

14-19 Agenda Task Group: Final Report

**Children & Young People's Services Scrutiny
Committee**

16 June 2010

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Preface

By Councillor Chris Haywood



Chair, 14-19 Agenda Task Group Children & Young People's Services Scrutiny Committee

I am very pleased to be able to present this scrutiny review on the 14-19 Agenda. It has been a great privilege to chair this Task Group.

On behalf of the Group, I would like to thank everyone who contributed to this review including the officers from Children and Young People's Services (CYPS) who provided members with an invaluable level of expertise and guidance, and also to thank those external witnesses, particularly the young people who so kindly took the time to inform the review process in their evidence giving.

I would also especially like to thank the members of the Group who contributed greatly to the process.

Councillor Chris Haywood

14-19 Agenda Task Group: Final Report

1.0 Introduction

- 1.1 The Task Group — Councillors Chris Haywood (Chair), Alison Boyle, George Gribble, Sam Robinson and Saxon Spence — would like to place on record its gratitude to the witnesses who contributed to the review. In submitting its recommendations, the Group has sought to ensure that its findings are supported with evidence and information to substantiate its proposals.
- 1.2 This study into the 14-19 agenda links directly to the priority of the Council's Strategic Plan 2006–2011 in that *'Devon's children should have the best possible start in life and gain the knowledge and skills they need to lead happy, healthy and fulfilling lives'*. One of the objectives under this remit is to support parents, families and carers to help children and young people enjoy learning, aim for excellence and achieve to the best of their ability.
- 1.3 Time and resources necessitate that this review provides a snapshot approach to highlight significant issues relating to the 14-19 agenda in the County. The list of witnesses to the review does not pretend to be exhaustive, but hopes to provide insight into the central themes affecting the 14-19 curriculum at the present time.
- 1.4 The Task Group's terms of reference:
- i) To examine the current 14-19 curriculum in the County.
 - ii) To assess the number of young people up to the age of 19 in full-time education, employment, training and those not in education or training (NEETs).
 - iii) To consider the qualification pathways for young people up to the age of 16, and to consider the pathways post-16.
 - iv) To consider the provision in Devon of high quality work-based learning routes and the status of vocational awards.
 - v) To examine the national 14-19 reforms and the proposed implementation of these reforms across the County given the current economic climate.
 - vi) To make detailed recommendations to the Children and Young People's Services Scrutiny Committee on the findings of the Task Group.

2.0 Context

2.1 Published in October 2008, 14-19 Reform: Next Steps, gives a comprehensive stock take of the recent strands of 14-19 reform and a statement of the Department for Children, Schools and Families' (DCSF) current priorities. Next Steps highlights three goals (from the Government's Public Service Agreements):

- i) To ensure that all young people participate in education or training:
 - until at least their 18th birthday
 - that stretches and challenges them to achieve their potential and
 - that enables them to go on to FE/HE or skilled employment.
- ii) To give young people the knowledge and skills that employers and the economy need to prosper in the 21st Century.
- iii) To close the achievement gap so that all young people have an equal opportunity to succeed, irrespective of gender, race, disability or background.

DCSF guidance states that technological change and the global economy are leading to a quantitative change in demand for knowledge workers and a broader range of work place competencies and soft skills that complement academic or technical skills. Education and training in the UK is changing in line with this to ensure that every young person has a high-quality, interesting and useful curriculum that will help them achieve their potential and progress to further and higher education and skilled employment.

The key elements of the reform programme are:

- raising the minimum age at which young people leave education or training to 17 by 2013 and to 18 by 2015
- introducing a new suite of qualifications, Diplomas in 17 subject area at three levels by 2013
- reforming A-Levels with a reduction in assessment while ensuring that every candidate is stretched and challenged
- introducing a new extended project qualification for advanced Diploma and A-Level students
- creating new functional skills standards and qualifications in english, maths and ICT
- reviewing and updating GCSEs
- expanding apprenticeship opportunities
- supporting learners below level 2 and level 1 through the foundation learning tier
- placing responsibility for education and training of all young people to 18 with local authorities so there can be a more holistic view of services for under 19s
- increased emphasis on science, technology, engineering and maths.

DCSF believe that the reforms will collectively encourage more young people to continue in learning on courses that they find engaging and that will help them to achieve more by 19. The goal is, by 2020, for 90% of young people to achieve level 2 (5 A* to C GCSEs equivalent) by the age of 19, and 70% to achieve level 3 qualifications by that age.

2.2 It was initially agreed on 23 October 2008 that review of the 14-19 curriculum be undertaken to examine current activity, wider provision and infrastructure arrangements and support in view of the national programme of reform. The commencement of this review was then postponed until after the County elections in 2009.

3.0 Recommendations

- 3.1 The recommendations seek to support the aim that all young people in the County are offered a comprehensive range of educational and training options to help them to achieve and maximise their potential. It is important that barriers to learning are removed, so it is made as easy as possible for young people to engage in education and training. The recommendations recognise and support provision for those young people who may be in danger of slipping through the net and becoming increasingly hard to reach.
- 3.2 The Task Group's recommendations have been drawn up using the evidence obtained from contributors and background material.

Devon County Council

- Recommendation 1** **That Devon County Council (DCC) produces an action plan to ensure full and easy access for every young person post-16 to the pathways detailed in the reforms including reviewing provision to offer accessible and viable sixth form and vocational opportunities on a federated or virtual form where appropriate.**

Rationale

DCC, schools, further education colleges and training providers need to be clear about what a young person's entitlement is. Every young person post-16 in the County should have full access to the pathways detailed in the reforms including a range of vocational courses and the option of employment with accredited training. It is a source of extreme frustration when a course or training route is not available for a young person, and may have a potentially detrimental effect of lowering ambition. Providers must collaborate to consider transport and logistical issues to ensure ease of access for the young people concerned including their being able to register attendance at their place of training, virtual sixth forms and other e-learning options.

- Recommendation 2**
- a) **That the Sub Regional Partnership (Devon, Plymouth and Torbay) undertakes an investigation into increasing opportunities for apprenticeships, to include exploring options to make it easier for small and medium sized businesses to offer work experience and take on apprentices.**
 - b) **That DCC examines its corporate approach to apprentices and potential to increase the number of apprenticeships it currently offers and how these are communicated to young people.**
 - c) **That DCC working alongside the National Apprenticeship Service to facilitate schools, Colleges and Connexions in promoting the apprentice pathway equally to young people.**

Rationale

The collaboration between DCC and FE colleges with employers is very important. There are issues about the relationship between small and medium sized employers and education providers. Significant support needs to be provided to these businesses to help them take on young people in

work experience and apprenticeship schemes. Colleges need to take on an element of training to try to remove the obstacles for employers and make the process as streamlined as possible. It is important in turn that DCC maximises opportunities for taking on apprentices.

Recommendation 3 **That DCC and Connexions along with education providers review their strategies to communicate and engage young people in the education, employment and training opportunities available to them to include:**

- **improved information and guidance (IAG) /careers education**
- **increased use of social media**

Rationale

There is a need to pass on the expectation and accountability of quality IAG / careers education to providers including schools in this regard. It is vital that young people are given as much information and guidance as possible to support them in making decisions about their options at age 14 and upwards. Currently it appears that not all young people in the County are receiving adequate support, and therefore are not aware of the options available to them. DCC, Connexions, schools and FE providers need to review the way in which they communicate and engage with young people about the opportunities for education, training and employment. Effort must be made to utilise facebook and other types of social media.

Recommendation 4 **That Integrated Youth Support and Development Services (Youth Service) revise their communications strategy as a key and integral part of their business planning/media strategy to ensure young people and 14-19 providers are aware of the opportunities offered.**

Rationale

The Task Group recognises the value of some excellent Youth Service provision in the County; however, such provision needs to be properly communicated to the young people concerned and this is an area of work that needs to be improved upon.

Recommendation 5 **That DCC publish its 2009-10 and the 2010-11 position on Diplomas and accredited programmes available throughout the County including from FE.**

Rationale

It is vital that DCC presses the new government to make clear its policy with regard to the future of Diplomas, and takes the lead in promoting Diplomas as a key aspect of the 14-19 agenda.

Recommendation 6 **That DCC, 14-19 Area Partnerships and providers continue to cooperate in hosting and securing attendance at careers and education fairs to include FE, employers and the third sector.**

Rationale

The Area Partnership careers and education fairs are an important tool in helping to raise young people's awareness of the variety of opportunities available to them.

Recommendation 7

That DCC examines the opportunities provided by the new Government in educating young people about the setting up of private enterprise.

Rationale

The Task Group recognises the importance of private enterprise. There is a need to instil a culture of enterprise in young people and help support the transition from education to the workplace. Pupils in primary and secondary schools should have access to a range of vocational and entrepreneurial experiences. The Education Business Partnership provides a range of services to schools to promote enterprise through "Passport to Enterprise".

Recommendation 8

That CYPS review its overall provision to ensure adequate support to the most vulnerable and difficult to reach young people both pre and post 16.

Rationale

The Task Group received evidence from the excellent Devon Action programme which supports the most vulnerable young people across the County who have been excluded from school, or those on the verge of being excluded. There is a need for this type of specific intervention for those young people not able to cope in a school or Personalised Alternative Curriculum Centres (PACC) setting. Without this level of intervention, these young people are unlikely to reengage in education and are liable to enter into the not in education, employment or training (NEET) category. As part of reducing the number of NEETs and young people entering the youth offending system, CYPS should review its provision for the most vulnerable and difficult to reach in conjunction with the Stepping Stones programme, and assess where in the system there is scope for increased capacity. There should also be an urgent review of the reported practice of young people not able to meet the appropriate level being removed from courses without alternative provision.

Recommendation 9

That Transport Coordination Services continue to be creative in mapping provision and deploying resources, to plan transport and access solutions which are sustainable for learners and which deliver best value.

Rationale

It is evident that there are some excellent officers involved in managing an extremely challenging service to operate both within CYPS and the Economy, Environment and Culture (EEC) Directorate, yet while school transport is a complex area; it is one which DCC must remain in control of and continue to improve upon. The Task Group fully endorses the recommendations of the School Transport Task Group (CX/10/56) also published on 16 June 2010 CYPS Scrutiny Committee agenda that address these areas in more detail.

Schools

Recommendation 10

That all secondary schools in the County appoint a lead governor for information and guidance/careers education.

Rationale

Local learning communities need to ensure that children and young people are provided with sufficient information and guidance on the options stage, as well as careers education from an early age. The appointment of a governor with a remit for information and guidance/careers education in secondary schools will ensure that there is proper advocacy. Schools should be encouraged to contract outside agencies to provide careers seminars and inset training for careers teachers.

4.0 Summary

The reforms to 14-19 education represent massive changes for all concerned, from young people and their parents, to schools, FE providers and employers, and DCC itself. Positive work is taking place and substantial planning is beginning to result in effective and relevant learning. It is essential to raise awareness and to ensure that students, parents, employers and the community are fully informed of new developments and that high quality information and guidance is provided.

There is a need for planning for the future for vocational routes, and offering young people a greater emphasis on careers guidance at an earlier age. It is not easy to change the culture and system whereby A-Levels are the gold standard. The emphasis and kudos is on high achieving academic qualifications rather than those more vocationally based qualifications. However, GCSEs and A-Levels are not the most suitable qualification for many young people and there is a need for rationalisation of provision to reflect this, to ensure that the needs of young people are kept at the centre of the delivery of the 14-19 agenda.

The culture of competition between some school sixth forms and FE providers is not helpful in the promotion of 14-19 collaborative delivery and the best interests of the young people concerned. A culture of school and college headteachers / principals working more closely together needs to be promoted, with the development of partnerships that go beyond relationships between individual teachers but are established for long-term institutional cooperation. This could be adversely affected further if the Academies Bill leads to widespread change in Devon and further promotes an insular competitive approach.

There are issues to consider in terms of the 14-19 agenda and school transport, as the move towards more personalised learning will inevitably place additional demands in terms of transport. It is a significant issue for transport to be able to meet the array of flexible programmes likely to be offered given the rurality of Devon. In the financial year 2009/10, the transport budget was reduced by more than £800,000, at a time when there is an increasing demand for a more personalised service. Appropriate travel arrangements should be set up alongside courses, and school teachers need to be familiar with travel plans and initiatives provided to support young people's access to further education, or work placements.

5.0 Findings

14-19 Agenda Overview

5.1 Transfer of Responsibilities

There is a new partnership between the Learning and Skills Council (LSC) and Devon County Council (DCC) in the delivery of the 14-19 agenda. As of 1 April 2010, many of the responsibilities of the LSC have been transferred to DCC, and the 14+ Learning & Skills Strategic Team has been created. DCC has been working together with the LSC on this transfer in responsibilities since May 2008. It is more than 15 years since local authorities worked in this area of FE, and therefore it is hugely advantageous that experienced staff from the LSC have transferred to DCC. Central to this has been the appointment of John Peart as the Head of 14+ Learning & Skills Strategic Team, as an influential figure in the South West in terms of the 14-19 agenda as the former LSC Partnership Director [Devon & Torbay]. Officers reported that the transfer to date has been very smooth, while some local authorities may have struggled with the transfer process DCC has been well placed. The effort and organisation of staff involved has been outstanding. Young people should not have noticed a change in terms of the provision of services; instead, the transition for young people into FE at 16 should improve.

5.2 Raising Participating Age

The minimum age at which young people leave education or training is being raised to 17 by 2013 and to 18 by 2015. The emphasis of the rising participating age is not about raising school leaving age, but about active participation and the provision of opportunities for all young people post-16. Learning provision will need to be full time, or for those who are working for 20 hours a week or more can be part time – equivalent to one day per week. The raising of the participation age will require the creation of more flexible provision for education, learning and training as schools alone will not have the capacity required to accommodate the additional numbers. New programmes of study including Diplomas and Foundation Learning will be partly delivered in a practical learning environment. In addition, there will be an emphasis on creating opportunities that are more relevant for young people who are NEET. Even a college environment might be too much for some of these youngsters. It is not just about being in school; it is about delivery by employers and training providers to support constructive training, more practically based education and learning. The current Year 8 (2009-10) cohort will be the first to experience the raising of the participation age.

5.3 14-19 Partnerships

The 14-19 Team is structured into 4 area partnerships within Devon: East and Mid, South, North, and Exeter. The partnerships are encouraged to look at the main pathways: GCSE/A-Levels, Diplomas, apprenticeships, Foundation Learning and the option of work with accredited training. Partnerships are working to create an offer to meet the needs of all young people in the County with a range of curriculum opportunities. Targets include focus on:

- raise the achievement of all learners 14-19
- increase vocational, applied and academic opportunities at KS4
- increase education and training opportunities post-16 and post-18
- raise aspirations and progression opportunities 14-19
- increase the number of young people participating in higher education, particularly those from under-represented groups
- increase opportunities for learners working within the Foundation Learning Tier
- develop learning pathways to meet the individual needs of all learners
- ensure all learners have equality of access to collaborative provision
- address skills needs in the South West.

The speed by which the greater element of choice in the County has been introduced in terms of 14-19 has been rapid. It was reported to the Task Group that there are problems with a proliferation of choice in certain areas, with a lack of understanding as to how

qualifications differ from one another. This can cause confusion to both the young person involved and their parents. In other parts of the County, the choice afforded to young people has been much more limited.

5.4 Sub Regional Group

DCC is required to form partnerships with other local authorities as part of the dissolving of the LSC and is partnered sub-regionally with Plymouth and Torbay. Officers reported that the Sub-Regional Group's structure was set much further ahead than many other local authorities and this has been advantageous. Devon should also continue to work closely with neighbouring counties not on the Sub-Regional Group, which will help to ensure that DCC's geographical boundaries do not act as a barrier to young people's access to 14-19 provision.

Education, Employment and Training Routes

5.5 Schools, Sixth Form and FE Colleges

The majority of 16-19 students and apprentices are enrolled in one of Devon's 3 FE colleges: Exeter, Bicton and Petroc with significant number choosing to study at FE colleges in Taunton, Torquay and Plymouth. In the region of 5,000 16-18 year olds are studying full-time in Devon's sixth forms compared with 8,000 in Exeter, Bicton and Petroc, with a further 1000 apprentices managed directly by the FE colleges.

As a result of the move to base part of post-16 funding on completion and successful achievement of qualifications, headteachers and principals have become increasingly selective and risk averse in terms of taking on young people. They are also wary about damaging their Ofsted rating. Headteachers report difficulty putting the needs of the learner ahead of needs of the institution, and there do appear to be instances of young people who are not achieving passing grades being removed from courses and potentially being left without further educational provision in the short term at least.

The relationship between schools and FE colleges can be difficult, with a certain amount of competition and tension between the parties, with some institutions being very insular. The results driven culture of schools and FE colleges can reinforce an independent way of working. There is for instance limited data transfer between schools and colleges. At Exeter College some information is passed from schools in Exeter, but for those pupils coming from schools outside of the city there is often no information on special needs students. There can be vested interests with some schools encouraging pupils to stay on in their sixth form colleges rather than consider what pathways may in fact be more appropriate for the individual.

Nationally there is a move for greater equity of funding between sixth forms and FE providers. Each full-time student at a school sixth form is funded at approximately 10% higher levels than those studying at an FE college, which works out at about £500 less per pupil per annum. This means that some of those students requiring the most support are funded at lower levels.

It is important that FE providers do not make thresholds for entry higher but provide these young people with more support and that is the key challenge. DCC does however have more influence with the FE sector now that it has taken over some of the responsibilities of the LSC. Officers are aware that there is variable quality in the County's sixth forms and are employing detailed data analysis, as well as exploring ways to influence learning and training. There is value in localised provision, but courses can be delivered in schools where they do not necessarily need to have a sixth form day centre. A virtual sixth form can be delivered across several schools, which would allow for continued provision without having a designated sixth form within a specific school.

It is hoped that the changes to 14-19 following the transfer of responsibilities to DCC will help to address the issue raised by DASH that headteachers have not always felt that there was a sufficient strategic lead for 14-19.

5.6 Connexions

The Connexions service provides both universal and targeted IAG, support and placing for young people aged 13-19 (up to the age of 25 for some young people with special needs). Additional Connexions support can be bought in to improve school IAG. Through being a peninsular wide organization support continues if a young person moves across local authority boundaries to learn and this then helps to avoid many issues in terms of information sharing. Connexions provide a qualified personal adviser in every maintained school and college. The advisers work with young people prior to the Year 9 options, in preparation for post-16 options and on options for further learning and work after post-16 study. Connexions have some contact with 80% of year 11s although 1:1 contact is usually limited to those with more complex needs.

Connexions has a high contact rate with young people in Devon, Connexions know of 99% 16-18 year olds in Devon compared to 91.4% in 2002 and a national average of 95.4%. In addition to those seen in schools and colleges the Connexions centre in Exeter, for instance, has 1000 to 1500 callers per month. Connexions workers write, phone and visit young people in their homes to ensure that they have an offer of help, engage with providers and do not slip through the net. Connexions try to equip young people with the necessary skills to be ready for the workplace.

Connexions run a vacancy and placing service for young people and employers. However, the vacancies available do not always match with the available young people. For example, Connexions report that employers contact them with office based jobs, where they require young people with a minimum of 5 GCSEs at C grade or above. There are however many young people who do not have the requisite GCSEs who want more practical jobs or apprenticeships, with young men forming a disproportionate number of this group. There does not seem to be enough opportunities for young people without 5 GCSEs at grade C or above.

Concern was raised by young people of schools or FE colleges doing little to promote or advertise the Connexions service. Some young people reported that they had initially thought that Connexions was just a service for setting up work experience placements. Having now been involved with Connexions, young people felt it was an excellent service. Headteachers also reported a high regard for the work of Connexions.

5.7 Careers Education

Along with quality leadership in schools, high quality impartial careers education is vital in improving the overall 14-19 picture. There are issues about young people being pushed into academic courses when they would be happier and more suited to a vocational type of course. Careers education should help a young person to pursue their interests and raise their aspiration regardless of the level at which they are working. Officers advised that young people are regularly having their views canvassed, with feedback from students on the effectiveness of careers education across Devon.

The young people interviewed by the Task Group reported receiving minimal careers education, the main focus of which was on those students wanting to do A-Levels and go to university. The biggest gap appears to be for post-18 options other than university, as well as information at 16 about less academic courses. It is difficult for some young people to understand the opportunities available to them and therefore clear and consistent careers education is needed ideally through PSHE sessions to ensure that it is an ongoing process. If introduced, the Pupil and Parent Guarantees include guaranteeing all secondary school pupils access to high-quality careers education and IAG so they can make informed choices about learning, work and lifestyles and are well supported during transitions.

There is a need nationally and locally for media campaigns to raise awareness about these new initiatives for the young people themselves and their families. Parents sometimes want their children to do GCSEs and A-Levels even if inappropriate because other qualifications are not properly understood or valued. A careers type fair for young people pre-16 about apprenticeships and other course options other than A-levels is already offered in all the 14-19 Area Partnerships. These include information from FE,

apprenticeship providers as well as employers. However, more needs to be done to promote and improve attendance at these fairs which is variable across all schools.

5.8 Practical Learning Opportunities

There needs to be an appropriate balance tailored for individuals between the vocational and the academic. Vocational courses in secondary schools need to be valued as highly as academic courses. It increases a young person's self worth and confidence if they are doing something at which they excel. With a more flexible curriculum, there is a much better chance of getting young people into a relevant course where they can thrive. The college / school collaborative provision for 14-16 year olds is an established and successful programme enabling Key Stage 4 learners in school to access a range of vocational and applied courses at College. In the region of 600 learners participate in the programme of which approximately 400 are from Exeter schools. This is in part due to ease of access in Exeter reducing the cost of such provision.

£2,000,000 has been set aside in Devon for investing in access to vocational skills facilities. A dedicated centre has already been set up at Holsworthy in conjunction with Petroc (formerly North Devon and East Devon College). The net result of which has seen a significant reduction in NEETs and permanent exclusions. Independent vocational skills centres work well where they are set up in partnership with other schools and FE providers. The Principal of Exeter College did not feel that colleges have been involved enough in the setting up of rural skills centres, and questioned whether there is adequate funding to do this. There is an issue as to how more facilities for vocational courses can be created as they require capital investment. This will involve joining up student needs and the ability of institutions to provide practical work spaces.

5.9 Diplomas

Diplomas are new qualifications in applied learning that have been introduced from September 2008. The Diploma offers a personalised program to the individual concerned. The Diploma does not have to be delivered by just one institution but by a range of providers. The new Diploma line provides opportunities for all young people including those with a vocational aptitude. Too often young people who are seen as less academic do not have a chance as they are not expected to succeed, and the result of which is that they lack ambition and become increasingly alienated. With the dis-applied curriculum, there are opportunities for the 14-16 age group to take part in different types of work experience. Diplomas and apprenticeships do not need just to be aimed at more traditional practical skills based employment opportunities. Apprenticeships are being set up with solicitors and accounting firms etc, with progression to university. It is not designed to be a two tiered approach of practical and academic qualifications.

It has taken considerable time and effort for schools and colleges to get to the point of being able to offer Diplomas. It is much easier in larger urban areas for Diplomas to work with particular difficulties being faced in rural areas, where a cluster of schools need to agree Diploma lines so pupils have access to a reasonable selection of courses. Schools need to work collaboratively with colleges and employers to fit the structure for Diploma delivery with an emphasis on sharing facilities, equipment and providers to maximise the use of resources. There is a funding implication in order to facilitate smaller groups working in a practical environment. Employers need to be involved in order that they can reinforce relevance and make students more employable. Relevance is vitally important, if a young person is going to be motivated to undertake a certain pathway. None of the Diploma courses are however designed to make young people job ready.

Although there is an Employer Engagement Strategy, schools and FE colleges are reporting that Diplomas are not yet being sold nationally to businesses. Businesses have to see that Diplomas are useful to their staff. Schools and colleges need to be providing courses and qualifications that employers want.

It was reported to the Task Group that many headteachers have waited on the outcome of the general election before fully implementing plans on Diplomas. Headteachers are fearful that Diplomas will be discontinued following the change in leadership and national policies. There may also be an issue where schools and colleges do not want to offer

comprehensive Diploma lines where existing courses are successful and there is reluctance to direct young people from some of these more traditional courses.

The Task Group received evidence to suggest that while the Diploma qualification is in principle a good idea, there are difficulties in terms of how it can be made to work, particularly when at present Diplomas are seen as second or third choice options for less academic pupils, and are not viewed by young people as a viable alternative to A-Levels. Connexions also reported that there are many young people who fall below the level of achievement required for the Diploma.

5.10 Apprentices

Apprenticeships are seen by employers and employees alike as an effective way to get the relevant skills training to help secure employment. An apprenticeship offers a wage from the onset, training and options of further qualifications, as well as a likelihood of continuing employment. Young people reported that apprenticeships are an increasingly attractive option as they are worried about the cost of going to university. Apprenticeships are nationally being promoted as a mainstream training option for young people.

Concern was expressed to the Task Group about the number of young people wanting to do an apprenticeship in Devon, who are not being afforded the opportunity to do so. This may in part be something of a communication issue, with young people not receiving enough information on the various apprenticeship schemes available. Within the County as a whole, there are vacancies for apprenticeships, but these opportunities are not at present being taken up. A factor along with a lack of information and guidance may also be with the relevance of the apprenticeship, and its appeal to the young people concerned.

The experience and practical skills of the County's workforce needs to be properly utilised, but tradesmen across the County may be put off from taking on apprentices because of the level of training and bureaucracy involved. Small businesses are often insular with 95% of the 40,000 businesses in Devon having less than 10 staff, and there is an issue of how they can be engaged and supported. Part of the remit of the National Apprenticeship Service is to work with businesses in order to try to promote their taking on apprentices. There is sometimes an issue with employers having the time to meet with schools and colleges to plan and implement new programmes of study. DCC is planning to offer an incentive up to £2000 for employers to take on apprentices.

There may be scope for DCC to increase the number of apprentices that it takes on each year. Currently that figure is between 10/12, but it was thought to be higher in other local authorities. It is important also for DCC to look to its own procurement as to how relationships can be fostered with employers willing to take on apprentices and stipulations applied to contracts. For instance, with the Building Schools for the Future programme, contractors who are prepared to take on apprentices could be favoured.

5.11 BTECs

As part of the 4 national curriculum pathways for 14-19 year olds recognised by Government, the general route also includes BTEC qualifications. At Exeter College, approximately 1190 students are studying for BTEC Nationals and 322 for BTEC First Diplomas. Nationally over 100,000 young people with National Diplomas progress to university each year. The Principle of Exeter College would like the BTEC route to be more widely recognised, as this is a popular pathway for young people in Devon and is a well known qualification among students, schools and families, just not in the press and media. There is concern from some colleges that these courses might be less well subscribed with the advent of the Diploma. Officers reported that there has been uncertainty in terms of BTEC funding, but these courses will continue for the near future.

5.12 Foundation Learning

Foundation Learning (FL) is a package that will allow for a bundle of qualifications pulled together to suit the needs of individual students and maximise their success. FL is provision for all young people working below Level 2 (GCSE A*-C and equivalencies). It is

introducing the concept of a credit framework where learners can gain credit for work achieved at Entry Level and Level 1 and credits can be combined to form full qualifications. Once a student has completed units within FL they could progress to a GCSE or a Diploma. FL provision builds on Key Stage 4 engagement programmes provided by college, training providers, special schools, youth service and others. All Devon FE Colleges have piloted post-16 FL provision and Exeter 14-19 Area Partnership has piloted pre-16 FL provision, following which all 14-19 Area Partnerships are drawing up plans for implementation.

5.13 GCSE and A-Levels

Alongside the more radical changes described, schools and colleges have had to implement new and revised GCSE and A-Level programmes of study. An issue is the absence of parity in terms of Diplomas and vocational courses. Young people advised that it is largely assumed they will follow the A-Level and university route, and schools / colleges find it easier to focus on those high achieving more academic pupils, as opposed to other students who may have greater need for support.

5.14 Young People in Employment

There has been a shift in the destinations of young people away from jobs (with and without) training and apprenticeships toward FE and sixth forms. Connexions estimate, that there are now 400 fewer young people 16 – 18 in work (including apprenticeships) and 400 more in full time education than a year ago (2008/9 figures) with over 80% of learners stay in full-time learning until aged 17. Young people at 16 recognise that there are limited viable employment opportunities available to them with any kind of long term potential, the employment market is increasingly sessional and part-time. Although there are fewer unemployed 16 year olds, concerns were raised to the increase in unemployed aged 18-24. The economic downturn has certainly been a factor in this, and it seems to have affected North Devon particularly adversely. It was suggested to the Task Group that there may be an issue of unrealistic expectations with some young people wanting more attractive or higher paid jobs than they are likely to get.

It is of concern that the employment market along with the education sector has become increasingly risk averse. Devon is below the national and regional average in terms of those young people coming to an end of a court order who are engaged in employment or training. There is also a funding disincentive that colleges experience with funding being linked to completions. There is an issue with businesses not necessarily wanting to take young people on who have a record of challenging behaviour, as it goes against many employers' risk management policies. There are however entry to employment programs. Connexions try to encourage colleges and business to take on those young people who might be classed as challenging.

There are issues at 18 for young people with SEN having to compete for jobs and courses with mainstream young people. Those young people who were School Action, School Action Plus, or statemented form a disproportionate number of Devon's NEET population. Employers may be understanding of those young people with physical disabilities and are able to adapt the workplace accordingly, but there are issues with those young people with for example, needs on the autistic spectrum and how employers accommodate them.

Education Business Ambassadors is an initiative set up by the Education Business Partnership to support young people achieve their full potential and enable them to take a positive and active role in the workplace. The scheme helps to build relationships between schools and local businesses, while adding value to the school curriculum through 'real life' experience. In addition, the scheme will help to ensure that young people are taught skills such as communication, adaptability and entrepreneurship.

5.15 Work Experience

Work experience is vital for young people to gain understanding in employment and is helpful in identifying careers they may want to pursue. Young people often do not have the experience that makes them attractive to employers. The school is legally responsible

for work experience. Connexions can however meet with young people to help them think about what placement they would prefer to do and give them pointers as to where they might try. Those young people who know what they want to do in terms of their work experience are unlikely to see Connexions staff about it; those the school are concerned about because they do not know what they want are often sent to a Connexions Personal Adviser for guidance around likely areas of placement. Work experience is also a key aspect of many new programmes including Diplomas not just for a one off week or two but as a regular part of the learning experience. Issues of difficulty in finding suitable placements were raised with young people reporting a lack of help and guidance.

Other Key Issues

5.16

Young People Not in Employment, Education or Training (NEETs)

15% of long term NEETs – young people not in education, employment or training – are dead within 10 years. NEETs is a matter of life and death - Jon Coles as quoted in the TES, 7 August 2009

NEETs are a safeguarding issue. 16 – 18 NEET figures are monitored on a monthly basis and formally measured for the period between November and January. After a small rise in 2008/9 to 6.4% the figure has fallen to its lowest ever level of 5.7% in 2009/10. While this is slightly higher than statistical neighbours, this has to be set against the fact that Devon has one of the lowest numbers of 'not knowns' in the country at 0.8% in 2009/10. This amounts to 1151 young people who are NEET and 208 whose circumstances are not known. A hardcore of more difficult to engage young people remain NEET for extended periods, or repeatedly re-enter NEET status. Officers advised that further reducing NEETs in the long term will require sustained effort and joint approaches.

The best way to reduce risk to young people is to have them engaged in work and learning as they are less likely to become involved in crime and drugs. Educational aspiration is central in reducing NEET numbers. Many young people do not lack ability, but their lack of aspiration is a barrier to progress and achievement. There are significant challenges to overcome particularly in areas of deprivation. The new 14-19 agenda forces DCC and schools to consider those young people who do not want to engage, and look how the variety of provision can be extended to meet the needs of all young people. It is vital to work towards raising aspirations, by matching a young person's ability and interest with a programme of education and training. All agencies are involved in reducing the number of NEETs with particular emphasis on engagement at KS4 and providing a coordinated approach through the new Personalized Alternative Curriculum Centre (PACC) within Stepping Stones. Connexions have operated a programme to help make a young person more employable, which focuses on raising self-esteem. If this programme is to be sustainable then it would need to be mainstreamed into the 14-19 provider offer rather than be dependant on external funding applications by Connexions.

The September Guarantee is an offer, by the end of September, of a place in learning to young people completing compulsory education. The September Guarantee is an important element of the DCSF's strategies for reducing the proportion of NEETs, increasing participation, and attainment at age 19. Devon is in the top 10 performance nationally in terms of percentage of young people leaving school at Year 11 with an offer of FE with 98.1%, compared to a national average of 94.5% (2008 figures). An issue though is the number of young people with a place in FE who may have an offer for a course that they do not want to do. A problem of young people dropping out of courses is that often they cannot start a new course until the following September, which could be nearly a year and be a further contributory factor to this pattern of worklessness. With the January Guarantee, young people can be picked up and can start new courses from the January term although these are more limited than the September offers given that most provision is based on an academic year and is not roll on, roll off. However, apprenticeships are easier to set up as roll on, roll off provision throughout the year.

Basic literacy, numeracy and IT skills are essential for young people. It is vital that primary schools in the County focus on certain basic standards to try to reduce the number of young people who from the age of about 14 may begin to move towards being NEETs. There is a strong pattern of low literacy and youth offending. It is not uncommon

for 17 year olds in YOS to have reading ages of 6 or 7 year olds. There are obvious links to deprivation and a correlation of first time entrance and absence from school.

5.17 Transport

At a time when the transport budget is reducing, expectations in terms of transport services are being raised, as there is a shift towards more personalised learning with the 14-19 agenda and Stepping Stones. Officers expressed concern that transport will not be able to meet the array of flexible programmes likely to be offered particularly in rural areas. Transport needs to be a primary consideration in terms of designing 14-19 provision. Provision planners need to consider alternative options to reduce learners travelling – for example peripatetic teaching and e-learning options. At the moment, additional funding for Diplomas will hopefully ease current access issues, but there is no guarantee that this funding will continue in future years, nor that it will meet the scale of costs which could result from 14-19 provision development.

The statutory requirement on transport is only until 16, although DCC is discretionary up until 18. DCSF advice is to facilitate learner choice through transport provision although this does not translate into a requirement for local authorities to fund transport in all cases. Instead, local authorities exercise discretion, but the existing 16+ transport scheme in Devon will not suffice to deliver the flexibility required to ensure young people can move easily between sites, at different times of the day etc.

School teachers and Connexions personal advisers may not be familiar with travel plans and initiatives provided to support young people's access to further education, or work placements. It is vital that appropriate travel arrangements are set up alongside schemes and that school staff are well aware of these. There are particular challenges in rural areas of finding employers and trainers and moving students between the points of delivery. The 14-19 Transport Coordinator is now part of the 14+ Learning and Skills Strategic Team structure and works alongside TCS and schools to develop more sustainable transport solutions. Where establishments have taken on board suggestions, the transport network has improved with efficiency savings also being achieved. **A task group examining school transport has also been set up by the CYPs Scrutiny Committee and the final report from this review is scheduled to be published in June 2010.**

Other Provision to Support Young People

5.18 Integrated Youth Support and Development Service (Youth Service)

The Integrated Youth Support and Development Service (Youth Service) is trying to increase opportunities for young people. The Youth Service offers a programme of senior member training, training young people to be youth workers with the 8-13 age group. These young people will then lead youth sessions along with a qualified member of staff. It is a good way of connecting with young people and has had a genuine positive effect on all concerned. This is an initiative that is not only attractive on a young person's record of achievement but provides an opportunity for raising a young person's aspiration. In the summer holidays, a scheme has also been set up where care leavers undertake paid work experience for the Youth Service.

It was reported to the Task Group that Youth Service provision could in some areas be better communicated to the young people concerned. Some young people advised that they had had no involvement with the Youth Service in terms of youth groups or organisations, nor had they ever received any information about groups or activities in their area. In addition, the offer from the Youth Service needs to be integrated into the schools programmes especially as part of Foundation Learning. **A task group examining the Youth Service has also been set up by the CYPs Scrutiny Committee and the final report from this review is scheduled to be published in November 2010.**

5.19 Voluntary Sector

Voluntary work offers a positive addition to a young person's CV, and the responsibilities it entails sends a clear message to prospective employers as well as helping to increase young adult volunteer numbers. Voluntary work can also provide young people with positive engagement which may help to raise their aspiration, generate an interest in employment in much the same way as work experience, and provide a catalyst to moving out of NEET status. Young people clearly have to be engaged in voluntary work in the first place, and central to achieving this is through integrating the third sector in providing credible and appropriate alternatives to school or college. There is scope with the 14-19 reforms for the voluntary sector to become more involved with providing accredited training through Foundation Learning.

There are 3 main groups for volunteering in the County: Young Devon, Ivy Project and British Trust for Nature Conservation. DCC provides a grant to those voluntary groups to provide a quality volunteering service. Volunteer recruitment fairs are an option being explored by officers as a way for DCC to increase opportunities for young people within the third sector.

5.20 Youth Offending Service

There are 3 Youth Offending Teams (YOTs) within the Youth Offending Service (YOS) – in Exeter, Barnstaple and Newton Abbot. In the region of 100 staff deal with 1400-1500 offenders, who commit around 3000 offences, although last year the number of offenders dropped to 1360, and the number of offences to 2,600. There are 71,000 young people aged 10 to 17 in Devon with approximately 800 first time entrants to the Youth Justice system last year. Education, Training and Employment (ETE) is a key factor in reducing both the number of first time offenders and those re-offending. Devon has improved its ETE engagement rate for young people in the youth justice system in 2008/09 to 68%, from 67.1% in 2007/08. However, this does remain a concern particularly for young people beyond statutory school age, especially given the current economic climate, and remains below the national target of 90%.

There are pockets of youth offending in the County, and in those areas there are specific projects run by the YOT which are working well. The YOS has undertaken considerable work with Connexions. The vast majority of young people will engage if they are given the right opportunities. Young people while working with YOT often do not re-offend, that intervention is enough. However at the end of the court agreement YOT is not funded and there can therefore be something of a cliff edge at which young people find themselves when the support suddenly is stopped. It is vital that the relevant agencies look at the Common Assessment Framework and Teams Around a Child to see how these young people can be supported beyond the end of YOT orders. 75% of school age young people in YOT are well engaged with school service, while 25% may be getting some link education but that is sometimes only 7 hours a week and may not be enough. YOS is working closely with Exeter College in drafting a new protocol to help to remove barriers to learning.

A key issue is the lack of vacancies available for NEETs. In North Devon recently there were 330 16-18 year olds who were NEET, with only 8 job vacancies suitable for the NEET category. Employers are risk averse and it is therefore especially difficult for those young people coming through the youth offending system.

5.21 Youth Inclusion Programmes

Youth Inclusion Programmes (YIPs) are tailor-made invest-to-save programmes for 8 to 17-year-olds, who are identified as being at high risk of involvement in offending or anti-social behaviour. YIPs work effectively where there is strong community engagement and involvement. In North Devon the YIP is funded by the Youth Justice Board Prevention Grant (£81,000) and Area Based Grant (£19,000), and has brought in external funding to provide targeted intervention for the most at risk young people and their siblings. The YIP in North Devon has been successful in reducing the number of first time entrants, with a 64% decrease in first time entrants in the area. The YIP in Teignmouth has also been

quite successful. Exwick YIP however has not been working well and has not led to any reduction in anti-social behaviour in that area.

5.22 Devon Action

Devon Action (DA) delivers statutory services across education and welfare. DA works with some of the most vulnerable young people across the County from 5 years upwards who have been excluded from school, or those on the verge of being excluded. Young people are referred to DA after there have been problems in school, and also the PRU. DA never refuse to take a child on, however challenging their behaviour might be. DA often picks up young people when they are waiting for an assessment, and can provide an element of stability. DA does intensive one-to-one work with young people and this type of provision is expensive, but necessary at the point at which a young person has reached the end of the system. Those young people with chaotic and dysfunctional home lives cannot survive within a mainstream school setting without being appropriately supported. DA provides a programme that allows access to a variety of options that are flexible enough to suit each young person's needs. Young people in Year 11 who are working with DA usually look at work experience options. On finding a suitable placement, DA will then seek to train the young person to ready them for their work to try to ensure the young person gets the optimum benefit out of the experience, and that the employer is willing to take on another young person again through DA. DA receives some funding for this through the Corporate Parenting Forum for Children in Care offering work placements as the corporate parent. Evidence indicates that young people in care are in most cases not ready for work. It is not necessarily easy for a young person to have a work ethic instilled in them when they may not in many cases have experienced their parents working.

5.23 Health Behaviour Group

HBG is a charity providing resources for Sex and Relationships Education (SRE) for young people aged 11-18 both in and out of mainstream educational settings. The best known programme provided by the HBG is A pause (Added power and understanding in sex education) which is teacher and peer delivered in secondary schools. The use of older teenagers working with younger children to deliver peer education helps to get the message heard and believed. HBG does not focus solely on SRE, but on relationships in general. There is a significant issue about meeting the needs of those young people out of the mainstream education system. There needs to be robust systems in place to interest young people, which in turn will help to keep them out of trouble. HBG can help to provide young people with the skills and confidence to socially network so they can join sports clubs for instance. HBG has received some funding through the Department of Health working with these youngsters to construct a series of sessions delivering to PRUs, pupil inclusion units, young mums, pre-16 youngsters on the edge of more permanent disengagement. The Respect and Protect program is designed to help young people to understand their own struggles and access education and support. These young people have great potential, and this can be realised by engaging them on a positive cycle of work.

Chris Haywood (Chair)
Alison Boyle
George Gribble
Sam Robinson
Saxon Spence

Electoral Divisions: All

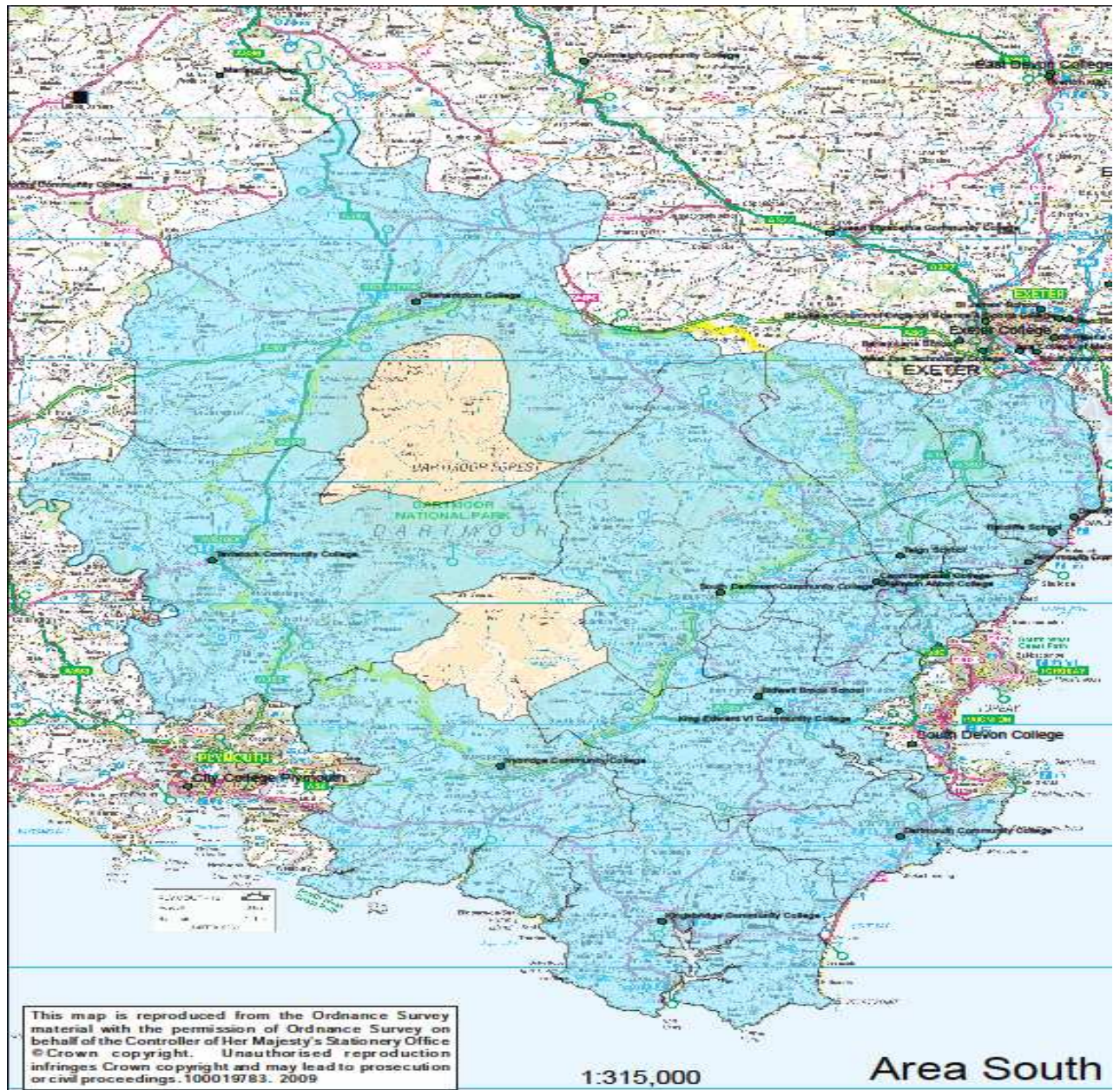
Executive Member: Councillor Christine Channon (Cabinet Member for Schools and Skills)

Local Government Act 1972 List of Background Papers		
Report originated by:	Dan Looker	
Room:	G.36	
Tel No:	01392 382722	
Background Paper	Date	File Reference
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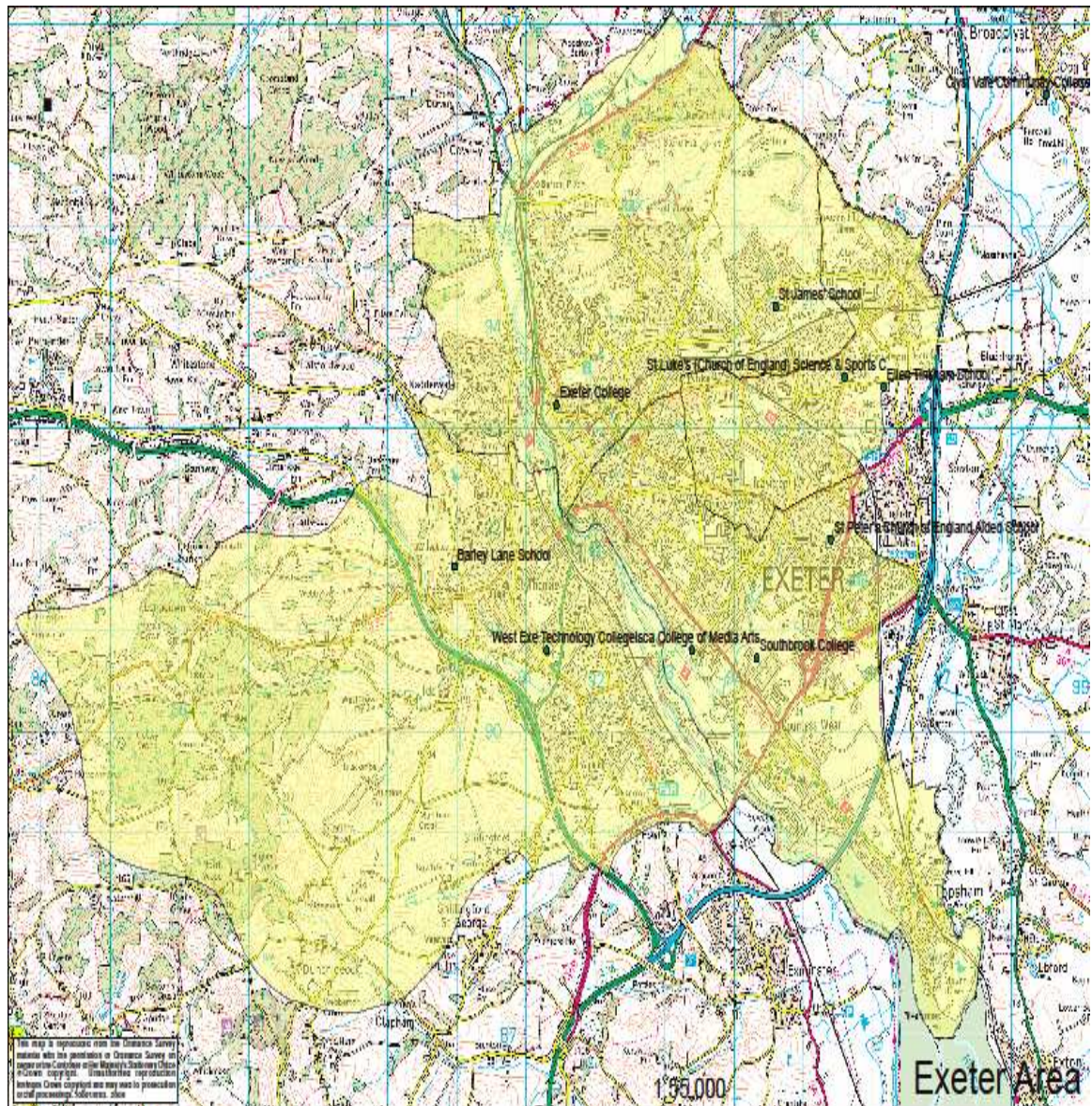
Appendix 1:

Devon 14-19 Area Partnership Maps

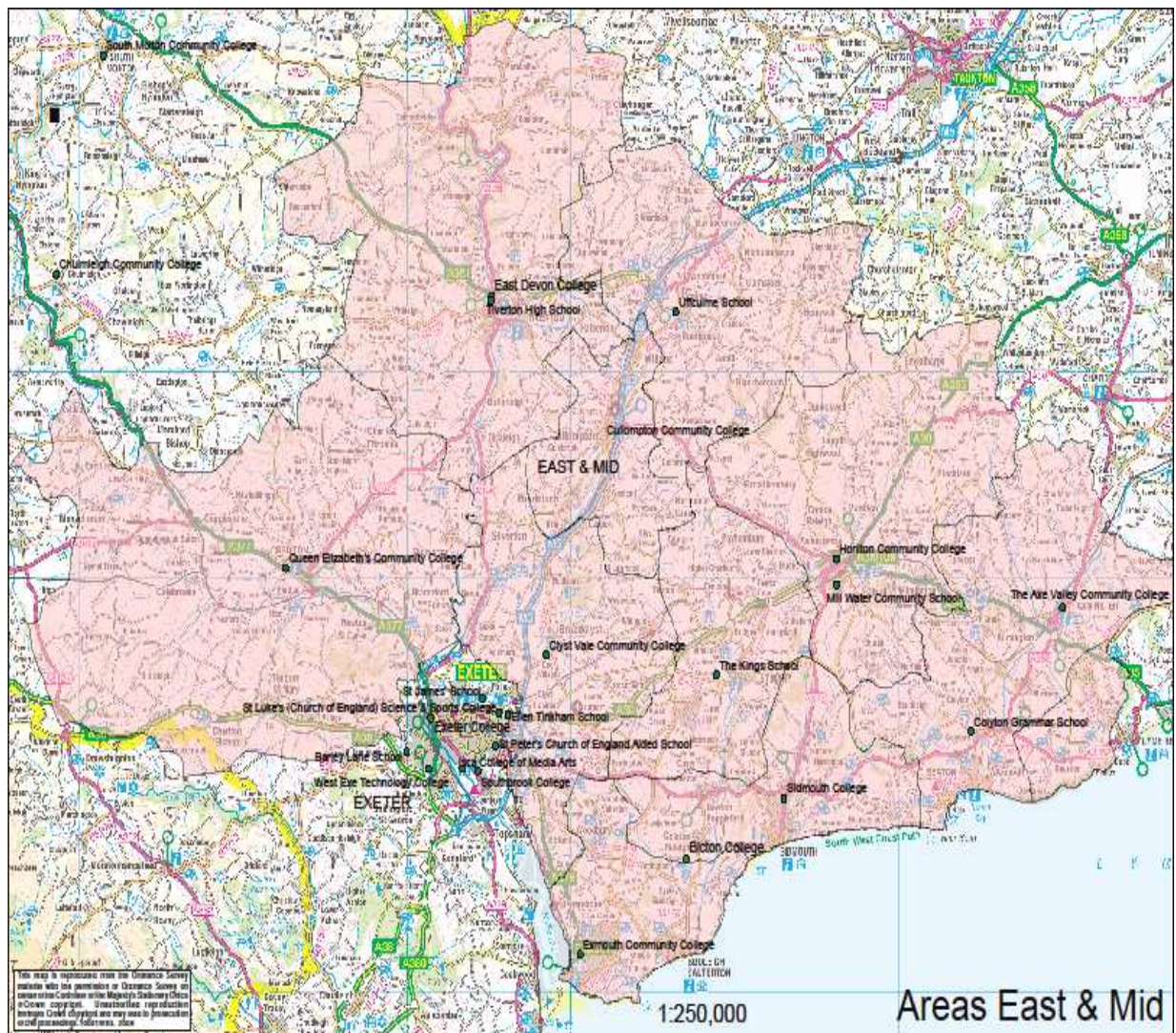
Area South



Exeter Area



Areas East and Mid



Area North



Appendix 2:

Peninsula 16-18 Cohort Summary (District Council) – January 2010



Careers SW Ltd Statistical Reports

Peninsula 16-18 Cohort Summary (District Council) - January 2010

Report Date: 28/05/2010

District Council	Cohort	In Education	In WBL	Jobs Without Training	NEET	Not Known	In Learning	NEET %	In Learning %
East Devon	3682	2714	85	640	163	41	2836	4.5 %	77.0 %
Exeter	3078	2064	49	610	275	38	2149	9.0 %	69.8 %
Mid Devon	2199	1572	34	415	125	29	1630	5.8 %	74.1 %
North Devon	2858	2115	30	487	159	15	2194	5.6 %	76.8 %
South Hams	4351	3387	33	654	144	36	3487	3.3 %	80.1 %
Teignbridge	4361	3320	89	606	161	45	3543	3.7 %	81.2 %
Tonridge	1892	1402	16	340	108	4	1439	5.7 %	76.1 %
West Devon	1542	1185	14	240	65	18	1217	4.3 %	78.9 %
Selection Total:	23963	17759	350	4022	1200	226	18495	5.1 %	77.2 %

Peninsula	Cohort	In Education	In WBL	Jobs Without Training	NEET	Not Known	In Learning	NEET %	In Learning %
Selection Total:	50813	37818	629	7902	2757	502	39612	5.5 %	78.0 %

Notes:

District Council is based on the residency postcode of the Young Person and is different to the 16-18 cohort defined by Connexions Cornwall and Devon using DfCSF rules of occupancy.

The 16-18 NEET% is based on the unadjusted DfCSF methodology (16-18 NEET as percentage of the 16-18 Cohort less the 16-18 Not Known).

Where Connexions does not hold the postcode of the Young Person, the record has not been included in the analysis.



Appendix 3:

14-19 Curriculum Pathways – Data

The table below was done as part of the DCC submission to DCSF in November 2009 and indicates how the four 14-19 Curriculum Pathways need to change if they are to meet needs of young people. The table provides an illustration of the distribution if all pathways were promoted and all young people were accessing them.

Pathways	2010/11		2011/12		2012/13		2013/2014	
1. FL Pre 16	234	1%	922	3%	1535	5%	2000	6.5%
2. FL Post 16	2000	7%	2500	8%	3000	10%	3500	11.5%
3. Diplomas	909	3%	2060	7%	3465	11%	4900	16.0%
4. Apprenticeships YA	240	1%	340	1%	500	2%	500	1.5%
5. Apprenticeships Post 16	2237	7%	2504	8%	2684	9%	2863	9.0%
6. General (GCSE A Levels)	22102	72%	19885	65%	17525	57%	15387	50.5%
7. RPA Cohort	3000	10%	2500	8%	2000	7%	1500	5.0%
14-19 Cohort	30722	100%	30711	100%	30709	100%	30650	100.0%

Key data/assumptions made

- FL pre 16
2010/11 Actual based on numbers within national pilot and FL Devon roll out using Key Stage 4 Engagement funds
2013/14 Target based on trend data from KS4 achievement targeting young people who are achieving Level 1 and below at 16.
- FL post 16
2010/11 Estimate based on LSC Data Pack showing Foundation Learning in FE (data also showed post 16 in School 6th Forms primarily L3)
2013/14 Target based on forecasts from Careers SW to offer provision to those young people in jobs without training and NEET. This is addressing the projected demand for provision once RPA is in force from 2015.
- Diplomas
2010/11 Estimate based on partnership assessment of demand from young people, plus present demand for similar courses
2013/14 Target based on expected demand assessed by area partnerships – this will vary from partnership to partnership
- Apprenticeships YA
2010/11 Estimate based on present YA provision and approved submissions – includes mainstream L2, L1 and hybrid model with diplomas – only offered in two partnership areas from 2010.
2013/14 Target based on roll out across four partnership areas.
- Apprenticeships Post 16
2010/11 Estimate based on NAS trajectory to meet 20% entitlement in 2020 and current demand
2013/14 Target based on meeting NAS trajectory (nb. 20% entitlement is post 16 - %'s calculated are from whole 14-19 cohort)
- General GCSE/A Levels
2010/11 Estimate based on curriculum audit of current provision and area prospectus reports (includes all courses at L2/L3 in general pathway) Curriculum audit also includes intelligence from young people
2013/14 Target based on growth in other pathways and rationalisation of general offer
- RPA Cohort
2010/11 Estimate based on Careers SW/Connexions analysis of young people who will be affected by RPA – includes NEET, not knowns and in work but not in learning.
2013/14 Target based on annual focus on reduction in NEETs and moving towards 100% participation in learning.

Appendix 4:

George's Road Youth Club, Barnstaple

The Chairman of the Task Group reported back to members on his evidence gathering session at George's Road Youth Club, Barnstaple on 1 April 2010. During discussion with the young people, the following representations were made:

Charlie – Charlie, 15, advised that he did not like school and is therefore being home educated. He is still going to take his GCSEs. Although Charlie reportedly has a stable family life, he has been in trouble with the Police. He has a job with a roofing firm.

Kane – Kane, 15, is training to be a carpenter and wants to do an apprenticeship. He does not want to carry on in school, and would rather drop out than continue if he cannot be a carpenter.

Lewis – Lewis, 17, left school at 16 to start an apprenticeship although he has since dropped out as he did not like it. Lewis cited a lack of guidance and training on the apprenticeship scheme as the main reason for his leaving. He did not feel that he was learning anything; he was only making tea. Lewis has gone back to college, although he now lacks money as he feels he was misinformed about accessing student loans.

Abbi – Abbi, 18, has loved her time at school. She feels extremely positive about the learning opportunities available and has been well supported by her family.

Chay – Chay, 18, has been out of education for more than 12 months. He was at college but dropped out. Chay has been involved with Connexions but he did not feel he was receiving particularly constructive information from them. Connexions advised that Chay would receive more grant aid and benefit if he moved out from his family. He now wants to go to college in Plymouth.

Appendix 5:

Task Group Activities

- A5.1 The first meeting of the Task Group took place on **30 July 2009**. The aim of this initial scoping meeting was to determine the focus for the investigation, gauge members' viewpoints and plan the next steps for the review. The session was attended by the 14-19 Strategy Officer who provided background information to the Task Group.
- A5.2 On **3 September 2009** the Task Group received evidence from the Director Learning & Schools; LSC Partnership Director [Devon & Torbay]; Cabinet Member for Schools and Skills and the Exeter Area Coordinator 14-19.
- A5.3 On **12 October 2009** the Task Group met with Director of Service Delivery and Director Connexions Devon and Cornwall
- A5.4 On **23 November 2009**, the Task Group interviewed the Schools Access Services Manager, CYPS and the Passenger Services Manager, EEC and Head of Youth Offending Service, CYPS.
- A5.5 On **21 December 2009** the Task Group met with Assistant Director - Integrated Youth Support and Development Services, CYPS; Principal, Exeter College; Family Services Manager, CYPS and Deputy Manager, Devon Action, CYPS
- A5.6 On **1 February 2010**, the Task Group received evidence from 14-19 Coordinator, Mid & East Devon / 14-19 Coordinator, North Devon; Chair, DASH/Principal, Holsworthy Community College; Chief Executive Health Behaviour Group and Apause / Independent Consultant.
- A5.7 On **6 April 2010** the Chairman of the Task Group presented evidence he had received from young people at George's Road Youth Club, Barnstaple. Following a meeting at County Hall, members met with 5 young people from Exmouth Community College Sixth Form who are part of a group called Connex who consult and work the Connexions service.
- A5.8 On **10 May 2010**, the Task Group met again with the Director for Learning and Schools, CYPS and the 14-19 Strategy Officer, CYPS. Members then discussed their findings and possible recommendations.
- A5.9 On **24 May 2010**, the Task Group met to discuss the draft report.

Appendix 6:

Contributors / Representations to the Review

A6.1 Witnesses to the review (in the order that they appeared before the Task Group)

Witness	Position	Organisation
Julia Foster	14-19 Strategy Officer	CYPS
Judith Johnson	Director for Learning and Schools	CYPS
John Peart	Head of 14+ Learning & Skills Strategic Team	CYPS
Councillor Christine Channon	Cabinet Member for Schools and Skills	
Liz Hayes	Exeter Area Coordinator 14-19	CYPS
John Davey	Director of Service Delivery	Connexions
Jeremy Filmer-Bennett	Director	Connexions
Lisa Boon	Schools Access Services Manager	CYPS
Damien Jones	Passenger Services Manager	EEC
Sue McGrath	Head of Youth Offending Service	CYPS
Dillon Hughes	Assistant Director - Integrated Youth Support and Development Services	CYPS
Richard Atkins	Principal	Exeter College
Leon May	Family Services Manager	CYPS
Sheila Ogilvie	Deputy Manager, Devon Action	CYPS
Richard Hussey	14-19 Coordinator Mid & East Devon	CYPS
Mike Colton	14-19 Coordinator, North Devon	CYPS
David Fitzsimmons	Chair/Principal	DASH/Holsworthy Community College
David Evans	Chief Executive	Health Behaviour Group and Apause
Gareth James	Independent Consultant	
Young People	George's Road Youth Club	Barnstaple
Jane Hayden	Team Leader	Connexions
5 young people	Connex (Sixth Formers who consult and work with the Connexions service)	Exmouth Community College

A6.2 Written Representations

Witness	Position	Organisation/District
Christina Maccullie	South Devon Area Coordinator 14-19	CYPS
Lesley Hughes	Parent	Ivybridge

Appendix 7:

Bibliography

- Devon Children and Young People's Plan 2006 – 2009 (DCC, 2006)
- Every Child Matters: Change for Children (DfES, 2004)
- Children and Young People's Plan 2008-2011 (DCC, 2008)
- 14-19 Reform: Next Steps (DCSF, 2008)
- National Apprenticeship Service Prospectus (NAS, 2009)

Appendix 8:

Glossary of Terms

AB	Awarding Body
ABG	Area Based Grant
AC's	Area Coordinators
AOC	Association of Colleagues
AP	Area Prospectus
APA	Annual Performance Assessment
AVMS	Apprenticeship Vacancy Matching Service
BCC	British Chamber of Commerce
BitC	Business in the Community
BSF	Building Schools for the Future
CAA	Comprehensive Area Assessment
CAB	Component Awarding Body
CAP	Common Application Process
CEG	Careers Education and Guidance
CEL	Centre for Excellence in Leadership
CiC	Children in Care
CIG	Curriculum Innovation Group
CRAC	Careers Research and Advisory Council
CSR	Comprehensive Spending Review
CYPS	Children and Young Peoples' Service
CTLPIP	The Children's Trust Local Planning and Implementation Partnership
DASH	Devon Association of Secondary Heads
DCC	Devon County Council
DCSF	Department for Children, Schools and Families
DDPs	Diploma Development Partnerships
DIUS	Department for Innovation, Universities and Skills
EBLO	Education-Business Link Organisations
EBP/EBPO	Education Business Partnership Organisation
EE	Employer Engagement
E-ILP	Electronic Individual Learning Plan
FE	Further Education
FLT	Foundation Learning Tier
FS	Functional Skills
FLIP	Foundation Learning Implementation Plan
FLIG	Foundation Learning Implementation Group
FSM	Free School Meals
GO	Government Office
GOSW	Government Office South West
HE	Higher Education
HT	Head teacher
IAG	Information, Advice and Guidance
liD	Invest in Devon
liWREL	Investors in work Related and Enterprise Learning
IFP	Increased Flexibility (for 14-16 year olds) Programme
ITT	Initial Teacher Training
IYSS	Integrated Youth Support Services
KS4EP	Key Stage 4 Engagement Programme
LA	Local Authority
LDP	Learning Development Partnership
LLUK	Lifelong Learning UK
LSC	Learning and Skills Council
LMI	Labour Market Information

LSN	Learning Skills Network
NAA	National Assessment Agency
NAS	National Apprenticeship Service
NCSL	National College for School Leadership
NEET	Not in Education, Employment or Training
NDPB	Non Departmental Public Body
NORDAB	North Devon Academic Board
O4ME	Options 4 Me (Area Prospectus)
PACC	Personalised Alternative Curriculum Centres
PGG	Project Governors Group
PMG	Project Management Group
QCA	Qualifications and Curriculum Authority
QIA	Quality Improvement Agency
RAG	Red Amber Green
RDA	Regional Development Agency
SDA	Service Delivery Agreement
SFA	Skills Funding Agency
SFIG	School Funding and Issues Group
SHAD	Special Heads Association Devon
SIG	Strategic Implementation Group
SIP	School Improvement Plan
SLG	Strategic Leadership Group
SRG	Sub Regional Group
SNS	Secondary National Strategies
SSAT	Specialist Schools and Academies Trust
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
TDA	Training and Development Agency (for Schools)
TPN	Training Provider Network
VLE	Virtual Learning Environment
WBL	Work-Based Learning
WE	Work Experience
WRL	Work-Related Learning
YA	Young Apprenticeships
YPLA	Young People's Learning Agency