



# 14-24 Learning, Employment and Skills Strategy Refresh

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2017 – 2020

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# Contents

Introduction from Patrick Leeson	3
<b>Section 1</b>	
Progress against the Key Performance Indicators	6
<b>Section 2</b>	
Review of our progress	9
<b>Section 3</b>	
Results from the Consultation	25
<b>Section 4</b>	
Changes and New Opportunities	27
<b>Section 5</b>	
Next Steps	32

## Introduction

It is Kent County Council's aim to be the most forward looking area in England for education and learning so that Kent is the best place for children and young people to grow up, learn, develop and achieve. The approach is holistic: every child and young person should be able to go to a good or outstanding early years setting and school, college or other post 16 provisions, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve and deliver appropriate, impactful and sustainable destinations.

Kent does this by focusing relentlessly on improving standards, the quality of education and learning and provision so that excellence is promoted across the system. And Kent aims to ensure every young person to age 18 is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning. The 14 – 24 Learning, Employment and Skills Strategy is designed to do just that, to achieve a fundamental shift in the education system in Kent, towards a more comprehensive technical offer for young people aged 14 to 24 and to make the changes needed to build a learning and skills system fit for the 21st century.

Through Area and district partnerships, supported by robust data analysis, NEET tracking and reduction, creative progression 14-19 pathways, apprenticeship campaigns, supported employment and internships, effort is maximized to increase capacity to develop new provision, address gaps in provision and transform 14-19 learning pathways and training opportunities so that they are truly excellent.

This refresh will ensure a clearer focus, maximising the opportunities from new qualifications, on employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Mathematics post 16 and more effective school to school partnerships. The refreshed document outlines the key actions that are being taken to achieve further progress and improvement, including ensuring there is a more joined up approach between schools, FE colleges and training providers to develop 14-19 progression pathways. Work with employers has significantly increased through the development of 8 Sector Guilds and the increased involvement of employers in the Kent and Medway Skills Commission.

The DfE (Department for Education) has developed a set of performance measures and outcomes for all post-16 providers and the refresh will support schools through these changes. New post-16 accountabilities include level 2 GCSE English and maths data, and entry level, level 1 and level 2 results in other subjects, and separate outcomes for A levels, Applied General qualifications, Academic A levels and Tech levels.

There are further changes to the range of qualifications increasing the range of options on offer post-16 and these changes will need to be reflected and pursued into new approaches to 14-19 curriculum design. This includes Progress 8, the new Technical Awards, and Technical and Applied General qualifications.

Prior attainment or programme of course key to impactful progression post 16 in no

matter what type of provision. In 2016 36% of pupils did not achieve the perceived passport to successful progression to level 3, ie two good passes at GCSE Maths and English. Currently this stands at a grade C and above but from exam cycle 2017 this will be represented by a 4/5 pass. We must continue to find solutions to improving this success rate and in cases where this has not happened, to facilitate creative ways of delivering, and being successful in Post16 maths and English. Whatever a learner's starting point, the principle' aim should however be, progression in these subjects not delivered by pre 16 pedagogy.

High schools, wide ability schools, grammar schools and colleges provide for young people with a range of average prior attainment and should be offering courses which challenge, stretch but also which have impact and currency to further and higher learning and sustainable destinations. Eight of Kent's secondary schools are failing to reach minimum standards due to low levels of A level achievement.

FSM students enter post 16 provision with much lower prior attainment than non FSM students and this lower prior attainment is reflected in level 3 outcomes upon completion. Disadvantaged students need continued support, firstly to make the transition to school post 16 delivery (in 2016 the number of FSM completers in schools was 303), and secondly to stay the course (drop out at 17 is unacceptable). Assistance to access the curriculum and to succeed within it is as important at key stage 5 as it is at key stage 4.

We are continuing to be successful in reducing NEET totals and Kent is now down to 1.9% in year 12 (313 learners) due to preventative activities in year 11 and a more appropriate post 16 offer. The rolling 3 month average for NEETS and Not Knowns is now 7.6% in January 2017 down from 10.8% in January 2016. For the first time in Kent, three districts have met their NEET target but work still needs to be done. Funding is in the system to provide progression pathways for retaining NEETs locally and a priority for the Service is to support providers to develop and plan, more specialist programmes with appropriate support. Kent achieves higher percentages for destinations (latest DfE figures 2014 -2015) which lead to apprenticeships, further education provision and sustained employment. However, the percentage of students moving onto higher education is lower in Kent, including the percentage to Russell Group and Oxford and Cambridge. We must consider what messages are being given about attendance to these destinations and what guidance is being given to achieve that goal. We need to assure then that our strategies reach out to all young people even those on a comparably more secure route.

And all students of course will benefit from enriched guidance to support informed choices related to local and wider market information and be supported in turn by study programmes which have identified progression to sustainable destinations, including apprenticeships, no longer to be considered as last ditch remedy to participation.

Outcomes, and therefore secure progression into higher or further learning, employment with training, apprenticeships or employment, can be improved by:

- Deeper careers education, information, advice and guidance

- Appropriate study programmes containing relevant qualifications which link to student aspirations, including the inclusion of the transition year to build a skills and knowledge base for further learning.
- Stronger cohesion between the elements of study programmes which deliver purpose – hence the success of IB, IBCP and the Tech Bacc
- Development of numeracy and literacy whatever the starting point of the learner.

We hope our partners, schools, FE colleges, HE, training providers and employers can share these aspirations and that we will consult together and collaborate to achieve them.

The 14 – 24 Strategy 2017 continues to provide a coherent framework for our contract with Kent's young people and adults become more highly skilled and work ready. This refresh document reviews the positive steps made so far, explains the changes and opportunities before us and outlines next steps to achieve our ambition in partnership with all providers.



Patrick Leeson  
Corporate Director, Education and Young People's Services

## Section 1

### Progress in achieving the Key Performance Indicators in the 14 -24 Strategy

The following page shows a grid of the key performance targets for the Skills and Employability Service as of first quarter 2017. For reasons of clarity, changing data sources, confidence in the data held and the development of the Service's activities, a number of these have amended or deleted to reflect the changing environment.

Progress against the new key performance indicators













Strategic KPI's over achieving		
Performance direction of travel	2015	2016
KPI 2: There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce by 4000 to below 2008 levels		
KPI 4: Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges work based learning providers employers and other agencies		
KPI 8: Advanced level progression Kent will be above the national average on all measures		
KPI 10 Progression in English and Maths by age 19 will be above the national average, thus contributing to the development of young people's employability skills.		
KPI 12: We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship		
KPI 14: The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%	N/A	
KPI 15 Kent's schools will meet the 2.3% public sector target of employed apprentices by December 2017	N/A	
KPI 16: To achieve at least 30% of all adult social care and autism team(18+) referrals into paid employment by 2018 to 90% into sustained employment for at least 13 weeks		
KPI 18: Engage with every special school across Kent to identify, and place 100 learners into supported work experience training for 14-18 year olds by 2018		
KPI 21: Assisted Apprenticeship KSE element for phase 3 to increase new starters by 2017		

### Strategic KPIs over achieving

KPI 8 has been amended to reflect the new progression priority.

KPI 13 has been emended to stress the contribution of maths and English progression to employability skills for which data is available.

KPIs 17 and 18 have been amended to represent the Public Sector target of 2.3%.

Strategic KPI's achieving		
Performance direction of travel	2015	2016
KPI 3: Decrease the numbers of SEND NEET (16-18) to 5%		
KPI 5: Attainment in English and mathematics will improve so that at least 50% of 16 year olds who do not attain a good pass at GCSE will achieve the qualifications by age 19		
KPI 7: Participation of all young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges will be monitored, as required by statutory duty. There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%.		
KPI 9: Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16-24 to below the national average		
KPI 13: The uptake of level 2 and 3 technical qualifications will increase by 10% and will be measured against local skill gaps.	N/A	
KPI 17: To achieve 85% of all autism diagnosis referrals into paid employment by 2018		
KPI 20: Increase the number of schools between 20 to 40 working with Careers Enterprise Advisors	N/A	

### Strategic KPIs achieving








KPI 3 has been amended to a percentage target to reflect fluctuations in cohort size.

KPI 5 has been amended to include age 19, since data for age 17 is not available, and also to reflect grading changes: a good pass from 2017's exam cycle onwards will be a 4.

KPI 7 has been deleted because of data sourcing issues.

KPI 10 has been combined with KPI 12 to add contextual information to the set target.

KPI 16 has been amended to reflect the Service's advocacy of increased technical learning but will still be linked to local skills shortages.

Strategic KPI's requiring improvement		
Performance direction of travel	2015	2016
KPI 1: Key Stage 4 progress 8 and attainment 8 will be amongst the best for our statistical neighbours and at least 70% of pupils will attain good passes grades in maths and English (9-4 from 2017)	N/A	
KPI 8: There will be clear learning pathways for SEND young people from 14-24 to enable improved participation rates		
KPI 11: The outcomes for FSM 18year olds from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 10% from the 2012 baseline		
KPI 19: Troubled families outcomes for Skills and Employability, is to achieve 100 apprenticeships by end of 2017		

### Strategic KPIs requiring improvement

KPI1 has been amended to include the new accountability measures of Progress 8 and Attainment 8 at KS4 and the new GCSE grading system which comes into effect this year's exam cycle.

KPI 6 has been deleted due to data sourcing issues.

KPI 9 has been amended to move the focus from provision to pathways and positive destinations.

KPI 14 has been amended to include FSM students.

These KPIs represent provision and participation for disadvantaged young people. Those students who do not achieve a good pass in maths and English have a disadvantage since data shows that without these subjects impactful level 3 progression is rare. We shall continue to champion these young people and pursue for them fulfilling pathways and positive destinations.



## Section 2

### Review of our successes

Since its original launch in February 2013 and refresh in 2015 the Strategy has developed effective partnerships and collaboration to enhance 14-24 provision involving KCC, schools, colleges, work-based training providers, employers and other agencies. Developing active partnerships with shared aims and objectives can be challenging but offers real opportunities to our young people to move into employment and purposeful further and higher learning.

Competitive post 16 provision becomes less attractive with tighter budgets and temporary falling rolls and often it is the most vulnerable learners who do not achieve their full potential in this environment as they face multiple barriers to progression. There has been a continued focus on providing high quality progression 14-19 pathways, appropriate guidance and support to enable young people to remain in education and training to age 18. The introduction of the new Technical qualifications provides schools and colleges significant opportunities to develop new collaborative 14 to 19 provision which meets the needs of local employers and increases the number of apprenticeship opportunities. It still remains firmly our attention to continue to link providers with the work place, teachers and students with employers, curriculum provision matched to skills gaps, learning linked to destination.

This section describes a number of significant programmes and activities that have contributed to the progress achieved to date.

### **2.1 Employability Skills and the Ready to work District offer**

Kent County Council has the statutory duty to ensure that appropriate provision is available to all young people of Kent. Through its strategic leadership, KCC acts as a key link between educational provision and industry. There is a mismatch of local provision to match the needs of young people wanting to enter the job market has been significantly decreased. The annual gap analysis conducted by the Skills and Employability Service revealed a lack of provision at Level 1 and, in particular, the limited availability of traineeships and pre apprenticeships opportunities.

To address these gaps in provision KCC has developed the Ready to Work Kent programme which is run by the Skills and Employability Service [www.readytoworkkent.co.uk](http://www.readytoworkkent.co.uk). The site is populated through collaboration with training providers and colleges across each district. This new strategic platform and the range of opportunities covers all the districts and emphasises the importance of employability skills post 16.

The web site helps young people to find appropriate training opportunities, build their skills and puts them on the path to their ideal career. Not all young people wish to stay in fulltime education until 18, through the website young people are made aware of other ways to get the qualifications that will open doors for into the world of work. Young people can explore their options by:

- Using the search function to find training opportunities in their local area
- Applying through the website and their details will be forwarded to training providers.

The Ready to work site is regularly updated with the latest news and events and the Skills and Employability Service monitors the activities of young people and provides more tailored supported if required to enable young people make appropriate choices

Over the last year 14-19 providers have supported, and improved, Level 1 offers for 16-18 year olds, by increasing the range of post-16 pathways generating 500 new opportunities for learners. Providers continued to improve their offer for September 2017 and made a significant contribute to NEET reduction. The Ready to work offer is used as a September Guarantee for those learners who are at risk of becoming NEET and schools are being briefed on this new strategy to ensure young people are supported to successfully transfer into provision at 16. Ready to work Kent now has over 180 offers across the 12 districts which include employability programmes, study programmes, NEET engagement and many more bespoke local offers. A total of 3,802 visits to the site since January, these visits include training providers and support workers offering careers guidance as well as young people that are looking for opportunities. We have 133 at risk young people who have registered with the site and 81 who have enrolled on a course.

Phase two of the project is building a September offer for those at risk of being NEET after YR11 with built in transitional support through the summer to increase our participation rate to over 95%.

## **2.2 Raising Attainment Post 16**

One of the key factors in raising attainment post 16 is to improve outcomes in GCSE level 2 maths and English. The Service has since 2010 advocated the inclusion of maths and English in post 16 study provision and latterly the importance of those skills presence in study programmes, even if students have reached level 2 GCSE. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers. Of course, one strategy to enable this recognized passport to level 3 progression is to relentlessly pursue achievement pre 16.

Using the measure, which no longer applies under new accountability reforms, namely the percentage of pupils achieving 5 or more GCSE grades A\*-C including English and mathematics, Kent achieved 59.0% in 2016 which is an improvement on last year's figure of 57.4% and 1.3 percentage points above the 2016 national average of 57.7%. Kent is ranked fifth out of its statistical neighbours for this

measure. In the reformed headline measure, the proportion of pupils achieving grades A\*-C in English and mathematics is 63.7% which is 0.4 percentage points above the national average in 2016 and 3.9 percentage points above last year's result of 59.8%. This is an improving positive picture for Kent pupils. Improvements have also been made in GCSE A\*-C passes for English across the county. The success rate this year is 76.2%, compared to 70.4% last year, which is 1.1 percentage points above the national average of 75.1%. In mathematics, there is a small increase this year to 68.1%, compared to 66.6% last year.

Performance at post 16 across the range of qualifications is variable and it remains a priority to continue working with schools to improve guidance for students in choosing appropriate pathways post 16 and to ensure provision of a full range of technical pathways 14-19. Due to assessment and accountability changes, comparisons between 2015 and 2016 become less valid but we can confidently compare A Levels and Academic qualifications.

DfE results for 2016 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.9 which is in line with the national average of 30.8 and equivalent to a C grade. Kent is ranked fourth out of its statistical neighbours

Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications. In 2016, the Average Point Score per entry achieved by Academic students in Kent schools is 32.2 which is above the national average of 31.0 and equivalent to a C+. Kent is ranked second out of its statistical neighbours and 27th out of 150 local authorities nationally for this measure.

Over the last three years achievement has remained mainly consistent as this table demonstrates. The academic qualification rise to C+ is welcome.

	2016	2015	2014
A level			
National	C	C	C
Kent	C	C	C
Academic			
National	C	C	C
Kent	C+	C	C

The Skills and Employability Service has always supported the premise that schools should evaluate very carefully which qualifications should be offered at key stage 5 for the profile of their learners. For many students in high schools A levels and academic qualifications are inappropriate and even positive progression to a low grade has little currency. Through the use of the most appropriate qualification it is possible to reach an average C+ for both qualifications.

### **2.3 Employer Engagement – The Kent Guild Model**

Key to the success of the Learning, Employment and Skills Strategy is meaningful engagement with employers. This has been successfully promoted through developing a Guild Model, which is a partnership between employers and education

providers. The following 8 Guilds have been created in response to the classification of certain sectors as having 'priority status' either within Kent or the SELEP region these are:

- Sciences
- Creative and Media
- Land-Based Industries
- Engineering and Advanced Manufacturing
- Construction and the Built Environment
- Hospitality & Tourism
- Health and Social Care
- Financial Services

The Guilds provide an interface between local employers and education & training providers, which focus on developing young people's aspirations, attitude and achievements in preparation for accessing progression pathways, particularly in the growth sectors. The Guilds provide an ongoing forum to promote positive transition from education to employment particularly apprenticeships

The 8 Guilds are attended by 200 employers and 50 Education Training providers including all of Kent's FE Colleges and HE Universities. The Guilds are already having a significant impact on engagement arranging school visits, industry visits, workplace opportunities, traineeships and apprenticeships. Strong local partnerships have already developed. Over 3,000 young people have attended sector specific careers events providing young people with the opportunity to make direct contact with employers. In addition many Guild members (employers) will be attending the Kent Choices events where 6,000 young people are expected to attend.

Employers have attended 21 school assemblies, explaining their role to over 4,000 young people

Employers have held workshops providing hands-on practical experience in eighteen schools and four colleges

Over 300 students from eleven schools have visited local businesses, such as engineering works, building sites and care homes

85 work based placements have been arranged for students

40 new apprenticeships have been created and each guild is being tasked to contribute to a target of 300 more Apprenticeships from Guild Members in 2017-18

Highlights include:

- Creation of the Carer Adviser Network in 20 Coastal Schools
- 500 young people attended the 'Hospitality Conversation' at Ashford International Hotel, with over thirty employers in a 'market place'. Over 410 'pledges' to provide work placements (310), and apprenticeships (104) were made, ... and on the day two job offers were made
- 800 students attended a STEM careers event at the Leigh Academies Trust where fifteen employers were present
- The Engineering & Advanced Manufacturing Guild has organised industry based training for staff from five schools

- The Creative and Media Guild has created a partnership between two Theatres and the University of Kent.
- Development of a promotional video for the Health Social Care sector by Mid Kent College.

## 2.4 Increase Participation in Technical Education

A key aim of the Strategy is to pursue the 14 to 19 pathways and qualifications which are purposeful with impactful outcomes for all learners. The table below shows the increase in uptake of applied general and technical education qualifications over the last year which is a welcome development and shows how schools are now offering both an academic and technical pathway at 16 in line with the guidance set out in the DfE post16 Skills Plan

There is further work to do to with individual schools to improve KS5 progression. Students with just below 40 KS4 points are able to achieve a distinction in applied general qualifications. It appears the tech level 3 are more rigorous than the existing vocational qualifications and through our specialist and subject networks we will be able to share good practice to ensure that schools can develop high technical quality options for all young people.

Students	Vocational	Technical	Applied General	Total
2016		<b>693</b>	<b>2843</b>	<b>3536</b>
2015	<b>2573</b>			<b>2573</b>
2014	<b>2583</b>			<b>2583</b>

## 2.5 Kent County Council Apprenticeships

Kent County Council aims to be a model employer of young people by developing new employment opportunities and providing entry points for all young people who wish to achieve an apprenticeship. The pathways range from work experience through to graduate entry. The KCC Apprenticeship Scheme continues to develop, with at least 150 apprentices taken on each year, working in partnership with over 70 KCC departments, and a wide range of training providers and FE Colleges. Through this partnership working, KCC has placed 711 apprentices in KCC (Nov 16). The number of Advanced Apprentices has doubled, with a focus on Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments and work has to of develop new standards.

The annual targets for apprenticeships have been exceeded year-on-year. Having exceeded the target of recruiting 400 apprentices by September 2014. The KCC Apprenticeship Scheme is becoming a pathway of choice for young people and has been nationally recognised by the DfE as good practice.

Current Government changes to apprenticeships and the introduction of the Apprenticeship Levy will result in KCC having an annual target of over 700 starts from April 17 which includes KCC schools. A dedicated service to support schools to

develop their own apprenticeship programme has been established and is supporting schools as an employer to maximise funding opportunities through the levy and to promote apprenticeships as a realistic option of choice for young people at 16,17 and 18.

## 2.6 Careers Education, Information, Advice and Guidance

The Skills and Employability Service continues to run a strong network to support the delivery of Careers Education. Items discussed by coordinators reflect the Skills and Employability strategy for improving outcomes for young people to engage employers with schools, how best use can be made of new qualifications and how labour market information can be optimized to support careers guidance to young people and affect curriculum change.

Other career education agencies are invited to speak at steering meetings to enhance work being done locally and county wide. Funding beneficiaries of the the Careers Enterprise Company are also especially invited.

Providers have had the benefit of the Kent Careers Framework which supports the CEIAG offer in organisations and an audit tool which measures the development of employability within the institution. In the coming year the framework and the tool will be reviewed in the light of service developments in the field of guidance as detailed in the table below.

CEIAG Activities 16/17	
District Data Pacts	With added LMI and provision gap analysis
Work Experience <i>Kent.gov.uk</i>	Work experience opportunities throughout Kent County Council
ApprenticeKent.com	Kent website for learners, employers, training providers and parents/carers
Readytowork.com	Online support for employability programmes for those students for whom traditional learning may not be appropriate
Kentchoices	Area wide post 16 offer and prospectus and a common application processes September Guarantee process to measure participation
Kent Choices Live	4 Local careers events in the four areas of Kent in partnership with schools colleges and employers
8 Guilds	Training providers and employers supporting activities in schools to promote opportunities in the 8 priority sectors agreed by the LEP
CEIAG Network and County briefings	Lead practitioners to promote best practice
KCC CEIAG Framework	Strategic overview of CEIAG Kent (in the process of being reviewed)
CEIAG in Kent Coastal schools	Careers advice and raising aspirations in 20 coastal schools

Careers Enterprise Company	Enterprise advisers in 20 schools
Success in Schools	A careers platform with local information which support employment opportunities (launched in April) as part of the Service's new delivery model
CPD for staff	Level 4 diploma in Advice and Guidance as part of the Service's new delivery model
Made In Kent Campaign	Apprenticeship advice for young people and employers

## 2.7 Career Enterprise Company

The Skills and Employability Services hosts a Careers Enterprise coordinator partly funded by the Careers Enterprise Company. Tristram Hooley, from the University of Derby and now a director of that company, was commissioned by the Service to examine careers education in Kent's coastal schools, a sub set of schools nationally drawn into the DFE's attention. Schools were assessed on the Gatsby criteria, a set of principles developed to identify excellent CEIAG practice.

Outcomes of this research suggested a varied response to employer engagement and the careers enterprise coordinator's role is to link 20 schools in this case – to an enterprise adviser to facilitate employer engagement and enterprise activities. 16 schools have signed up to the scheme and 10 schools have been matched with an adviser.

The West Kent Partnership has recently put in a bid for an enterprise network. This will be facilitated by the Skills and Employability Service.

## 2.8 Kentchoices4u (KC4U)

The following is a link to the KC4U website, a website which enables young people to search and apply for courses online:

[http://www.kent.gov.uk/education\\_and\\_learning/kentchoices4u\\_home/search\\_and\\_apply\\_for\\_courses.aspx](http://www.kent.gov.uk/education_and_learning/kentchoices4u_home/search_and_apply_for_courses.aspx)

In 2016 – 2017, 11,627 students unlocked their accounts and 8718 students applied for post-16 courses through the medium of Kent Choices. 3225 of these were for FE places. The percentage of learners who have made an application, when compared with the previous year, was the same at 55%.

KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages. At the 2016 KC4U Live event, there were 2589 young people attended the event from Schools and Colleges in Kent and Medway. This inspirational 2 day event explored work and career opportunities to help young people, and those who support them, to make decisions about their future. Day 1 of the event was for Kent and Medway students in Years 7 – 11. Day 2 of the event was for students over 16 years old and the general public.

Young people were supported in making their ambitions a reality by:

- Meeting employers
- Interactive displays
- Opportunities to talk to Guidance Professionals
- Volunteering opportunities
- Opportunities to talk to Master Craftswomen and Craftsmen
- Talking to colleges and universities from across Kent.

## 2.9 KC4U Local Offer

Building on the success of the KentChoices live careers events that ran for the last 6 years, 2016 has seen the development of four local events focusing on the needs of more vulnerable learners and those who are interested in options other than Sixth Form for post 16 education. This offers the opportunity to meet local employers and training providers and learners without a post 16 offer will be encouraged to make applications on the day.

These events have been planned in collaboration with local partners in each area to make sure that local needs are met by the events and it is expected to continue this format in the coming years.

<b>Ashford</b>	Schools	10	Learners	890
<b>Thanet</b>	Schools	24	Learners	900
<b>Gravesend</b>	Schools	13	Learners	300
<b>Maidstone</b>	Schools	15	Learners	360
<b>Total</b>		62		2450

Feedback from events has been very positive with young people coming away with offers. The providers have valued the opportunity to have meaningful conversations with young people about their futures.

## 2.10 Tracking and NEETs

Engagement in learning and educational attainment is critical if young people are to gain employment and make a success of their lives. Evidence shows that not being in education, employment or training (NEET) between the ages of 16 and 18 is a major predictor of later unemployment, lower job security and lower rates of pay. There is also greater likelihood of teenage parenthood, depression, poor physical and mental health, persistent youth offending, insecure housing and homelessness, use of illicit drugs, poor relationships and early death.

The NEET Strategy published in 2015 set out our commitment to our most vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.



This Strategy sets out the key issues which contribute to young people not engaging in education, employment or training and identifies what, collectively, is needed to improve outcomes for young people who are vulnerable to becoming NEET and who are already NEET. The Action plan within the Strategy sets clear targets to ensure that the number of NEETs in Kent was reduced to 2.5% by January 2017. The NEET Strategy builds on existing EYPS strategic plans and targets, by providing details of new approaches that will be used to ensure that all 14 – 19 year olds (and up to age 24 for SEND learners) can participate in appropriate learning pathways, which lead to sustained destinations for employment, training and higher education. To achieve this ambitious target, Heads of Service and managers have continued to work collaboratively to refine systems and develop new ways of working with our most vulnerable young people.

To supplement the Strategy an operational handbook has been written for all KCC staff, in a range of services involved in supporting and reducing the numbers of young people who are NEET. This guidance ensures that there is a more joined up approach across all KCC services and officers working with NEET young people are now taking a more proactive approach to support young people into positive sustained destination.

KCC plays a critical role in identifying and supporting young people who need help to re-engage with education or employment with training. Collecting data about young people's activities is a statutory duty for all Local Authorities, last year significant changes were made to how this data should be collected mainly by removing the requirement to track young people past the age of 18.

A summary of the 3 key strands of activity which have been achieved over the past year the

- Implementation of an integrated and high quality data system to track all learners across all KCC services. This information is available monthly in detailed reports and is used to identify activities and target resources to support young people into learning
- Developing focused, collaborative and integrated working, not only between services within KCC, but also between KCC, schools, FE Colleges and work based learning providers. This has included focused work and interventions for the most vulnerable groups, which includes Children in Care, SEND, Young Offenders, Teenage Parents, and Elective Home Educated.
- Providing high quality personalised pathways with positive destinations across all districts. A particular focus was to ensure vulnerable learners have the necessary support to progress into appropriate pathways, internships, supported employment, or apprenticeships. A recent activity to meet local demand has been to provide 6 week programmes for unaccompanied asylum seekers (UASC) which provides ESOL support, living skills and vocational profile and guidance so these young people can move into a positive destination.

There are now focused activities in place in all districts to identify those young people who are likely to become NEET and those young people who are NEET.

These activities are coordinated within the districts through the District Participation meetings which meet monthly and cover the following;

- Identifying young people in school or college at risk of becoming NEET and provide additional support
- Working directly with NEET young people to enable them access and sustain appropriate provision, apprenticeships or employment with training
- Providing additional coaching and support to young people as required
- Influencing the planning of local post 16 provisions
- Increasing skills and training provisions in all districts if required
- Sharing information on young people between organisations
- Reviewing and evaluating the impact of the NEETs Strategy and providing reports to the NEETs Interdependency Board
- Increasingly the range and focus of activities within each district is tailored to meet the profile of all young people who are NEET. Working directly with young people and coordinating the work of all services has made a significant impact in reducing NEETS and Not Knowns over the last 4 months.

Ensuring that there were no more than 2.5% of 16 and 17 year olds are NEET by January 2017 was a challenging target. The outturn for January 2017 was 3.0% which was a reduction on the number of 16 and 17 year olds who were NEET last year at 3.3%. The reduction in the not knows is where the most progress has been made in January 2017 the not knows were 3.2% compared to 5.45% in January 2016. Increasing the capacity of the Tracking team within the Skills and Employability Service has significantly reduced the number of not knows over the past year. This team also supports NEET young people who do not need additional support back into training and apprenticeships. If young people require additional support then these names are passed to the appropriate District participation meeting. Since September they have 88 young people into a positive destination

The activities and actions set out in the Action Plan were designed to ensure that we were able to achieve this target. The Strategy and action plan continues to be monitored and reviewed by the NEETs Interdependencies Group, chaired by the Corporate Director, Education and Young People's Services. All KCC services involved in the NEET Strategy are now clear about their requirements and contributions to this work.

## **2.11 Kent and Medway Progression Federation**

The Kent and Medway Progression Federation comprises 40 schools, 3 universities, Kent and Medway local authorities working together to enable young people from disadvantaged backgrounds to access higher education. The Kent and Medway Progression Federation (KMPF) announced the merger with the Kent and Medway Collaborative Network (KMCNet) in January 2017.

As part of the National Networks for Collaborative Outreach (NNCO), KMCNet has successfully engaged with a wide range of secondary schools and Further Education Colleges in Kent and Medway, providing guidance, information and resources for education practitioners. This work will now continue as part of the new established Federation, which provides targeted outreach activity for around forty specially

selected schools.

Since 2007, the Federation has worked with 18,230 young people in Kent and Medway and 2,674 of our most disadvantaged young people in Kent and Medway entered Higher Education ages 18 or 19. This means that an extra 764 entered higher education than would be expected, given the young progression rate for similarly disadvantaged students in Kent and Medway. This is statistically significant and demonstrates the impact that targeted outreach makes to young people. This is measured by the National Statistics Socio-Economic Classification (NS SEC), which indicates that 72% of KMPF students who went to university moved from socio-economic groups 4-8 to groups 1-3 over the tracked period.

## **2.12 South East Local Economic Partnership (SELEP) and the Kent 14-24 Strategy**

The 14-24 Strategy has influenced the work of the LEP (the Local Economic Partnership) Skills Advisory Group and the Kent and Medway Skills commission. This has been achieved through partnership working to ensure that the South East LEP considered 14-24 programmes when setting criteria for ESF funding and agreeing the skills and training priorities for 16/17.

The South East LEP's distribution of ESF grant funding complements the 14-24 priorities by: developing apprenticeships with a focus on higher apprenticeships; developing vocational training for people near the labour market, which will directly progress them into employment; and, by looking to develop training packages to enable people to enter sectors where there is high demand for staff. There is also a strand of work looking at progressing people into higher learning, such as degree apprenticeships, responding to the concern that the average skill level of employees in the South East LEP is lower than the national average, particularly in relation to higher skills. All of this activity supports the priorities and Key Performance Indicators set out in the Refresh of the 14-24 Learning, Skills and Employment Strategy.

The Kent and Medway Skills Commission is a forum for the 8 Employer Guilds, training providers, colleges and schools to consider how education skills and training issues across Kent can be addressed. Over the past year much of the Skills commissions work has been focused on improving employer engagement in schools, raising the profile of the priority employment sectors in Kent and addressing skills shortage. The Commission held its first annual conference on Employer engagement in March 2017 and over 80 delegates attended this event.

All of this activity supports the priorities and Key Performance Indicators set out in the Refresh of the 14-24 Learning, Skills and Employment Strategy.

## **2.13 Post-16 Transport**

The Kent Post-16 Travel Card is intended to reduce barriers to learning (including apprenticeships) and to provide support for post-16 learners by:

- meeting bus travel costs to schools, colleges and work-based learning providers (including apprenticeship providers);

- enabling Kent learning providers meet the requirements of Full Participation in learning to 18 years of age, by 2015; and,
- ensuring fair access and maintaining choice for post-16 provision for Kent learners.

By utilising 16-19 Bursary Funding, other learner support funds or contributions from employers, schools, colleges and work-based training providers can reduce the cost of the Card for individual learners. In 2015 - 2016, 7597 young people used this card to move between their places of learning a significant increase on the 2013 – 2014 figure which was 4,500

## **2.14 Adult Skills**

The Adult Learning, Skills and Employment Strategy was developed with and approved by partners and KCC during the first half of 2015. The Strategy builds on the work of the 14-24 Strategy and focuses on the education, training and employment of adults in the County. The importance of this Strategy has become more apparent with the release of a number of national reports on adult skills and employment which highlight the future direction for adult learners, economic growth and employment.

“.....there is no more important issue facing our economy than getting the education and skills system right – it is crucial to cementing recent improvements in growth sustainably over the longer term. It’s essential we build the right skills base if we are to support a rebalancing towards that high-value, high-skill activities that will underpin our role in the global marketplace”. (Confederation for British Industry 2014).

The purpose of the Adult Skills Strategy is to set out our ambitions for the skills and qualifications of the adult population of Kent that all local providers of education and skills can aspire to and achieve by working in partnership. The Strategy is supported by all the relevant stakeholders, as an over-arching strategy for Kent to improve provision and outcomes.

Kent County Council contributes to the Strategy through some of its services, as well as providing a strategic overview, and by facilitating collaborative activity between education providers, training providers and employers. The overarching ambition for Kent providers is to maximise adult participation in training and learning in order to achieve economic growth, full employment, social inclusion, community cohesion, health and wellbeing.

The Strategy is built around the following priorities to:

- Increase adult employment in Kent
- Improve the education and the skill levels of the adult population of Kent
- Provide pathways, such as apprenticeships and retraining opportunities, to enable people to take up employment in priority sectors
- Increase participation in learning and employment amongst priority groups, in isolated communities, and deprived neighbourhoods; and including vulnerable adults such as those with disabilities.

The strategy is designed to address the significant gaps in the skill requirements of the local economy and the skill levels of the adult population in Kent, which cannot be addressed simply by improving the abilities of young people entering the workforce from school. Retraining and improving the skills of the existing workforce is vital if we are to gain the benefits of growth arising from economic recovery and the opportunities available in a global market. A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource we must co-ordinate at a local level to ensure collaboration between providers. This Strategy has as a key priority the importance of engaging employers in adult vocational education and training.

### **2.15 Kent Supported Employment**

Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment, and a variety of other offers including work placements and voluntary work to enable them to progress into permanent employment as part of their individual journeys. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers move into Supported Internships and 23 into Assisted Apprenticeships. This has been achieved by raising aspirations through professional careers guidance, vocational profiling and detailed action planning, using the supported employment model of professional job coaching to ensure young people are confident to take steps in securing a positive career path. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their 5 year pledge.

### **2.16 Children's University**

Kent Children's University has continued its close working relationship with a Canterbury school as a pilot hub school for Children's University validated activities offering a broad range of weekend and holiday activities and classes. This continues to be a source of income generation for the Academy, attracting young people and their families from across the county to participate in learning activities that they may not otherwise have access to. It also encourages primary age young people to visit and undertake activities on a secondary school site, therefore assisting them in their eventual transition into secondary education.

Kent Children's University is already in discussions with other Secondary schools across the county to work in partnership to act as a local hub for Children's University activities, offering not only enrichment opportunities but also aspirational career related workshops and activities for KS2 and KS3 students, working with FE colleges and local employers through the Kent and Medway Guilds.

### **2.17 Vulnerable Young people**

Skills and Employability have held discussions with FE colleges SENCO and staff with responsibility for vulnerable learners. The aim is to identify how KCC and the Colleges can work together to improve progression pathways for vulnerable learners.

Intrinsic in this is to have effective systems in place to support these young people through transition. A proposal will be put to the college principals and a strategic plan will be developed.

S&E have been working with Adult Social care to develop a model that reduces the deskilling of SEND young people once they have left education. There are 2 pilots taking place in Kent to model practice for the future. These include an enterprise activity, independent living skills and functional skills

S&E work with providers to develop innovative approaches to Post 16 Programmes to develop the employability skills of young people, particularly for Vulnerable Learners to narrow the gaps in attainment so they can achieve positive destinations at 18. Examples of these are:

- S&E have worked with SEND to support 4 applications to the EFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. They have been successful in their due diligence checks and will be funded hopefully from September 2017. These are providers who can meet the needs of these young people and engage them in employability programmes leading to employment. Supajam (music and media), Skillnet (music and arts), Liberty Training (employability skills) and Brogdale CIC (grounds maintenance, horticulture, retail and customer service skills).
- S&E have worked with EHPS to put together EET activities for teen parents based in Children Centres
- Strategically working with STUK who have the SELEP funded contract to deliver in Kent to ensure that they add to, not duplicate provision, that is already available in areas where we have identified a need. One of the projects is working exclusively with care leavers
- There has been close partnership working with VSK and the Care Leaver team to ensure that there is suitable UASC engagement activities available

## **2.18 Conferences**

A series of conferences for schools, colleges and training providers have been successfully delivered to ensure schools and other providers are well informed on DfE changes, good practice is shared between Kent schools and new collaborations are established. At the last two conferences Maximising Opportunities there were 110 delegates followed by a conference in February on the New Technical Qualifications with over 120 attendees. The Skills and Employability service will build on this success and has developed a comprehensive conference programme for 17/18.

## 2.19 School engagement

Skills and Employability hold regular engagement events with schools and young people. The following charts represent the numbers of schools engaged in each of these events.

### Number of schools that attended the local UCAS Briefings

	Schools Attended	Total number of schools
Thanet	13	13
Tunbridge Wells	12	24
Dover	7	9
Canterbury/Swale	8	21
Dartford/Gravesend	10	21
Ashford/Shepway	10	15
Maidstone	13	13

### Conferences

	Maximising Opportunities for 14-19 year olds 24/11/2016	New Technical Qualifications 10/02/2017
Wide Ability Schools	6	7
Colleges	7	4
Grammar Schools	8	2
High Schools	14	24
Special Schools	7	5
Total	42	42

### Engagement with young people

#### Engagement with Primary and Secondary Schools on Apprenticeships 16-17

<b>Total Engaged</b>	235
<b>Apprenticeship Advice Given</b>	107
<b>Supported into Recruitment</b>	128

#### Support given to young people 16-17

<b>Presentation</b>	1723
<b>Careers Events</b>	1260
<b>One to One</b>	250

#### Kent Choices Live 16-17

<b>Secondary Schools</b>	91
<b>Students</b>	2687

Engagement with young people takes many forms: we hold an annual Kent Choices Live Careers event, we support young people in small groups and one to one to assist them in making choices and have a telephone careers information service for young people who are NEET.

## **2.20 Apprenticeships**

The 16-18 Apprenticeship Campaign plan developed between KCC, The Kent Association of Training Organisations (KATO), Association of South East Colleges (AOSEC) and Medway Council- has continued to develop effective partnerships to increase the number of apprenticeships for this age group.

By July 2016 over 3000 young people aged 16 to 18 had started an apprenticeship across Kent, which is the highest number achieved for this age group. The plan will work towards the successful recruitment cycle of coordinating most apprenticeship vacancies during the year - In September, January, April and July.

Schools, FE colleges and work-based training providers continue to work with young people with the support of KCC. Two new websites have been developed to help young people make informed choices around apprenticeships ([apprenticekent.com](http://apprenticekent.com)) and how to improve their employability skills ([www.readytoworkkent.co.uk](http://www.readytoworkkent.co.uk)) which are designed to give them the correct information and make the right decision.



### Section 3 Consultation with partners on the refresh of the 14 to 24 Learning, Skills and Employment Strategy and new ways of working

During the summer of 2016, the Skills and Employability Service consulted with partners on which activities facilitated by the Service and supported by the 14 to 24 Strategy they felt would be beneficial to securing better outcomes for young people. The key actions have been aligned to the four priorities of the strategy, which are outlined in the table below:

Raise Attainment and Skills Levels	Provide regular local curriculum provision updates with successful exemplars of appropriate collaborative 14 – 19 (24) pathways in order to ensure progression and links with local employment.
	Provide regular updates on curriculum information from the DfE, qualification news, resources and funding in order to best plan a financially sustainable 14 to 19 programme with better outcomes.
	Have access to on-line learning either to consolidate post 16 provision based learning or offer alternatives to the school provision.
	Receive a district profile including destination data, post 16 provision data, participation data, a local economic profile and a vulnerable learner profile in order to support 14 to 19 curriculum planning.
	Have access to on line revision lessons for core subjects.
Improve and extend Technical Education, Training and Apprenticeships	Advice and support in ways of delivering level 1 and pre apprenticeship within the study programme which support continued progression and participation for the most vulnerable learners.
	Advice and support in delivering work experience as part of study programmes in order to enhance learning and skill development.
Increase Participation and Employment	Receive Labour Market Intelligence to inform the curriculum offer and learner destinations by identifying sector skills shortages.
	Have direct links and engagement with employers through the Guilds to enhance aspiration and develop awareness of the sectors roles.
	Have access to a more developed KentChoices4U site for years 11, 12 and 13 and other CEIAG software packages for key stage 4 and key stage 5.

	Have access to a strengthened Careers Coordinated Network supplying support and information for careers guidance professionals in order to improve participation and progression.
Target Support for Vulnerable Young People	Receive information on English and Maths working towards level 2 GCSE/Functional Skills and for KS5 teachers to be guided on how improve outcomes for learners thus providing them with a passport to further learning and employment.
	Receive support for vulnerable learners' programmes including access to assisted Apprenticeships and Supported Internships for vulnerable learners.
	Have access to bespoke Careers Guidance for SEND learners.
	Have access to specialist support for parents and carers.
	Have the opportunity to take part in an Employability Health Check and in order to develop employability programmes to enhance skills and work readiness of their learners.

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## Section 4 Changes and new Opportunities for 11 to 24 provision in Kent

All providers working in the 11 to 24 age range face a number of challenges over the next two years which will reshape our partnership with schools, colleges and training providers. These are qualification change, accountability change, reducing budgets, apprenticeship reforms, employer engagement and a new delivery model for local authority education services.

### Qualification Change

#### New Qualifications

The range of qualifications available for accrediting Academic and Technical Learning have been enlarged and have been available for first teaching since September 2016 and these new qualifications where been endorsed by the publication of the Post16 Skills plan. They are accompanied by new progress and retention measures. As we facilitate the development of new curriculum opportunities in schools which link to local market information, it is important that there is shared understanding of the full value and potential impact of these qualifications in pre and post 16 offers to develop high quality and appropriate 14 to 19 provision. The new qualifications are set out below.

#### Technical Awards Pre16 levels 1 and 2

Technical Awards are broad, high quality level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills not usually acquired through general education. At key stage 4, students are encouraged to take up to three technical awards alongside a minimum of five academic GCSEs from the list of EBacc subjects.

Administration, Accounting and Personal Finance Agriculture Animal care Art and design Business Child Development and Well-being Construction and the built environment Engineering Hair and Beauty	health and Social Care hospitality and Catering ICT Manufacturing Media and Communication Performing Arts Retail Sport Travel and Tourism
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#### Technical Certificates Post16 Level 2

Technical Certificates are rigorous intermediate (level 2) technical qualifications recognised by employers for students aged 16 plus who wish to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit at this level or where a level 2 qualification is needed before students can progress to a level 3 qualification. Technical certificates are recognised by trade or professional bodies and/or at least five employers. Alternatively, the

qualification may be accepted by a national licensed professional registration scheme.

<p>Agriculture, Horticulture and Animal Care          Arts, Media and Publishing          Business, Accounting, Administration and Law          Construction, Planning and the built Environment          Engineering, Manufacturing Technologies and Transportation Operations</p>	<p>Health, Social Care and Child Development and Well Being          Information and Communication Technology          Leisure, Sport, Travel and Tourism          Retail, Hospitality and Commercial Enterprise</p>
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### Applied General Qualifications Post16 Level 3

Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills through applied learning. They allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels.

<p>Performing Arts and Media          Finance and Business          Health and Social Care          Construction, Planning and the Built Environment          Engineering</p>	<p>Information and Communication Technology          Sport          Hospitality          Science and Mathematics          Sociology and Social Policy</p>
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### Tech Levels Post 16 Level 3

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course.

Agriculture, Horticulture and Animal Care  
 Arts, Media and Publishing  
 Business, Administration and Law  
 Child Development and Well Being  
 Construction, Planning and the Built Environment  
 Engineering and Manufacturing  
 Health and Social Care  
 Information and Communication Technology  
 Sport, Leisure and Recreation  
 Retail, Hospitality and Commercial Enterprise.

## Academic Qualifications Post 16 level 3

Academic qualifications cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.

### Changes in accountabilities

#### Key Stage 4 Headline Measures

Progress 8 measures progress in subjects in key stage 4. These subjects may include up to 3 technical awards. This allows students to transition into key stage 5 with a nascent technical skills set rather than that transition being a hurdle. It is therefore essential to understand these accountability measures in order to get best outcomes for schools as well as for young people. We will be working with schools and colleges to develop clear progression routes through the range of technical qualifications to improve retention post16 and improve destination outcomes.

#### Key Stage 5 Headline Measures

The 16-18 school and college performance tables have changed as a result of previously announced government reforms. These reforms support planning and development of curriculum with best interests of the institution and the learner at heart. Changes include new headline measures, changes to the technical qualifications that can count, changes to the points assigned to grades, new rules for how students are included in measures and new rules for how students are allocated to institutions.

Outcomes are reported separately for students studying different qualifications. The following measures have been published in the performances tables dated January 2017:

- Value added progress in Academic and Applied General qualifications
- Attainment in Academic, A levels, Applied General and Tech Level qualifications
- English and maths progression at post 16
- Destinations (for the 2013/14 cohort)
- Additional measures: % achieving AAB in 2 facilitating subjects; Best 3 A levels, Tech Bacc
- Minimum Standards.

The progress score allocated to all schools and colleges are divided into the following categories:

- Well above average
- Above average
- Close to national average
- Below average
- Well below average

The well below average captures all those below the newly defined minimum standard.

### Reducing budgets

The DfE have an expectation for new 6<sup>th</sup> forms to have 200 students or more, either in the institution or through partnership. This is to enable breadth of offer and to ensure financial viability. The majority of our 6<sup>th</sup> forms in Kent are below this but most continue to offer breadth with approximately 15 subjects being offered to meet the interest of their students. This suggests that students at very small school sixth forms are getting a good experience where they are able to access a broad range of courses to meet their interests. However, it also suggests that the schools themselves are running some post 16 programmes with small class sizes, possibly by cross-subsidising the sixth form provision using funds from elsewhere or by delivering some courses in partnership with other schools. EFA guidance recommends a class size of 15 learners.

### Apprenticeships reforms

The introduction of the apprenticeship levy, the Levy is a Government initiative aimed at increasing the level of investment in apprenticeships by encouraging employers to invest in apprenticeship programmes and to raise additional funds to improve the quality and quantity of apprenticeship training.

Kent County Council will have a levy charge of 0.5% on its annual salary bill and will have to pay a figure of £3.2 million from April 2017. As a public sector organisation KCC will also be given a 2.3% Public sector target of apprenticeship starts, as part of the Government drive to achieve 3 million apprenticeships. KCC will have one overall target and this is broken down into two separate targets one for Non schools (KCC) and the other for schools staff. This is based on KCC's headcount and how the authority shows the employment of staff across the directorates. The total number of starts will be 707 and this will be broken down for non-schools of 243 and schools of 464.

Skills and Employability Service will provide support to schools to understand the changes taking place and how they can develop new standards to match their business needs. Often applicants for apprenticeships do not have the necessary qualifications or have the appropriate experience to be work ready. There is a commitment at KCC to develop personalised programmes, so young people can progress onto an apprenticeship. Our apprenticeship ambassadors will support students to understand the apprenticeship offer to increase the number of 16-18 apprenticeship starts to 3300 for 16/17.

### New delivery model for education services

In line with many local authorities, KCC is developing a new education services delivery model in partnership with schools which has a focus on developing robust partnerships to meet the needs of young people more effectively and secure economies of scale as resource get tighter between schools.

The aim of Skills and Employability Service within the new delivery model will be to continue a work in partnership with schools to:

- Improve learner achievement and learner destinations
- Increase participation and employment for all learners
- Move from the existing offer of services, which is funded entirely by KCC, and develop a high quality traded services model for all providers.

The objectives will be:

- Support the development and delivery of 14 to 19 programmes
- Increase the take-up of apprenticeships in schools.
- Support the needs of vulnerable learners.
- Encourage a collaborative offer and more effective partnerships between schools and other providers
- Increase employer involvement in curriculum delivery.
- Enhance CEIAG and progression outcomes for learners.
- Support young people and adults into progressive and sustainable further learning, employment with training or employment through opportunities to improve literacy and numeracy levels
- To support employers to recruit and train employees in order to reduce skills gaps and grow.

To this end, the Service has built on existing good practice and in consultation with schools has developed the following services which can be traded:

- Functional Skills entry level to level 2 and GCSE level maths and English on line learning to consolidate classroom based teaching for students post 16
- A Kent badged national Careers platform, Success at Schools. to support professionals and students in guidance and career choice
- NVQ level 4 guidance to add certificated up skilling to career professionals
- English and maths adaptation course to skill excellent teachers with the knowledge to deliver GCSE grade 4/5 maths and English and to provide teachers of other subjects the skills to deliver literacy and numeracy
- Advice support and guidance to plan , develop and deliver 14 – 19 progression pathways into sustainable further learning, employment with training or employment
- Advice, support and guidance to deliver impactful supported employment
- Children's University packages to deliver pupil and parent aspiration to learn to full potential and to secure positive destinations.

These services are currently being piloted and the intention is to continually review existing services with schools and providers as they roll out and to add to our menu of services to meet client need, for example, A level revision in mathematics and physics, NVQ level 6 Guidance. These traded services will complement and enhance the activities the Service undertakes to support raising attainment, increase participation and support the vulnerable to positive destinations.

## **Section 5 Next Steps**

This section sets out the new actions and activities required to deliver the key improved outcomes for all young people which reflects school and other training provider's needs.

### **Raise Attainment and Extend Technical Education**

As we move forward, we need to capitalise on the opportunities presented by the reformed qualifications and accountabilities at both KS4 and 5. In developing new curricula schools and other providers will need to constantly review qualifications options and packages of subjects which can support appropriate 14 to 19 programmes which offer progression and clear destinations.

A significant emphasis in the reforms has been the development of Technical Levels which are on a par with A levels and recognized and designed by employers they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a degree.

DfE results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.7 which is slightly below the national average of 36.9 and equivalent to a Distinction+. Kent is ranked fourth against statistical neighbours and 68th out of 150 local authorities nationally for this measure. We will provide teaching resources and high quality information for schools developing new technical programmes by:

- Developing new subject specialist networks in Creative and Digital, Hospitality, Health and Social Care, Financial services, Sciences, Engineering, Construction and Land Based. This will include effective employer engagement in the delivery of the programme
- Creating strong partnerships between schools, colleges and employers which will ensure there are progression opportunities for all young people opting for a technical pathway
- Working with schools to provide information advice and guidance for young people at 16,17 and 18 on apprenticeships including level 4 and degree apprenticeships

Applied General advanced (Level 3) qualifications apart from A levels are currently the main post 16 qualifications used by the majority of Kent schools that equip students with transferable knowledge and skills. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.



In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is below the national average of 38.0 and equivalent to a Distinction+. Kent is ranked seventh out of its statistical neighbours and 86th out of 150 local authorities nationally for this measure. We will support schools to improve outcomes for all young people who opt for applied general qualifications by:

- Sharing good practice and expertise on the delivery of applied general qualifications with all Kent schools
- Developing schools to schools support, inform all networks and collaborations which improve the quality of teaching and learning at KS5
- Providing high quality online learning resources for GCSE English and math and level 2 functional skills

The Technical Baccalaureate is a new performance measure that allows young people, aspiring to a technical career, a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.

In Kent schools in 2016, 20 students achieved a Technical Baccalaureate representing over 15% of the 129 students in state funded schools nationally. Kent is ranked first both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year by:

- Supporting to schools to identify areas of specialisation for 14 to 19 pathways which link to identified skills gaps
- Supporting more schools to work in partnership with Colleges to develop this qualification option.

The Baccalaureate qualifications both the Diploma and IBCP are a significant strength in a number of Kent schools. The expansion of the IBCP programme to 20 schools will significantly increase the number of young people engaged in this broad and balanced programme offer. The outcomes for Diploma learners was extremely positive in 2016, the average points achieved by International Baccalaureate students in Kent schools was 208.6 which is above the national figure of 201.0. In Kent, 540 young people took this qualification in 2016. The progression registered was positive at 0.62. The destination for learners who followed the IBCP has also been extremely positive with many young people moving from this programme into Higher education or degree apprenticeships. We will continue to support the further development of the IBCP and support schools to share best practice and lessons learnt from the introduction of the IBCP curriculum delivery model. We will do this by:

- Supporting more young people into higher and degree apprenticeships
- Providing a range of careers education, information, advice and guidance resources for IBCP learners based on the local economic profile and Kent employment opportunities
- Boarding the range of technical qualifications offered within the IBCP
- Explore the opportunity to develop a one year IB foundation programme.

## **16-18 Apprenticeships**

The 16-18 Apprenticeship Campaign continues to develop between KCC, the Kent Association of Training Organisations (KATO), the Kent Further Education Colleges (KFE) and Medway Council - which has established an effective partnership to promote and increase the apprenticeship offer across Kent and Medway.

During 15/16 the partnership helped achieve the highest number of 16-18 apprenticeship starts in Kent of 3020, which was the first time we had achieved over 3000 for this age. The work with Schools, FE colleges, HE institutes and work-based training providers will provide support to young people by giving guidance and support to make the right decision on the future pathways. Apprenticeship vacancies will be co-ordinated four times a year - September, January, April and July. The new apprenticekent website launched in Oct 16 has over 1300 young people registered on the site looking for an apprenticeship opportunity. We will:

- Develop the apprenticeship ambassadors role with schools to promote the benefits of apprenticeships to students
- Increase the number of schools employing apprentices to meet the new public sector target of 2.3%
- Develop new Higher and Degree level apprenticeship standards with match the needs of schools for example Teacher degree apprenticeship
- Promote an apprenticeship campaign for schools to raise the awareness of apprenticeship to young people, parents and their role as an employer
- Support the Kent guilds to build closer collaborative partnerships with schools and employers to promote the benefits of the industries for future apprentices
- "Made in Kent" campaign to raise the awareness of the changes to apprenticeships and how employers can access new apprenticeship funding
- Develop a technical qualification subgroup for providers to discuss and share good practice and address concerns on the plan technical qualifications and the route into apprenticeships
- Continued development of the apprenticekent website to offer a variety of apprenticeship roles across Kent.

## **Improve Progression**

A key focus of the Strategy continues to be to decrease the number of 16 – 19 year olds who follow courses and do not raise their level of qualifications. Data for 2015 – 2016 is not yet available. The last valid figure was 84.9% which continued a positive upward trend. Maintaining this level of progress will be challenging, as those young people who are yet to reach Level 2 often have multiple barriers to achievement. To maintain this upward trend we will:

- Support 14-19 providers across district to collaborate to achieve the best outcomes for all learners to ensure there are pathways which offer progression
- Share with providers good practice on KS4/KS5 14-19 curriculum modelling and guidance
- Support schools, colleges and work based provision in the development of appropriate programmes which work towards achievement of level 2 Maths and

English GCSE16-19 and level 2 functional skills.

- Develop a progression protocol between schools and colleges for vulnerable learners.
- Provide personalised supported progression pathways for all young people with more complex needs including supported employment and internship opportunities

### **Increase Participation**

In January 2017 95.1% of year 12 students (academic age 16) participating while the figure for year 13 (academic age 17) was 86.8%. This gives an overall figure of 90.9%. In order to support schools, colleges and work based trainers to increase participation particularly in year 13 we will:

- Support providers to improve outcomes for learners at 16, 17, and 18 including positive destinations at 18 by providing models of academic and technical learning appropriate to local economies and further and higher learning.
- Continue to track all young people to the age of 18 and feedback to schools and other providers when young people disengage from their intended destination
- Plan, deliver and evaluate participation and engagement strategies in all districts in order to develop full participation to age 18, including the development of transition year
- Action interventions across a range of services to reduce NEETs and Not Known targets to improve schools and colleges destinations outcome increase participation for vulnerable group 16 – 18 through specialist support and study programmes working in partnership with schools, colleges and other providers

Further work needs to be done to reduce the number of young people who become NEET during and at the end of Year 12 .In order to maintain (that is, reduce drop out mid post 16 learning) and increase participation we will:

- Working in partnership to improve the quality and breadth of post 16 programmes in schools and colleges
- Continue to research and produce the district data packs to inform the planning of 14-19/24 high quality progression pathways, in line with the providers' annual planning cycle, especially for vulnerable and SEND students and those with multiply barriers to learning
- Continue to develop, coordinate and evaluate the Ready to work offer, with an interactive module enabling schools to offer more inclusive career guidance.

## **Careers Information Advice and Guidance**

The role of careers education and guidance in a young person's learning years is crucial to making informed choices about purposeful learning and future destinations. We will continue to build on the Kent Careers framework to

- Develop, redesign, update and manage the Kent Choices website and Kent Choices live events with a view to increasing impact on young people. Their views, as well as the views of schools and other providers will be considered in this reshaping.
- Review in consultation with schools, colleges and other training providers the Kent Careers framework in order to secure better progression for young people, this will include a significant focus on employer engagement and labour market intelligence
- Continue to co-ordinate and strengthen the Kent Careers network in order that schools and colleges career co-ordinators are kept informed on current practice and duties.
- Develop an online careers platform to provide a one stop shop for professionals, young people parents and carers

## **Develop Employment programmes for vulnerable learners**

Over the past 3 years the Skills and Employability service has significantly increased the number of supported employment opportunities for young people which has been nationally recognized for providing sustained employment for young people who would not have entered the labour market. We will continue to build capacity in schools to help the successful transition and provide more supported employment opportunities by:

- Developing capacity in schools to deliver supported employment programmes for vulnerable Learners to ensure continuity in progression at age18
- Developing a range of post 16 pathways including traineeships, work experience, Assisted Apprenticeships and Supported Internship programme for vulnerable learners in order to secure participation and progression into employment and improved destination data for providers.

## **Employer Engagement**

While facilitating schools and learners to understand labour market information and recognize skill gaps, we will also facilitate employers' recruitment needs. We will:

- Manage the work of the Kent & Medway Skills Commission in order to inform providers of skill gaps and employer needs in order to improve provision of learning and skills.
- Co-ordinate and oversee the development of the Guilds in the priority sectors within the LEP in order to facilitate inspirational employer engagement with providers and build a database of work experience placements to enhance study programmes particularly the new technical qualification and re-engagement packages.
- Submit bids for LEP funding with other strategic partners to improve pathways

and progression routes for young people.

### Targeted Support for Vulnerable Young People

Young people who do not achieve level 2 in English and maths face a number of barriers to progression in particular moving on to level 3 programmes and apprenticeships. In addition the new progression measure for maths and English shows the average change in grade in each of English and maths from the end of key stage 4 to the end of key stage 5. -1 is the maximum negative progress applied to an individual student. A student is not disadvantaged by achieving 2 or more grades lower than prior attainment.

Nationally average progress is negative for both English (-0.10) and maths (-0.13) For English and maths, approx. 21% of students in England in each subject did not enter an approved English or maths qualification during 16-18 studies and subsequently received a score of -1 in the measure.

The table below English and maths progression for Kent schools and types of institution. At this stage only range of progression is available.

type of institution	English and Maths Progress			
	Number of students included in English progress measure (without at least an English GCSE grade C by end of key stage 4)	Average progress made in English	Number of students included in maths progress measure (without at least a maths grade C by end of key stage 4)	Average progress made in maths
England		-0.1		-0.13
Kent	1019		1349	
grammar	9	0.00 > 2.75	22	-0.20 > 1.00
high	725	-0.71 > 1.67	926	-1.0 > 0.92
wide	285	-0.37 > 1.00	401	-0.31 > 0.71

Table 12 DFE January release 2017

Nationally the average progression was negative in both subjects. Higher progression was recorded in English than Maths County wide. High schools' cohorts' profile is evidenced by the wide progression range.

There is no question that the delivery of post 16 maths needs review. A continuation of pre 16 pedagogy will not achieve the results essential for progression and improved life chances. The Service will:

- continue to work in partnership with providers to provide eLearning packages for those students who have not reached level 2 GCSE maths and English (from August 2017 this will be grade 4 upwards to 9) in both functional skills and GCSE.
- offer courses to excellent teachers of other subjects to develop the skill of delivering maths and English to grade 4 with the intention of relieving a teacher recruitment issue.

### **Narrowing the Gap**

Comparison with last year is challenging since the cohorts are defined differently as referred to earlier in this document. However, outcomes for disadvantaged learners at 18 continues to be problematic. The achievement gaps between this group and other learners still needs to improve significantly at all levels.

In 2014 there were 1,715 students eligible for free school meals at the end of key stage 4, of which 27.3% (468) achieved 5 A\* - C with maths and English, a 34.3 gap against non FSM students. FSM L3 completions at the end of academic year stood at 301 young people. This is only 3% of level 3 completions, 64.3% of the FSM cohort with 5 A\* - C EM.

FSM eligible students show much lower prior attainment. Only 68.1% of this cohort achieved 5+A\* - C GCSE with English and maths (v. 86.3% for non FSM). 78.4% of the same cohort achieved 5+ A\*- C GCSE (v. 92.8% for non FSM) This lower prior attainment is reflected in outcomes and progression at KS5.

A level APE is 28.4 (v. 32.3 for non FSM) and Academic APE is 28.6 (v. 33.4 for non FSM). This translates to a third of a grade difference. This third difference manifests itself in Applied General and Tech Level qualifications, but with only 2 points different in APE. There will be a more focused approach to narrowing the post 16 gaps through this revised strategy. We will:

- Provide continued support for vulnerable learners, firstly to make the transition to school post 16 delivery, and secondly to stay the course (drop out at 17 is unacceptable).
- Develop transition protocols between schools and colleges
- Provide specialist guidance training for KCC staff working directly with disadvantaged groups.

The table below shows attainment based on FSM eligibility drawn from LPUK data unvalidated release January 2017.

Closing the Gap – FSM						
	FSM			Non-FSM		
	Kent County Council – Schools only	Kent	National	Kent County Council – Schools only	Kent	National
Post-16 students (L2 and L3)	*	*	*	*	*	*
L3 Completions	301	303	12,555	8,674	8,466	181,674
Av. GCSE Points on Entry	40.7	40.7	42.3	45.5	45.4	45.7
Av. KS4 Points on Entry	42.1	42.0	43.0	46.0	45.9	46.0
% Students 5+ A*-C GCSE EM	68.1%	67.7%	74.3%	86.3%	85.9%	86.6%
% Students 5+ A*-C GCSE	78.4%	78.4%	85.2%	92.0%	91.8%	94.1%
A Level APE	28.4 (c)	28.5 (C)	28.4 (C)	32.3 (C+)	32.4 (C+)	32.2 (C+)
Academic APE	28.6 (c)	28.7 (C)	28.4 (C)	33.4 (C+)	33.5 (C+)	32.4 (C+)
Applied General APE	35.8 (Dis)	35.6 (Dis)	37.6 (Dis+)	37.7 (Dis+)	37.6 (Dis+)	38.6 (Dis+)
Tech Level APE	36.1 (Dis)	29.0 (M+)	36.0 (Dis)	38.8 (Dis+)	34.6 (Dis)	37.3 (Dis+)

### Planning and developing new 14 to 19 cost effective provision

The Strategy, moving forward, will have a distinct focus on 14 to 19 curriculum planning, design, and employer engagement to develop 14 to 19 programmes that promote successful and sustained destinations. The intention is to develop academic, applied and technical pathways into employment. This includes developing good models of work experience, internships, traineeships and entry into apprenticeships. Alongside these entry to employment routes we will develop models of a new innovative one year transition programme for young people who wish to change direction in year 12.

The revised strategy will strengthen the link between curriculum design and the world of work in line with the Post 16 Skills plan. We will work with schools, colleges and training providers to ensure in each district there is an annual review of the District Data Pack to consider:

- Total curriculum offer to meet the needs of the labour market;
- Gaps in provision;
- Provision that lacks progression opportunities for learners;
- Over-provision; and,
- Provision which meets the needs of all districts learners.
- ensuring any offer of provision is financially sustainable as part of the process of

- supporting schools' curriculum planning post
- Developing a new models for the transition year for both academic and technical pathways
- Inviting schools, colleges and work based learning providers to an ongoing and developing programme of briefings and conferences on 14 – 19 issues including information, advice and guidance and curriculum remodelling, and employer engagement.

### **Looking forward to the next three years**

KCC and the Skills and Employability Service cannot achieve their aims standing alone as the Local Authority. Consultation and collaboration with partners is essential. This process may be accomplished by working with individual provisions, with a multi academy trust, with a district of provision or an area or a group of schools offering a particular programme for example IB, IBCP, Tech Bacc, a highly academic post 16 environment or a transition study programme. And not least it will be achieved through provider peer to peer support.

The Service also works alongside other bodies, for example with the Employer Guilds, the Joint Managers and Partners Group, The Kent and Medway Skills Commission, the Kent Association of Headteachers, the Careers and Enterprise Company, the Learning Plus UK organization (which supplies data) and the DfE, which is invited to speak at briefings and conferences.

Our principles for progression and securing sustainable destinations are to:

- Delivering English and maths for those for those without GCSE A\* - C
- Offering work experience at an appropriate level
- Development activities such as digital skills, study skills, problem solving or team building
- Personalised support
- Assessment and guidance to make decisions about next steps
- Offering young people who are not ready for further education or employment, but who – with the right provision and support – have the ability to progress to further education or to employment.
- Equipping students with the knowledge, skills and behaviours they need to progress.
- Progression to further education, traineeship, apprenticeship or employment with training

A key focus of the Service is to promote more collaborative working across the range of Education and Skills training providers and employers through the revised 14-24 Strategy. Collaborative yes, but these partnerships need also to be impactful partnerships with clarity of activity and assured outcomes, to share resources and to improve the outcomes for young people by developing technical and academic pathways which lead to progression and sustainable destinations.