



# 14 – 24 Learning, Employment and Skills Strategy Refresh

2015 – 2018

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# Review of the 14 – 24 Learning, Employment and Skills Strategy

## Introduction

The 14 – 24 strategy was designed to achieve a fundamental shift in the education system in Kent, towards a more comprehensive vocational 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.

We are aiming for more rapid development in Kent whereby the work of schools, colleges and employers become better integrated and responsive to the needs of young people and the economy, and young people have access to the highest quality and levels of vocational and technical education in the UK.

Young people are the future and raising their educational achievement and aspirations is directly linked to their future prosperity, the prosperity of the community and the success of the Kent economy. While we now see rising UK economic growth and decreasing youth unemployment, there is still an urgent need to do more to support all young people to achieve better educational outcomes and be better prepared for skilled employment or further learning at age 18 and beyond.

We continue to face challenges. There is still a lack of clear progression pathways to post 16 learning and higher level technical qualifications, especially at age 17 for some learners and a mismatch between some of the courses and the needs of young people and local businesses. We are particularly concerned to see improvement in the attention to level 2 English and maths qualifications in post 16 programmes. There is also a lack of flexibility in working arrangements between schools and other providers and although we have made good progress in increasing apprenticeships, they not well enough promoted in schools as an alternative for young people of all abilities. These issues are still priorities for improvement as part of this revised strategy. We have yet to scale up to a much more comprehensive system of vocational and technical education that supports all young people to at least age 18 and beyond, and offers higher level qualifications with better routes to skilled employment for all young adults in Kent. These are our priorities as we move forward with the strategy.

The successful engagement of employers and robust partnership arrangements between stakeholders are paramount. We continue to develop these partnerships and new forms of school collaborative arrangements have been established with the Kent Association of Headteachers and with both KAFEC (Kent Association of FE Colleges) and KATO (Kent Association of Training Organisations). Jobcentre Plus (JCP) have also made significant contributions to the implementation of the 14-24 Strategy, through the Youth Employment and Learning Zones and this work has been supported by District Councils

In addition, we are now a key partner in the South East Local Enterprise Partnership (LEP) that includes councils, businesses, universities and colleges from Kent, Essex and East Sussex, all focused on improving growth and prosperity by creating the right environment for skills and economic development.

It is recognised that access to a world class, appropriately skilled workforce is the major factor in influencing business location and company performance, and therefore a key aspect of the LEP agenda is to ensure that businesses have the skilled workforces needed to compete, particularly in the key growth sectors that will drive economic growth for the future. We need to build on this potential to improve engagement and collaborative working and to share information. A key priority is to gain commitment for business to increase contacts with schools, FE colleges and other training providers to develop work based learning and work experience opportunities for young people and be more involved in the design of vocational programmes.

We recognise that our success depends on more effective partnership working between the local authority, schools, colleges, higher education providers, work-based learning providers, employers and other agencies. For this reason the Employment, Learning and Skills Partnership Board has taken on joint responsibility for the delivery and oversight of the Strategy.

It is clear that greater collaboration between groups of schools, FE colleges, work-based training providers and employers, through local 14-19 partnerships, is the best to develop the curriculum offer, progression pathways and work based training opportunities for local young people. We publish district data packs to influence and shape these local offers. In September 2014, the Skills and Employability Service produced the District Data Pack Lite to inform joint planning between learning providers about developing the 2015 – 2016 curriculum.

Full data packs are produced on a two yearly cycle, with a yearly update document as an interim publication. The District Data Pack Lite:

- summarises key legislative changes that have occurred which impact on qualifications, provision and learning;
- revisited the analysis of district economies;
- reviewed changes made to the curriculum over the last year;
- illustrated the impact on participation, attainment and progression; and,
- sets the scene for developing the 2015/2016 curriculum.

KCC's Skills and Employability Service offers support to facilitate Kent's districts' responses to the data. Developing a district offer, drawing on the expertise of all providers, including schools, FE colleges and training providers, continues to support our joint efforts to ensure young people can access the information and gain the qualifications, skills, work experience and learning opportunities they need.

The Key Performance Indicators for our strategy focus on raising attainment and skill levels, improving and extending vocational education, training and apprenticeships, increasing participation and employment and targeting support for vulnerable young people. Significant progress has been made against our targets over the past two years. Overall progress against the key performance indicators is positive, with only 3 indicators giving cause for concern about less satisfactory progress.

The DfE (Department for Education) has developed a set of performance measures and outcomes for all post-16 providers. New post-16 accountabilities include level 2

GCSE English and maths data, and entry level, level 1 and level 2 results in other subjects

Post-16 provision in schools is now graded separately by Ofsted during inspections. Inspectors focus on progression delivered through appropriate study programmes and the opportunities for English and maths attainment at GCSE grades A\*- C for those students who have not yet achieved this level of qualification. If these opportunities to achieve GCSE English and maths are not included in post 16 programmes of study, schools, colleges and work based training providers forego funding for the entirety of those students' study programmes. Furthermore, inspectors investigate an institution's APE (Average Point per Entry) where it falls below set limits for 40% or more of the cohort. They also inspect careers education and its impact on choices and retention at age 17 and positive destinations to Oxford and Cambridge, the Russell Group, other HE (Higher Education), FE (Further Education), apprenticeships, training and employment.

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

Reports from Government, business and employers' associations have in the past highlighted the poor track record in managing the transition from education and learning into work and employment. Over the next 3 years we will continue to prioritise:

- the need for a radical improvement in vocational and technical education, and training;
- the importance of addressing employers' concerns about work readiness; and,
- the employability skills of those learners leaving school, college or university.

The majority of young people in Kent succeed in education and make a positive transition to further and higher learning. However, a minority do not and we are working hard to engage and educate all young people to ensure their future economic well-being as well as meeting the needs of the economy.

The initiatives and the strategic priorities set out in the 14 – 24 Learning, Employment and Skills Strategy represent one of Kent County Council's major goals; to change the life chances and employment prospects of young people and in turn the future prosperity and economic growth of Kent.

The 14 – 24 Strategy is providing a coherent framework for our partnership in ensuring young people and adults become more highly skilled and work ready. This refresh document reviews the positive steps made so far and outlines next steps to achieve our ambition.

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

## Section 1

### Progress against the 18 Key Performance Indicators 12-24

<p>KPI 1 Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSE's including English and maths.</p>	<p>The 2014 results for Key Stage 4 achievement of 5 or more GCSE A*-C grades (including English and maths) were 60% (57% first entry) in Kent and the national average was 58%* (2013 results showed 5 or more GCSE A*-C grades including English and maths at 63%, and 61% in 2012).</p>
<p>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.</p>	<p>The current trend for youth unemployment is downward and the trajectory has exceeded our target. When the annual target was applied in November there were 6,070 18-24 unemployed young people against a target of 7,200. Since November unemployment has continued to fall. In August 2014 unemployment in Kent was 3.3%, or 4,225 claimants. Significantly, for the first time, this figure is below the 2008 level. The National average for Youth Unemployment is 3.8%.</p>
<p>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</p>	<p>The Skills and Employability Service has published an updated set of the District Data Packs in September 2014 which provided data to inform providers' and local partnerships' planning for the post- 16 curriculum from September 2015. There was a consultation with providers during the autumn to identify local effective partnership working to offer broader curriculum pathways.</p>
<p>KPI 7 The number of 16-19 year olds who follow courses and do not raise their level of qualification will decrease to below 5%.</p>	<p>11.1% of the Year 12 cohort failed to raise their level of attainment by age 19 in 2013**, this is a small improvement over the 2012 figure of 11.8%. In terms of public money and the life chances of these young people, this level of outcome remains a concern. The intention is to lower this to 5% by 2016.</p>
<p>KPI 8 Advanced level performance in Kent will be above the national average on all measures.</p>	<p>Performance at post-16 has shown limited improvement in 2014. The percentage of students achieving two or more A Level passes, A* to E declined from 90.6% in 2013 to 88.6% in 2014. This reflects a three year decline from 92% in 2012, which is disappointing. The percentage of students achieving three or more A* to E passes was 74%, compared to the national average of 77.6%, which is also disappointing.</p> <p>Kent's Average Points Score per entry at A level is in line with the national average. Kent is 212.5 compared to the national result of 212.9.</p> <p>The Average Points Score per student was 798.2 compared to a national average of 777.9 This result is both above the national average and an improvement compared to the previous year.</p> <p>The Average Points Score per entry for vocational achievement was 228.2 which is in line with the national average of 228.9. This is a slight improvement compared to 2013.</p> <p>The Average Points Score per student for vocational achievement was 666.1 compared to the national average of 688.6. This is an improvement compared to the 2013 score of 639.3, however nationally there has been greater improvement.</p>

	<p>There was a small improvement in the number of students gaining three or more A and B grades which improved from 8.5% in 2013, to 8.6% in 2014, compared to the national average of 8.5%.</p>
<p>KPI 10 All young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges so that their participation can be monitored, as required by statutory duty.</p>	<p>The level of young people designated as 'Not Known' was 5.75% at the end of December 2013. This was higher than previous years due to changes to the data collection process. By the end of January the figure was 4.6%. In the normal cycle of tracking this figure has risen, but at a lower rate than in 2013. The latest data will be available January 2015.</p>
<p>KPI 11 Youth Employment and Learning Zones in Thanet, Swale, Shepway, Gravesham and Dover will reduce unemployment for 16 to 24 to below the national average.</p>	<p>As reported in KPI 2 the current trend for Youth Unemployment in Kent is a downward one. 18-24 Unemployment: Kent 4225(3.3%), National, (3.8%), There have also been significant decreases in youth unemployment in the five priority areas (previous year in brackets): Dover 4.8 (6.2)%, Gravesham 4.3 (5.4)%, Shepway 4.2 (5.1)%, Swale 5.2 (6.8)%, Thanet 7.8 (9.8)%. This decline was in part due to Youth Employment Zone activities.</p>
<p>KPI 12 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%.</p>	<p>The rolling average NEET figure for January to March 2014 is 5.9%. It was slightly above the regional average (5.1%), although this latter figure is somewhat unreliable as several authorities have very high 'not known' figures. Currently, November 2014, it is 4.1%. Activities are in place to meet the 4% NEET target for January 2015.</p>
<p>KPI 13 The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average.</p>	<p>Level 2 attainment in 2013* was 84.9% which is above the National Average at 83%, the statistical neighbour average at 84.8% and above target of 80%. The 2014 data will be available in January 2015. This is a continuing upward trend. To maintain this on an upward trend will be challenging as those young people who are yet to reach Level 2 might well have more barriers to achievement, so this work will require collaboration across Kent's integrated services. Local and county wide career groups continue to focus on strengthening CEIAG (Careers Education, Information and Guidance) in line with Ofsted's and business associations' recommendations, to deliver work experience in post-16 study programmes. The Skills and Employability Service will continue assessing schools for its Triple A award. This has been extended to Special Schools, training providers and FE colleges.</p>
<p>KPI 14 The outcomes for 19 year 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 by 2017.</p>	<p>The performance in Kent is below that of the National average for A Level achievement. However it would appear from the data that more of the FSM (Free School Meal) students in school 6<sup>th</sup> forms are achieving a mixed programme offer of one A Level and then a substantial Level 3 vocational qualification.* The gap in attainment for disadvantaged 19 year olds is 32% compared to 25% nationally, based on 2013 figures.</p>
<p>KPI 15 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</p>	<p>The data packs have revealed that attainment and progress of Level 1 learners is below expectations. The Skills and Employability Service has improved the Level 1 offer by increasing the pathways open to young people. These pathways will be recruiting through the autumn with the intention to begin delivery in November. There are currently</p>

	187 learners undertaking some form of pre-apprenticeship or work readiness programme.
KPI 16 The uptake of Level 2 and 3 vocational training in skills shortage areas will increase by 10% by 2017.	2013** figures showed an increase in the uptake of Level 2 and 3 courses, but the increase was below that required to meet the 10% target by 2017. There will be a drive through the Guild model to promote recruitment to these sectors and to the appropriate qualifications. **Updated data will be available from January 2015
KPI 17 The KCC apprenticeship scheme will continue with at least 120 apprentices taken on each year, totalling 880 apprenticeships delivered by KCC by 2017	The KCC Apprenticeship Programme has been working with over 70 departments (45 in 2013) and has placed 424 apprentices in KCC to date. An annual target of 120 apprentices has been met with 121 starts. We have more than doubled our Level 3 Advanced Apprenticeship total with 26 starts. We also have 5 Higher Apprentices. We are confident that we will exceed the 2016 target of 400 apprentices and the target of 880 by 2017/18.
KPI 18 At least 50% of schools will have provided one or more apprenticeships which have been taken up successfully by young people.	33% of all schools have recruited an apprentice. Schools are starting to understand the range of apprenticeship frameworks that are available to them and our schools brochure has provided key information. More work is currently being done with primary school networks to increase uptake.*

Overall, progress against the Key Performance Indicators is mostly positive with three KPIs giving cause for concern (not included above). These are:

KPI 5 Attainment in English and mathematics will improve so that at least 50% of 16 year olds that do not attain Level 2 will achieve the qualification by age 17.

KPI 6 The number of young people, especially those from low income backgrounds, aged 16 with skills below Level 2, to achieve a Level 2 qualification and progress to Level 3 by age 18 will increase by 20%.

KPI 9 There will be improved participation, provision and outcomes for young people with learning difficulties and disabilities and all young people with learning difficulties and disabilities aged 16 -19 in Special Schools will have access to appropriate provision.

The key themes of these three KPIs are performance at GCSE English and maths at age 16 and the impact of disadvantaged circumstances on young people.



## **Section 2**

### **Review of our successes 2013-2014**

Since its launch in February 2013, 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.

There have been challenges in achieving partnership working because of the fragmented nature of the education market. This is a market in which providers are incentivised to compete for learners, where accountability is driven by performance tables and where there is a reduction in funding for provision post-16. All of these factors can provide potential barriers for partnerships, however we are seeing greater impetus to collaborate and share resources in order to ensure all learners are supported into positive destinations.

The Strategy was designed to link the world of learning to the world of work more successfully and to bring about rapid transformation in young people's skills, qualifications and employability. It aimed to set out the overarching ambitions and outcomes that we and our partners intend to achieve over the duration of the strategy to 2017.

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 Local Offer**

In the strategy it was clear that pre-apprenticeships and Level 1 programmes, particularly for 17 year olds who are unable to achieve a Level 2 apprenticeship, needed to be further developed. To meet these learners' needs, a new Employability Skills Local Offer has been developed in partnership with a range of post-16 providers.

There is a new range of opportunities hosted on the Kentchoices4U (KC4U) website, in all districts, which emphasises the importance of employability skills post-16.

14-19 providers have also supported, and improved, Level 1 offers for 16 year olds, by increasing the range of post-16 pathways which will generate 500 new opportunities for learners. Providers in 2014 will continue to improve their offer for September 2015 and contribute to NEET reduction.

The 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. At present, there are only 12 providers offering traineeships in Kent. There are only 100 traineeship places (75 completed, 25 registered) with training providers in summer 2014, with another 50 to be recruited by September 2014. These numbers will increase this year. Increasing traineeships is a priority. Traineeships offer good transition programmes from school to the world of work.

The employability offers can be found (on KELSI) here:

[http://www.kelsi.org.uk/curriculum\\_and\\_pupil\\_learning/skills\\_and\\_employability/raising\\_attainment/district\\_employability\\_offer.aspx](http://www.kelsi.org.uk/curriculum_and_pupil_learning/skills_and_employability/raising_attainment/district_employability_offer.aspx)

Each district now has a published offer that includes as a minimum an employability engagement activity. The district offer brings together programmes from EFA funded agencies which operate outside of the mainstream offer. This includes traineeships and courses from training providers. These activities are designed to dovetail into the apprenticeship advertising cycle so that young people have progression.

KentChoices4U has been redesigned to be a 'one-stop-shop' for all activities that lead to education, employment and training.

## **2.2 Raising Attainment Post 16**

There has been significant engagement from schools and colleges to review the learner outcomes within the context of national legislative changes and the Kent District Data Packs. Schools are considering their post 16 offer. There was a reduction in the number of learners entered for A Level qualifications in 2014 and an increase in those entered for vocational qualifications. The percentage of students gaining 3 facilitating subjects is static at 73% and remains slightly below the national figure of 77%. The average academic grade has fallen from C+ to C. Although A Level results have remained static, there have been improvements in vocational qualifications. The vocational Average Point Score (APS) rose to 661 points: an increase of 50 points, compared with last year, which moves the APS much closer to the national APS average score of 688 points.

A key focus of the Strategy is to decrease the number of 16 – 19 year olds who follow courses and do not raise their level of qualifications. The outcome in 2013 was 84.9% which is above the national average at 83%, the statistical neighbour average at 84.8% and the target of 80%. This is a positive continuing upward trend. 2014 data will be available in January 2015. Maintaining this level of progress will be challenging, as those young people who are yet to reach Level 2 often have barriers to achievement. To maintain this upward trend, it is clear that 14-19 providers across a district must collaborate to achieve the best outcomes for all learners, and the task needs to be shared, and owned, by providers on a best-fit model without excluding vulnerable learners. The aim will be to provide personalised progression pathways for all young people. Validated data for Advanced level performance 2012 – 2013\*\* shows APE and APS for Kent on a small upward trend and in line with or above national data. Some aspects of performance are below average. Kent has a higher rate for 3+ AAB in facilitating subjects.

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

Key to the success of the Strategy is engagement with employers. This has been successfully promoted through developing a Guild Model, which is a partnership between employers and education providers. The following sectors have been identified as priority areas for development within Kent as part of 'Innovation for Growth' and 'Unlocking Potential' strategies.

- Life sciences

- Low carbon
- Creative and media
- Land-based
- Engineering and Advanced Manufacturing
- Construction
- Tourism

These sectors are also part of the SELEP skills plan. The Guild Model focuses on developing young people's aspirations, attitude and achievements in preparation for accessing progression pathways in the growth sectors. The Guilds will also provide an ongoing forum to promote positive transition from education to employment.

The Tourism, Hospitality and Transport Guild has led the way. It has 10 employers supporting an Executive group. The Guild has a school, two FE Colleges and a training provider trialling an Employability Passport that aims to develop aspirations, appropriate attitudes, and the correct level of qualifications to support entry into employment in the sector. A further 6 Guilds will be developed over the next year.

## **2.4 Increase Participation in Vocational and Technical Education**

The data shows an increase in the take up of vocational training, post-16, which has resulted from the District Data Packs influencing the planning decisions of partners. Curriculum changes at Key Stage 4, for example the English Baccalaureate and Progress 8, have prompted some schools to reduce the vocational offer in Key Stage 4 and Key Stage 5. However, Progress 8 offers an opportunity for technical education in KS4 programmes by giving over three "buckets" to technical learning and qualifications.

Locally, providers need to work collaboratively on the 14-19 vocational offer to ensure that there are realistic opportunities for young people to progress to Level 3 programmes. Smaller school provisions are likely to offer diminished outcomes.

There were 2581 vocational entries in 2013 – 2014 post-16 with an APE (228.15) and an average of 'Distinction' on a par with national figures.

## **2.5 Kent County Council Apprenticeships and Partnership Working**

Kent County Council aims to be a model employer of young people by developing new employment opportunities. The pathways range from work experience through to graduate entry. The KCC Apprenticeship Scheme continues to develop, with at least 120 apprentices taken on each year, working in partnership with over 70 KCC departments (45 in 2013), and a wide range of training providers and FE Colleges. Through this partnership working, KCC has placed 424 apprentices in KCC to date. The number of Advanced Apprentices has doubled, with 26 starts, and there are 5 Higher Apprentices in accountancy and project management. Higher apprenticeships are a priority within KCC departments.

The annual targets for apprenticeships have been exceeded year-on-year. Having exceeded the target of recruiting 400 apprentices by September 2014, we have set

ourselves an ambitious target of 880 by 2017/18. The KCC Apprenticeship Scheme is becoming a pathway of choice for young people.

## **2.6 Careers Education, Information, Advice and Guidance**

The Skills and Employability Service has established a strong network to support the delivery of Careers Education, Information, Advice and Guidance (CEIAG). There are two County Briefings per year and 4 local District meetings, chaired by the local Lead Careers Coordinator. The network was recently reviewed by the University of Derby and held up as a model of good practice. In his report Tristram Hooley, Professor of Careers Education and Head of iCeGS at the University of Derby, stated that:

“Despite a turbulent national policy environment, the careers system in Kent has proved remarkably resistant. In times when school-based careers provision has seemed fragile across the country a new, sustainable and robust approach to careers has developed in Kent.”

Providers have 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. The latter has an award attached to it – the Triple A Award (Aspiration, Attitude and Achievement) - which 8 of our schools, of all types, now hold. Feedback from providers suggests that the process for applying the award is achieved through effective professional development and has, for some schools, eased the way forward to Investors in Careers.

### **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 2013 – 2014, 11,943 students unlocked their accounts and 9000 students applied for post-16 courses through the medium of kentchoices4u. 2874 of these were for FE places. The percentage of learners who have made an application, when compared with the previous year, has increased from 48% to 52%.

### **KC4U Live**

KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages. At the 2014 KC4U Live event, there were 4,200 visitors. Amongst the VIPs were celebrity chef Rosemary Schrager and Olympic medallist Lizzie Yarnold.

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;

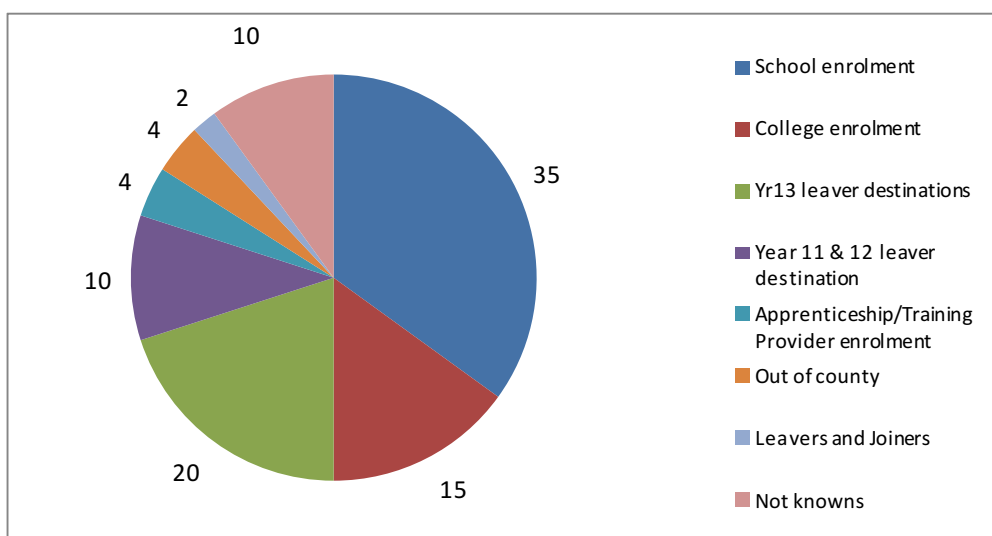
- interactive displays;
- opportunities to talk to Guidance Professionals;
- volunteering opportunities;
- opportunities to talk to Master Craftswomen and Craftsmen; and,
- talking to colleges and universities from across Kent.

## 2.7 Tracking and NEETs

In Kent, the tracking of all young people aged 16-19 (up to the age of 24 years old for SEND) is a new responsibility for Kent County Council. The cohort size is 51000 young people. There are new systems in place and data is now collected from a number of sources that are illustrated in the chart below.

From September 2014, new streamlined automated processes, and tracking systems, have been implemented across KCC and with external partners. Particular focus has been on working directly with schools, colleges and work-based training providers.

**Table 1: Breakdown (%) of the sources of data used to track young people in Kent**



The indications are that these new systems have already had a significant impact. By the end of September 2014, during the period of school enrolment data collection, there was a 19% improvement in the number of young people with a known destination from last year. By the end of October, when the new processes to collect data from colleges were implemented, there was a 2% increase in the number of young people with a known destination, during which over 40,000 records were processed.

Since June 2014, data on participation in apprenticeships has been collected directly from the National Apprenticeship Service, which has had a positive impact on the accuracy of apprenticeship take up in Kent. The focus for the Autumn and Spring is to implement a data collection process with Kent's work-based training providers, which mirrors school and college systems. Overseeing the Kent tracking process is a

Strategic Tracking Board, which has been restructured to develop a strategic approach across a range of providers including JCP and CXK. New monthly NEET reports are published and preventative strategies between partners developed.

## **2.8 Kent Employment Programme – Partnerships with Employers, Apprentices, Training Providers and JCP**

The Kent Employment Programme has entered its last year of funding and so far the programme has helped local employers recruit an additional 767 apprenticeship starts and 30 long term unemployed graduate starts since April 2012. As part of the programme, we have engaged with 1236 businesses across Kent. This has resulted in 823 visits to employers and regular visits to schools by the Employer Engagement Team to talk about the apprenticeships available to them. These apprenticeship opportunities have resulted in 3447 job applications, through strong partnership working with the Local Jobcentres, Work Programme Providers, national and local training providers, and colleges. This work has made a significant contribution to reducing youth unemployment in Kent.

## **2.9 Youth Employment and Learning Zones**

In 2013, the 14-24 Strategy identified a number of youth unemployment 'hotspots' in Kent, where youth unemployment exceeded the national average of 6.4%. The areas of Gravesham, Dover, Swale, Shepway and Thanet were recognised as requiring targeted interventions to reduce the levels of youth unemployment, in line with the national average, and to tackle the social issues associated with youth unemployment.

Pilot interventions designed by the KCC Skills and Employability Service, in conjunction with Jobcentre Plus, were targeted at 18 year old NEETs. The need for activities, specifically for this cohort, was recognised due to a gap in funding provision between the Education Funding Agency and the Skills Funding Agency. Several pilot projects were undertaken with local training providers which focused on providing key employability skills and the development of soft skills (which employers had reported were lacking in young people).

Since last year unemployment for 18 to 24 year olds has continued to fall. In August 2014 unemployment for this age group was 3.35% or 4225 claimants, compared to 5.3% in 2103. Significantly, for the first time this is below the 2008 figure. There has also been significant decrease in the five youth unemployment zones, with Dover at 4.8%, Gravesham at 4.3%, Shepway at 5.1%, Swale at 5.2% and Thanet at 7.8%. The comparable figures for 2013 are Dover (6.8%), Gravesham (6.6%), Shepway (6.3%), Swale (8%) and Thanet at (11.8%). These figures remain above the national average of 3.8%.

The activities developed within the Youth Employment and Learning Action zones have placed 80 young people into fulltime employment. The findings from the first year will be used to develop a Social Impact Bond to reduce youth unemployment below 2%, which would be the lowest in the country. If successful the bond would bring in 10 million pounds of targeted funding to support young people aged 18 to 24 into apprenticeships or full time employment.

Local training providers were commissioned to deliver programmes to young people, the most successful of which were WorkReadyPeople and Kent Fire and Rescue Service. Their first joint programme had a success rate of 70% in supporting their participants into employment or further training. Overall, the pilots had an average of 58% of participants engaging in training or education and whom are no longer claiming JSA. The local interventions were in line with recommendations made by reports such as the Audit Commission's 'Against the Odds' and UKCES's 'Precarious Futures', which outlined the need for interventions to support young people in gaining the skills identified as lacking by employers. An evaluation of these programmes has taken place and the next phase of the Youth Employment and Learning Zones is currently being developed.

## **2.10 Kent and Medway Progression Federation**

In 2010, the Aim Higher programme to promote the pathway into Higher Education for students from disadvantaged backgrounds had its government funding withdrawn. In Kent, a new partnership between the University of Kent, Canterbury Christ Church University, the University of the Creative Arts, Kent County Council and Medway Council, and 44 partner schools was maintained: this is now held up as an example of good practice nationally.

In the academic year 2013/14, the programme organised 532 separate activities involving 24,612 students. Even with reduced funding there have been increased outputs, which is the result of effective partnership working. There is a longitudinal study being conducted, which will monitor the progression and destinations of this cohort to measure the benefits of the programme.

## **2.11 GradsKent**

In Kent, the retention of graduates is key to the future economic growth of the County. Work has been successfully undertaken to promote graduate employment in Kent through partnership working between the Skills and Employability Service, Kent universities and employers. Since April 2014, the programme has added an additional 50 businesses to the network (now totalling 520) and registered an additional 793 graduates to total 7424 registered graduates. Building on this success, the GradsKent scheme is now working collaboratively with KMPF to raise awareness amongst the future graduate talent pool of the opportunities that graduate employment can offer in Kent.

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

The 14-24 Strategy has influenced the work being carried out by the LEP (the Local Economic Partnership) Skills Group. This has been achieved through partnership working to ensure the LEP focused on 14-24 programmes. There are a range of LEP skills projects to meet the needs of the most vulnerable, through to those who wish to acquire necessary higher level skills (including progressing into higher education). All LEP projects are focused on progressing people into employment, or acquiring

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<sup>1</sup> UKCES, 'Precarious Futures? Youth employment in an international context', June 2014

skills to move on in their careers. A main focus of this work will be supporting young people to make transitions into work and beyond.

The LEP's ESF grant 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 higher level training packages to enable people to enter sectors where there is high demand for staff. Moving forward, there will also be a strand of work looking at progressing people into higher education as the average skill level of employees in the LEP is lower than the national average. 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 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 2013 – 2014, around 4,500 young people used this card to move between their places of learning.

### **2.14 Demographic Growth Bids**

There have been 5 successful demographic growth bids over the past 3 years. This funding is intended to extend the range of provision for 16 year olds with a focus on vulnerable groups.

One joint bid between East Kent College and KCC was accepted by the EFA to develop a facility in Shepway for 18+ SEND (Special Educational Needs and Disabilities) young people.

A project, arising from this bid, will support existing growth of those with significant need as well as meet the specialist requirements of students on the autistic spectrum through:

- Furthering the award-winning good practice, identified through 'Bright Futures' (in partnership with the NHS and Local Authority).
- Using Kent's target-setting curriculum, which enables all of our students to progress into work-based programmes, to meet their individual needs.

We would be able to create a unique space. This space will help us to support young people by: increasing access to opportunities; increasing transition into college life;



and, incorporating specialised furniture in an innovative interior/exterior space, all of which will balance the bespoke needs of our cohort but, moreover, integrate them into FE and beyond.

Students will have access to a broad range of vocational subjects such as business, ICT, drama, music, art, carpentry, bricklaying, electrical engineering, plumbing, horticulture, catering, maintenance operations, painting and decorating, hair and beauty, care, and retail. These vocational qualifications will be delivered in conjunction with the development of PSD, as well as functional English and maths and the development of a wider skillset.

### Section 3

#### Consultation on the Refresh of the 14-24 Learning, Skills and Employment Strategy

During the summer of 2014, the Skills and Employability Service consulted with partners regarding the Refresh of the 14-24 Learning, Employment and Skills Strategy. The responses were formulated against the four priorities of the Strategy. Respondents focused on developing collaboration between all partners, developing the 14-24 pathways, developing employer engagement and supporting young people.

The key actions have been aligned to the four priorities of the strategy, which are outlined in the table below:

<p>Raise Attainment and Skills Levels</p>	<p>Sharing good practice – in raising attainment in Maths and English in Key Stage 4 and at post 16, and in delivering Careers Guidance</p> <p>Developing local 14-19 programme planning opportunities</p> <p>Sharing data across all providers to support student transition at 16, 17 and 18 years old</p>
<p>Improve and extend Vocational Education, Training and Apprenticeships</p>	<p>Linking the curriculum to the world of work</p> <p>Developing better progression pathways/ compacts for vocational and technical qualifications including destinations into employment</p>

<p>Increase Participation and Employment</p>	<p>16-19 Study Programme linked to LMI (including the 2-1-2 model)</p> <p>Improve employer representation on the ELS Board – labour market intelligence from the priority sectors and the development of Centres of Excellence</p> <p>Ensure employability skills are better developed in schools, colleges and work-based learning providers</p> <p>Shaping the future direction of the five Learning and Employment Action Zones</p> <p>Improving Careers guidance including employer engagement</p>
<p>Target Support for Vulnerable Young People</p>	<p>Developing and improving job mentoring and coaching.</p> <p>Improving the support for vulnerable young people, by employers, job coaches and mentors</p> <p>Developing further the Assisted Apprenticeships Programme</p> <p>Developing the 14-24 pathways for SEND learners into employment or assisted employment</p>

## Section 4

### Next Steps

This section sets out the new actions and activities required to deliver the key findings from the consultation with partners. The actions are grouped into 4 priorities within the 14-24 Strategy.

#### 4.1 Raising attainment

We aim to ensure an upward trend with Key Stage 4 qualifications, including performance at *5 or more A\* - C grades including English and mathematics*. It is critical that more young people a qualification in English and maths at age 16 that opens up further learning and employment opportunities for them.

It is a key priority also to ensure young people who have not achieved these qualifications by age 16 can do so as part of their post 16 study programmes. Post 16 providers will need to be supported, to offer English and maths programmes, which meet the needs of all learners and which are based on a robust understanding of specifications, assessment and grade changes.

Progression at 16 years old, for some young people, is challenged by a fragmented learning environment, qualification and assessment turbulence, and a period of changes in CEIAG requirements. This changing landscape may leave many young people without appropriate pathways and provision.

We aim to ensure that partnership working between schools, colleges and work-based training providers can develop their post-16 offer, to provide all learners with opportunities to develop their employability skills.

A priority is to develop more flexible curriculum pathways and offer work experience as an integrated element of a learning programme. Offering an appropriate 14-19 (24 for SEN) curriculum with appropriate high quality progression routes, not only benefits learners by improving outcomes but also serves the provider well by positive retention, positive destinations, and positive assessment data.

Partnership priorities are to support providers to facilitate creative approaches to the 14-24 programme design and delivery, by:

- local and county-wide career groups focussing on strengthening CEIAG, in line with Ofsted's recommendations, and on how to deliver work experience in post-16 study programmes;
- encouraging the further use of the District Data Packs to inform the design of the local offer;
- ensuring local/district briefings are focused on the programme offer, use of funding, curricular change and innovation (including English and maths provision);
- sharing good practice in programme design and delivery for example flexible programmes which offer a mix of employability, substantial learning and work placements, effective grammar school offers which include opportunities for work experience, IB diploma and IB Careers related Certificate (IBCC);
- quality assurance of delivery through collaboration of partners by strengthened post 16 profiling;
- data sharing protocols signed by all providers to increase the range of data available through the District Data Packs; and,
- developing centres of excellence in the priority sectors.

Through this strategy, the aim is to ensure no school, college or work-based training provider will be below minimum standards. Our expectation is there will be learner appropriate 14 – 19 (24 for SEN) programmes, driven by quality CEIAG, which will ensure better outcomes for all.

### **Progression of students below Level 2 at age 16**

In Kent, the progression of students below Level 2, at age 16, is lower than we had expected. The aim is to improve the percentage of young people who do progress to a level 2 qualification to 23% by 2017. Currently it is 9%.

As performance increases at Key Stage 4, the numbers post-16 without Level 2 will decrease. The remaining number will often be the learners with greater difficulties and barriers. This requires more personalised progression pathways. There is a need to undertake a deeper review, and evaluation of outcomes, of post-16 provision and delivery for these targeted and vulnerable groups.

*Partnership priorities are to:*

- redesign the post-16 profiling tool to support institutions to reflect on their curriculum offer post-16, and to offer a more learner-focussed post-16 curriculum (to the age of 24 years old for SEND);
- ensure that providers are fully aware of the demands and implications for the effective use of the Pupil Premium;
- work with schools, colleges and work-based training providers to develop and share good practice for the use of the Pupil Premium in KS3, KS4 and KS5 to ensure that funding supports the narrowing of achievement gaps; and,
- support the annual planning process and focus on the use of resources, by working with 20 schools in 2015, to review their post-16 curriculum offer to improve progression and outcomes (including employability skills) at the end of KS5.

### **English and maths post-16**

A key priority is to ensure more young people achieve a Level 2 qualification with English and maths, for those students who did not achieve this at age 16. The conversion rate at post-16 is about 6%, which is lower than the national rate. There is variation across the county in delivery of these subjects at post 16.

*Partnership priorities are to:*

- ensure that all providers meet the requirements regarding provision of English and maths, the funding of this provision post-16 , what the provision could look like and how the funding could be used effectively;
- develop a stronger English and maths strand in the post-16 offer to support development across schools, college and work-based training providers;
- continue work with KAFEC and KATO on developing a strategy across provisions for the delivery of English and maths; and,
- develop innovative online-teaching materials and programmes of study which contextualise English and maths.

### **Narrowing the Gap**

The outcomes for 19 year olds from disadvantaged backgrounds continue to be below the national average. The achievement gap between this group, and other students, needs to improve significantly. KCC Skills and Employability Service are supporting efforts to develop flexible collaborative district pathways targeted to meet the needs of these young people. The provision is based on data highlighted in the District Data Packs, using student profiling, and the needs of the local employment market.

*Partnership priorities are to:*

- enable opportunities for this cohort to build skills pre-19;
- facilitate flexible starts and programmes;
- target this group with enhanced CEIAG;
- share data across provisions to enable programme planning; and,
- work with the FE sector in a joint project to improve outcomes for 19 year olds from disadvantaged backgrounds.

## **4.2 Extend and improve vocational education, training and apprenticeships**

The Strategy, moving forward, will have a distinct focus on employer engagement to develop post-16 programmes that promote the development of high-quality vocational and technical education, and employability.

The intention is to develop a vocational and technical pathway to employment through: work experience, internships, traineeships and apprenticeships. The revised strategy will strengthen the link between curriculum design and the world of work.

Each district has a District Data Pack Project Group to look at:

- the 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.

*Partnership priorities are to:*

- continue to increase the range of vocational and technical opportunities at Level 3 with appropriate progression at 16;
- continue to assess schools for the Triple A Award, which will extend to Special Schools, work-based training providers and FE colleges;
- continue to develop the Guild model in the 7 Growth Sectors through the Learning and Skills Partnership Board;
- support the Guilds to work with local collaborative partnerships, focusing on developing curricular pathways and study programmes which promote positive destinations into both the local and wider economy;
- include employers in the design and delivery of the local employability offer;
- set out Specialist Sector Zones, in partnership with the Guilds, at Kentchoices4u Live in March 2015, which will focus on raising the profile of apprenticeships and increase levels of understanding on funding issues; and,
- increase the number of businesses pledging apprenticeship opportunities, and the number of young people choosing apprenticeships as a progression opportunity.

### **16-18 Apprenticeship campaign**

Promoting and increasing the number of apprenticeships for 16 –18 year olds remains a key priority for all post-16 providers. In July 2014, over 300 apprenticeships for this age group were advertised through the Kent Messenger Group. These apprenticeship vacancies will now be co-ordinated four times a year – in September, January, April and July.

Schools, FE colleges and work-based training providers will work with young people six weeks before a county wide vacancy list becomes available to support and guide young people to make the right decisions.

The 16-18 Apprenticeship Campaign plan developed between KCC, the Kent Association of Training Organisations (KATO), the Kent Association of Further Education Colleges (KAFEC) and the Kent Messenger Group - continues to develop the effective partnerships already in place.

These dates coincide with the Service's participation group meetings.

*Partnership priorities are to:*

- develop an English and maths subgroup with training providers;
- share details of any students on pre-apprenticeship courses with providers;
- develop a traineeship subgroup for providers to discuss and share good practice, and address issues;
- through the formation of a Higher Apprenticeship Group, develop future progression pathways with other providers including universities in Kent;
- develop increased roll-on roll-off provision and flexible starts throughout the year - these programmes will focus on employability skills and support the transition into work and expand the district employability offer;
- ensure the EFA allow funding to move easily between providers to provide continuity if a learner moves from one programme to another;
- work with schools to increase the employment of apprentices – consider developing an ATA model for primary schools and Children's Centres; and,
- develop a programme with grammar schools to offer apprenticeship provision for those who drop out at 17 years old, including Advanced and Higher level apprenticeships.

Progression pathways and compacts for vocational and technical qualifications, including destinations into employment will be a key area of focus moving forward.

### 4.3 Increase Participation and Employment

The table below shows the reduction in participation levels in both Year 12 and Year 13, with the largest reduction in Year 13.

Activities of young people January 2014	Academic age group					
	Year 12		Year 13		Year 12 and 13	
	No.	%	No.	%	No.	%
Cohort total	17826		17112		34938	
School Sixth Form	10071	60.0%	8564	50.0%	19346	55.0%
Further Education	5083	29.0%	4637	27.0%	9720	28.0%
Apprenticeships	397		673		1070	
Employment with training to NVQ 2 or above	22	2.0%	40	4.0%	62	3.0%
Employment without training or insufficient training	205	1.0%	1069	6.0%	1274	4.0%
Training	187	1.0%	191	1.0%	378	1.0%
NEET Group	536	3.0%	952	6.0%	1488	4.0%

Current situation not known	376	2.0%	653	4.0%	1029	3.0%
<b>Total Participation</b>	<b>16476</b>	<b>92.5%</b>	<b>14129</b>	<b>82.6%</b>	<b>30576</b>	<b>87.6%</b>

Student engagement in school sixth forms has increased by 1% reflecting an increased focus on retention in Years 12 and 13. The Skills and Employability Service works closely with schools through its District Data Packs programme to refocus the school offer and careers guidance for Year 13 students. In previous years 'drop out' at age 17 from school sixth forms was a cause for concern, and remains a priority for improvement.

The priority in Kent to promote apprenticeships is continuing to buck national trends and, whilst the number of Year 13 learners on an apprenticeship remains the same as last year, the number of Year 12 learners on apprenticeships has increased by 58.

The number of young people who are in employment with training and in an apprenticeship has increased slightly and the percentage of those in employment without training has dropped by 1%. This suggests that the requirement for young people to engage in education and training post-16, is beginning to show some impact.

The drop in the number (-268) and percentage (-40%) of those young people who are engaged in training is a cause for concern, and the young people who traditionally access this provision are those who face the greatest challenges to engage. The reasons for this decrease are:

- Training providers have removed provision.
- There are funding issues for small providers.

The percentage of learners who are in Further Education has reduced by 2%. The requirement for all young people who have not achieved Level 2 English and maths GCSE to work towards achieving that grade, may well have had a disproportionate impact on FE colleges.

*Partnership priorities are to:*

- further develop the local offer to support young people at risk of disengaging at 17 years old;
- further develop 14 –19 (24 for SEN) vocational and technical progression pathways in priority sectors;
- facilitate flexible starts and easier transfer to other options and pathways;
- facilitate employment with training;
- use the successes from the Youth Employment and Learning Action Zones in reducing youth unemployment;
- submit a bid to create a Social Impact Bond to combat Youth Unemployment in Kent;
- develop sustained opportunities for young people to gain experience of the world of work from an earlier age, which can be work experience, part-time employment or apprenticeships; and,

- focus work on developing 16-19 Study Programmes that include work experience as an embedded part of a curriculum offer that raises aspirations and develops appropriate attitudes.

## **NEETs**

The August 2014 NEET reports marks the end of the academic Year 2013-2014, and the end of the five month transition period, which brought the responsibility for supporting NEETs and the tracking of young people into KCC.

During the transition new streamlined, cross-directorate, automated processes and systems have been developed which have already had a significant impact. Despite being in a period of transition, performance by KCC in the past three months has almost matched that of the previous year. Indeed, the percentage of NEETs in August 2014 (4.1%) is below that in August 2013 (5.7%) and percentage of Not Knowns has stabilised in line with the previous year's performance.

This provides a good platform to considerably reduce NEETs in the 2014/15 academic year and meet the target of 4% by January 2015.

This rapid and successful transition stands in contrast to the transition that our statistical neighbours experienced when they brought their service in house.

*Partnership priorities are to:*

- monitor and interpret the tracking data to improve post-16 participation;
- improve cross directorate working and facilitate integration;
- target early interventions to tackle NEETs and young people at risk of becoming NEET through the Early Help and Preventative Services Directorate; and,
- create and commission pathways that lead to sustained participation.

Targeted support for vulnerable groups (young offenders, SEND, Children In Care, Elective Home Educated) are a priority moving forward.

Monthly NEET reports are reviewed and preventative strategies between partners developed and implemented. This approach targets to focus activity with young people who are at risk to keep the period of NEET to the minimum. Every district has a participation group that meets four times a year. This group consists of providers of NEET engagement activities and the professionals who are working with the at-risk young people.

The aim is to place these at-risk young people into an activity which leads to their personal progression into employment. At the same time as these participation groups meet, the Skills and Employability Service also sign- posts apprenticeship vacancies, traineeship opportunities and employability programmes.



*Partnership priorities are to:*

- commission provision specifically for vulnerable groups;
- develop further joint district based working for participation weeks;
- track NEETs and Unknowns;
- develop specific employability pathways for the engagement of at-risk and NEET young people;
- deliver, with Early Help and Preventative Services, training to any professionals that work with young people so that they are aware of local provision; and
- improve data sharing between providers.

#### **4.4 Targeted Support for Vulnerable Young People**

The tracking, participation and retention of SEND learners will be improved by enhanced reporting and increased data-sharing across providers. The definition of SEND and the LLDD definition were wider than the current SEND definition, which is any young person who had a statement at the end of Year 11.

*Partnership priorities are to:*

- develop tracking processes which provide high quality data to effectively target resources for SEND;
- develop new reports and data-matching across organisations;
- reduce significantly the number of SEND learners who are NEET or Not Known;
- identify at risk learners for whom the progression pathways are limited, which will be a key activity over the next two years; and
- develop a district offer which will be personalised to learners' needs, rather than being provision-based. SEND learners will start to identify progression routes through CEIAG, in discussion with their parents or carers and schools, from Year 9.

#### **Participation, provision and outcomes for young people with learning difficulties and disabilities (SEND)**

Provision has been seen as synonymous with 'placement'. This has led to a culture of starting with what is available locally in institutions and then offering an institution to a young person, rather than determining what the young person needs and then working to make appropriate provision available even if it is not available in a single institution. There needs to be better strategic and individual student planning through local data from Year 9 onwards, and transition planning and joint provision provided through a range of providers.

New projects will be established and we will research and plan better for the intake of Special Schools and colleges.. The aim will be to assess the students' previous school record and assessment of placement suitability, from Year 9 students to ascertain whether appropriate progression pathways are available to them. East Kent College has committed, in principle, to the project. Following this pilot, a new post-16 SEND offer with the FE sector, Special Schools and work-based training

providers will be developed to provide a collaborative district-based personalised pathway

Strategic infrastructure decisions, as well as decisions on individual young people's needs, will be based more accurately on actual information about young people. The information will be shared with partners, and at an early stage, in order to be able to implement new local provision for groups and individual students.

Meeting the individual young person's needs is primarily about **progression**.

*Partnership priorities are to:*

- identify SEND current provision;
- identify information on EHCP (Education Health Care Plan) to inform individual requirements from a district offer;
- apprenticeships and Traineeships to be included in local offer;
- links to the Employability Pathway district offer;
- work with KSE to develop the 'Job Coaching' model and expand the support for young people moving through transitions; and,
- work with parents and young people to receive feedback on the quality of the post-16 offer.

### **Kent Supported Employment**

KSE supports young people and adults into assisted employment opportunities. They are also responsible for the Assisted Apprenticeship scheme, which is being extended, and they work with the Troubled Families programme to provide support to young people to move into apprenticeships.

*Partnership priorities are to:*

- work closely with Special Schools to provide progression routes into assisted employment;
- move referrals into part-time or sustained, paid employment or employment with training; and,
- extend the Assisted Apprenticeship scheme and enable referrals to move to a placement within 12 months.

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

*Collaboration is essential.*

A key focus of the Employment, Learning and Skills Partnership Board will be to promote more collaborative working across the range of Education and Skills training providers, through the revised 14-24 Strategy. The approach is to focus on developing more effective partnerships, to share resources and to improve the outcomes for young people by improving vocational and technical pathways. This commenced in September 2014, with 12 District Data Pack Lite meetings. The purpose is to focus schools, colleges and work based learning providers on ensuring

the 14-19 curriculum offer (in September 2015) will support positive destinations at the ages of 16, 17 and 18.

The ELS Partnership Board will continue to develop stronger links with the Kent and Medway Economic Board to develop the priorities for the South East Local Economic Partnership (SELEP), and then support delivery of the outcomes determined by the SELEP, when the ESF Funding and other funding allocations are agreed. The priorities for the ELS Partnership Board will be driven by continuing to support the ambition of the revised 14-24 Strategy to ensure all young people and adults make a successful transition from education to employment. In addition, the Board will support the implementation of the Adult Skills Strategy., so there is a seamless transfer for all 18 year olds.