm9-139379.pdf](http://www.derbyshire.gov.uk/images/derbyshire_lea_initial_evidence_base_08062010_tcm9-139379.pdf);
- Investing in Potential : Our strategy to increase the proportion of 16 – 24 year olds in education, employment or training, DCSF, 2009 :  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductID=DCSF-01145-2009>;
- Raising the Participation Age: supporting local areas to deliver: DCSF 2009:  
<https://www.education.gov.uk/publications/eorderingdownload/01134-2009.pdf>
- Quality Choice & Aspiration – a strategy for young people's information, advice and guidance, DCSF, October 2009: <https://www.education.gov.uk/publications/eOrderingDownload/IAG-Report-v2.pdf>;
- World-class Apprenticeships: Unlocking Talent, Building Skills for All, DIUS/DCSF, 2008 (the Government's strategy for the future of Apprenticeships in England):  
[http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/W/world\\_class\\_apprenticeships](http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/W/world_class_apprenticeships);
- Sticks & Carrots: Will every 16 and 17 year old stay in Education or Training?  
[www.aoc.co.uk](http://www.aoc.co.uk);
- Study programmes for 16-19 year olds: A consultation which sets our proposals to ensure that all 16-19 year olds study coherent, well thought out programmes which offer them breadth and depth and do not limit their options for future study or work.  
<http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1779&external=no&menu=1>

## **9. Appendices**

1. Derbyshire Context – Where are we?
2. Implementation Plan

## Derbyshire Context – Where are we/Where do we want to be

	Actual*			Comparator data for latest year available**			Target (2011 to 2013 projected numbers based on DfE populations) (20014/15 based on Derbyshire PCT Patient Data)				
	2008	2009	2010	Nat	EM	SN	2011	2012	2013	2014	2015
The Proportion of 16 year olds participating in education/training	89% (9,000)	89% (8,840)	90% (8,750)	96% (2010)	94% (2010)	91.5% (2009)	92% (8,827)	93% (8,490)	95% (8,803)	97% (8,827)	98% (8,738)
The Proportion of 17 year olds participating in education/training	75% (7,900)	83% (8,450)	82% (8,110)	87% (2010)	84% (2010)	83.5% (2009)	85% (8,254)	86% (8,252)	90% (8,216)	93% (8,617)	95% (8,827)
The percentage of young people achieving FL2 by age 19	74.2% (6,837)	75.6% (7,257)	77.4% (7,755)	78.7% (2010)	77% (2010)	78.5% (2010)	80% (7,958)	81.5% (7,706)	84% (7,824)	85% (8,112)	87% (8,090)
The percentage of young people achieving FL3 by age 19	47.2% (4,352)	48.4% (4,643)	50.3% (5,036)	52% (2010)	49% (2010)	50.4% (2010)	51% (5,073)	52% (4,917)	54% (5,030)	55% (5,294)	57% (5,300)
The Percentage of young people who are in receipt of FSM at academic age 15 who attain FL2 by age 19	49% (386)	51% (407)	54% (441)	61% (2010)	54% (2010)	54% (2010)	56% (490)	60% (488)	63% (505)	66% (504)	70% (521)
The Percentage of young people who are in receipt of FSM at academic age 15 who attain FL3 by age 19	19% (149)	22% (171)	24% (192)	29% (2010)	23% (2010)	23% (2010)	25% (199)	27% (204)	31% (231)	35% (267)	40% (298)
Percentage of NEET young people in November count		7.3%	7.5%	6.1% (2010)	5.6% (2010)	5.4% (2010)	6.5%	5.5%	4%	3%	2%
Apprenticeship Success Rate		71.9%	73.5%	73.9% (2010)	71.9% (2010)	73.8% (2010)	75%	78%	80%	82%	84%

\* Source: DfE matched administrative data (estimates at age 16 differ from other published figures on the attainment of pupils aged 15 in schools and colleges because there are differences in the methodologies used in calculating the numerators and denominators)

\*\* Nat = National comparator, EM = East Midlands comparator data, SN= DfE Statistical Neighbour comparator group (Derbyshire plus 10 Local Authorities).

### RPA Impact & Evaluation Progress 2012/13

<b>Strand 1      Developing the Data and Tracking Mechanisms and supporting Early Intervention (Understanding the Cohort)</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
Trial and implement the pre 16 RONI's across the county and ensure that learners are appropriately identified and targeted.	By July 2012 Meetings have taken place in all secondary schools		14-19 Manager/IYS Manager	Learners at risk in years 8,9,10 are identified and interventions put in place for 2012/13 academic year
Develop and report on a set of 'at risk' indicators for post 16, that may lead to a young person prematurely disengaging from education or training before they are 18.	July 2012		Data Manager	Indicators identified and being applied by post 16 providers to identify 'at risk' learners
To continue to engage with schools, FE, training providers in a robust data sharing agreement which aims to facilitate student tracking, timely intervention and transition planning pre and post 16.		July 2013	14-19 Manager/IYS Manager/Data Manager	All schools, providers/colleges signed up to Partnership Agreement/Data Sharing Protocol
To set up a NEET task force which meets regularly to identify and report on NEET performance across the county and to work with Learning Communities in setting NEET reduction targets where NEET is deemed a priority for the area.	June 2012		14-19 Manager/IYS Manager	Task Force in place and actions identified
To implement a county-wide learner feedback mechanism which helps to identify the reasons given by young people for non-participation or early drop-out.	Sept 2012 Yr 11/12 survey implemented	July 2013	14-19 Manager	Improved information about the learning and training needs of young people. Analysis of reasons for non-participation carried out and trends in learner characteristics identified and shared with key delivery partners

<b>Strand 2 Determining Local Priorities &amp; Developing the infrastructure.</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
To co-ordinate, monitor and evaluate the implementation of the Derbyshire RPA Strategy and review activity where necessary;	Ongoing		AD(UTS)/HoS(TS)	All stakeholders groups and key delivery partners have a clear understanding and commitment to the RPA strategy
To continue to support learning communities, school/provider networks, area liaison and locality planning and commissioning partnerships in the drive to increase participation, raise attainment, narrow the gap and increase retention amongst some of our most vulnerable learners.	Ongoing		14-19 Manager IYS Manager Locality Managers	High quality collaborative networks in place leading to improved quality of planning and monitoring of 14-19 curriculum and learning provision at all local strategic planning levels.
To develop and implement a 'Partnership Agreement' with FE and local providers, addressing issues around data protection and with a focus on and supporting the implementation of RPA;	Sept 2012		14-19 Manager	Improved quality of communication and working relationships and arrangements between the LA and local delivery providers.
To work with key partners and stakeholders including the EFA to increase/maximise the capacity of mainstream provision to meet identified gaps in provision including the needs of learners with learning difficulties and /or disabilities (LLDD);	Ongoing		AD (UTS)/HoS(TS)	Increased range of appropriate provision which meets the needs of all learners leading to a 5% increase in 16 year olds participating in 2010 and 8% 17 year olds by 2013.
To further develop and strengthen links across LA teams to raise awareness of RPA and the availability of provision which would support the needs of our most vulnerable learners with a particular focus on: <ul style="list-style-type: none"> <li>o Children in Care</li> <li>o Young Offenders</li> <li>o Teenage Mums/Mums to Be</li> </ul>	Ongoing		14-19 Manager /IYS Manager	Improved quality of communication and working relationships and arrangements between and across LA teams.



<b>Strand 3    Manage transitions &amp; tracking through effective Information, Advice and Guidance</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
Scope out the services the LA can provide in terms of careers guidance, tendering expertise, library services including a proposal for service post Sept 13 with a view to developing a local transition & consultation plan for supporting schools and providers in the identification and delivery of careers guidance to young people	December 2012		IYS Manager	Consultation carried out and Transition Plan in place.
Connexions website to be incorporated into LA website, and a review of content to be undertaken to measure its usefulness/effectiveness.	September 2012		HoS (IRA)	Website fully integral.
Ensure that Routes Ahead is maintained and continues to provide a comprehensive database of school, college and provider curricula choices and availability.	Ongoing		IRA Officer	A prospectus which provides all young people and key delivery partners with access to high quality impartial guidance and information about learning opportunities.
To support and contribute to the work of Uni-Fi and Care Leavers into Employment initiatives as strategies for raising the aspirations of young people in/leaving care including identification of potential funding routes where opportunities arise which will support the continuation of such programmes;	Ongoing		14-19 Manager /IYS Manager	
To continue to support Derbyshire's annual Skills Festival, in its role of providing impartial advice and guidance to young people and their parents for 2012 and expand the venue to High Peak.	Sept/Oct 2012		14-19 Manager	All young people and their parents have access to high quality impartial information and guidance which enables them to make more informed choices about courses and progression routes.
To work with the Derbyshire Economic Regeneration Team, the Young People into	Ongoing		14-19 Manager	

Employment Group, the National Apprenticeship Service and Job Centre Plus to raise awareness of labour market opportunities and ensure links to curriculum development across locality areas.			/IYS Manager	
Map existing support for young people at each transition and develop and publish an IAG offer across DCC and its partners		July 2013	IYS Manager	All key delivery partners better informed about the range of opportunities available

<b>Strand 4 – Establish Support Mechanisms at Transition KS4 to Post 16 and sustained participation through to 18</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
To explore the development of a 'progression agreement' from KS4 to post 16 in consultation with schools, FE colleges and post 16 providers		July 2013	14-19 Manager	Progression agreement in place
Where appropriate, to analyse data from the September Guarantee to identify the characteristics of young people who do not participate post-16, in order to develop the appropriate support and provision to meet their needs	Sept 2012	Jan 2013	IRA Manager	September Guarantee fully met
To continue to work with learning communities and other key delivery partners to ensure clear progression pathways are in place;		July 2013	14-19 Manager	Increase in the number of young people achieving level 3 at 19 from 50.4% to 54% in 2013.
Ensure transition arrangements for 16, 17 and 18 year olds transferring from one provider to another mid course are in place through the development and implementation of a 'managed learner transfer' process and participation advisor role;	Pilot work commences July 2012	Review & revise for July 2013	14-19 Manager	More effective targeting of resources to prevent young people dropping out of structured learning post-16 with an increase in level 2 attainment by age 19 from 77.4% to 84% by 2013
To develop an exemption framework which addresses the needs of young people who may need a 'temporary break in learning' due to their immediate and short term circumstances.	By Sept 2012 a draft framework in place		14-19 Manager/IYS Manager/PEW Officer	A clear framework by which front-line staff have a clear understanding of the requirements for exemption. All young people requiring a break in training are time limited and reviewed regularly

<b>Strand 5 Identify Provision Needs and further develop the Curriculum Offer</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
To implement a framework for the strategic review of post 16 provision in Bolsover and North East Derbyshire which can be rolled out across the rest of the county, in order to determine the sufficiency of provision necessary to improve retention, participation, achievement and progression for all students.	Finding/recommendations by May 2012	July 2013	DAD (SL)/HoS (TS)	Model for implementation rolled out across the county and gaps in provision/duplication identified.
To continue meetings with cross border authorities to identify and share commissioning intentions for 16-18 year olds.	Sept 2012	Feb 2013	HoS (TS)	Effective partnership structure in place
Continue to develop and expand the 14-19 offer through Derbyshire learning communities and to work with post 16 providers to strengthen the opportunities available for work experience within 16-19 study programmes and the involvement of community and voluntary sector organisations;	Ongoing	Annual programme of activity/provision agreed in each LC	14-19 Manager	All young people have opportunities to access a wide range of work-related learning provision which will enable them to apply their learning in a working environment
Continue to liaise with the National Apprenticeship Service through development of an Apprenticeship Strategy to ensure representation and access to available apprenticeships and to successfully implement the pre-apprenticeship route via FL;	May 2012- Apprenticeship Plan in place	July 2013	14-19 Manager	Increase in the take up of apprenticeships by 14% from 2399 at end of 2010/11 to 2734 by end of 2012/2013
To continue to support initiatives which help to increase participation including Youth Contract delivery, growth of level 3 apprenticeships and support the National Apprenticeship Service (NAS) in the expansion of pre-apprenticeship pathways within FL;	May 2012 - Youth Contracts		IYS Manager/14-19 Manager	Coherent provision infrastructure from engagement to higher level mainstream provision which help to support narrowing the gap amongst our most vulnerable learners.

<b>Strand 6 Engaging Employers</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
Working with key Stakeholders including NAS, JCP, DEBP, District Councils and Derbyshire & Nottinghamshire Chamber, maximise existing channels of communication and create opportunities for getting regular and comprehensive communication with Derbyshire employers about the implications of the RPA legislation;	Ongoing		14-19 Manager /PPRO	A range of measures utilised including Business First, Employer Leaflets, DCC Web-site, Employer Group presentations leading to an increased awareness of RPA amongst employers
Through those networks encourage employers to increase the number of extended work experience placements / internships available for Post 16 learners and those that are NEET;	Ongoing		All	Increase in the number of internships being delivered through 14-19 provision
Working with the Economic Regeneration Service, explore the feasibility of delivering a stakeholder event for those partners who have a key role in engaging and working with employers.	September 2012		14-19 Managers	Raised awareness across key stakeholders regarding implications of RPA and employer engagement and strategies identified for increasing demand amongst employers.
To identify those employers who are offering employment without training and communicate the statutory responsibilities enshrined in the raising of the Participation Age legislation and raise awareness of the apprenticeship route;	July 2012 List of young people/employers		IRA Manager	Increased employer engagement in learning and training programmes and reduction in the number of young people in jobs without training.
To work in partnership with NAS in order to promote the appointment of apprentices throughout the County Council and other public sector employers.	Ongoing		14-19 Managers	Increase in the number of County Council apprenticeships

To work in partnership with providers and key stakeholders in targeting our priority sectors in conjunction with raising the aspirations of young people to enter some of these sectors.		July 2013	14-19 Manager /IYS Manager	Increased take up across priority sectors.
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NOTE: Pending the outcome of recent consultation regarding RPA legislation further thought may need to be given to the process for dealing with employer sanctions.

<b>Strand 7 - Communicating the RPA message</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility (Bold)</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
Work with Local Authority colleagues to identify the use of existing channels of communication such as e-bulletins, Derbyshire County Council web-site, news bulletins, school publications etc to cascade the RPA message;	Mar 2012		14-19 Manager /PPRO	Raised awareness of RPA across all key delivery partners, internal colleagues, young people, parents and employers
Develop a local branding for RPA and develop a young person's face book page linked to Routes Ahead website.	Apr 2012	Jan 2013	PPRO	Key audiences prioritised. Young people accessing face book increasing awareness of RPA.
To develop a series of communication tools to support internal and external colleagues in cascading the message. This will include a series of leaflets to key audiences, presentations and lesson plan resources.	May 2012		14-19 Managers	Raised awareness of RPA across all key delivery partners, internal colleagues, young people, parents and employers