

To Members of the Learning and Development
Policy Overview and Scrutiny Committee

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Date: 17 February 2010

Dear Member

**CHILDREN, FAMILIES & EDUCATION - LEARNING AND DEVELOPMENT POLICY OVERVIEW
AND SCRUTINY COMMITTEE - TUESDAY, 23 FEBRUARY 2010**

I am now able to enclose, to aid your deliberations at the Children, Families & Education - Learning and Development Policy Overview and Scrutiny Committee on Tuesday, 23 February 2010 a Summary of the School Visits on 2 February and potential questions for the interviews with Kent Employers.

Agenda No Item

5. **Short film of the Young People interviewed on the visits to the Skills Centre Thamesview, Gravesend and Leigh Academy, Dartford (Pages 1 - 2)**

6. **Interviews with Kent Employers (Pages 3 - 4)**
 - 10.15 am Mr Paul Carter, Carter Consultancy
 - 10.45 am Doctor Liz Hoult, Canterbury Christchurch University
 - 11.15 am BREAK
 - 11.20 am Mr John Casey, Mainstream Training
 - 11.50 am Mr Martin Atkinson HR Manager, Aylesford Newsprint
 - 12.20 pm Summing up

Yours sincerely



Peter Sass
Head of Democratic Services & Local Leadership

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CFE L&D POSC 16-19 Education Provision Visit 2nd February 2010 Summary of Visit

On the 2nd February members of the CFE L&D POSC visited the Thamesview Skills Centre, Gravesend, the Leigh Academy, Dartford and North West Kent College, Gravesend, on a fact finding mission to research 16-19 education provision in preparation for the handover of commissioning responsibilities from the Learning and Skills Council to KCC from April 2010.

Members were able to hear from students about their experience of 16-19 provision and what information, advice and guidance (IAG) they received in preparation for their educational and career choices at this age. They also heard from the education providers themselves about their particular model of delivery, their priorities for the future and the challenges they currently face.

Below is summary of some of the findings from the day:

- The students we spoke to seemed to understand the relevance of what they were learning and how it fitted into their future progression.
- Overall the strength of the pastoral support provided by institutions was high and was something students said they valued.
- The small school structure the Academy operated seemed to be working well, particularly for boys whose Contextual Value Added scores (CVA – this measures how well pupils have achieved relative to what they might have been expected to achieve) were impressive (1040).
- The Academy benefits from being based in new buildings but the need for smaller spaces was expressed. This point is being taken into account at the Longfield Academy which is currently under re-construction.
- The nature and speed of change within the economy today means the skills the workforce is required to have are evolving swiftly. Therefore the ability to learn may be the most beneficial skill that young people can be taught.
- The influence of the family on career choices was something which was apparent from talking to students.
- Students' awareness of the full range of options available to them could be improved, for example on Apprenticeships.
- Students voiced their preference for IAG to be provided in person rather than online.

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CFE L&D POSC 23rd February:

The employer's perspective on 16-19 education and training

From April 2010, KCC will be responsible for the funding of 16-19 education and training. In preparation for this, CFE L&D POSC have invited four diverse employers to the meeting on the 23rd February to hear what they are looking for from the 16 -19 workforce and what they think the 16-19 education and training system should look like.

Below is a selection of areas for discussion which may be covered during the meeting:

Qualifications and Skills

- What changes to the curriculum and qualifications really matter to employers?
 - NVQs
 - Diplomas
 - Apprenticeships
 - Vocational GCSEs
 - GCSEs and A Levels
- What do they mean to employers?
- Where/How do they fit together?
- How do they relate to what went before?

Employability skills

- | | |
|-----------------------------------|------------------------------|
| ➤ positive attitude | ➤ problem solving |
| ➤ self management | ➤ communication and literacy |
| ➤ team working | ➤ application of numeracy |
| ➤ business and customer awareness | ➤ application of IT |

As defined by the CBI. Source pg 33 "The Work Related Learning Guide" (2nd Edition)

- How can we develop these skills?
- Do you think it is important for schools / colleges and employers to work in partnership to build employability skills and deliver work-related courses?
- What kind of support would you look for from schools / colleges and KCC to assist you in contributing to young people's skills?
- What kind of support do you think you can offer to schools / colleges to ensure that learning programmes are relevant to the skill needs of your business?
- How do we record / review these skills?
- How do we recognise these skills?

Apprenticeships

- Do you offer Apprenticeships? If yes, what are your experiences?
- If not, would you in the future? If not why not? What would encourage you to do so?
- Do you know how to find out information about Apprenticeships?
- Are you aware of the National Apprenticeship Service (NAS)?

Careers Advice

- How do employers interact with this?
 - Links between business and schools
 - Work experience
 - Teacher placements
 - How do we improve the knowledge of and educate teachers about business and careers e.g. Marine skills

Funding for training

- What has been your experience of accessing funding for training?
- How could this system be improved?
- How would you like to influence what training and education is provided?

Raising the Participation Age

- Are employers aware of this?
- What implications will it have for employers?
- Will it lead to more opportunities for training and employment for 16 year olds?