Raising the Participation Age Strategy for Warwickshire

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Raising the Participation Age in Warwickshire

1. Introduction and National context

'Raising the Participation Age' (RPA) was written into the Education and Skills Act 2008, intending that the minimum age at which young people in England can leave learning should become 18. This is being implemented in two phases. From September 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17, or until completion of a full Level 3 (defined as two or more A Levels or their equivalent in vocational qualifications), whichever is the sooner.
From 2015, they will be required to continue until their 18th birthday

'The benefits of participating in learning post-16, both to individuals and to the economy and society at large, are significant and growing. Our ambition is to realise those benefits for all young people. It is time to make a reality of our long held ambition for all young people to stay on in learning until 18'.
(Raising Expectations: staying on in education and training post-16 From Policy to legislation DCSF).

The current Government made clear its continued commitment to RPA as part of its comprehensive spending review plans and the White Paper '*The Importance of Teaching*' 2010. It also specified that the enforcement process would not be introduced in 2013, but would remain in statute and could be introduced at a later stage. This White Paper, The Wolf review of Vocational Education and subsequent response from the government, provide a backdrop for the reform of education and training and defines the landscape within which the Government expects the RPA to take place.

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

- Full-time study in a school, college or with a training provider.
- Full-time work or volunteering combined with part-time education or training.
- An Apprenticeship.

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

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

These complement existing duties to:
- Secure sufficient suitable education and training provision for all 16-19 year olds.
- Have processes in place to deliver the September Guarantee.
- Track young people's participation.

The Act also placed the following duty on learning providers:

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

2. DfE National Pilots and the evolving role of the local authority in education and training

Local RPA trials have been taking place in different areas of the country, developing key approaches to increasing participation and reducing the number of young people who are NEET. A sub-regional pilot took place within Phase 2 with a clear focus on re-engagement involving Coventry, Solihull and Warwickshire. The Department for Education (DfE) have recently published Research into the Phase 4 Locally-Led Delivery Projects for Raising the Participation Age September 2013 which presents findings from the evidence presented by the final stage of the locally-led delivery projects. In developing this strategy we have been cognisant of the findings coming out of this pilot work.

The DfE have conducted an analysis of the findings from the RPA trials and identified a number of key recommendations. This has included the identification of six key building blocks for delivering RPA. These are:

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

In finalising the Warwickshire strategy, we have attempted to align our core strands of work to these building blocks as characterised by the diagram overleaf. However, we feel that employer engagement needs a particular focus and as such this has also been included as an additional strand. Integral to these core strands of work, we aim to address our 4 key priorities set around participation, attainment, narrowing the gap and retention.
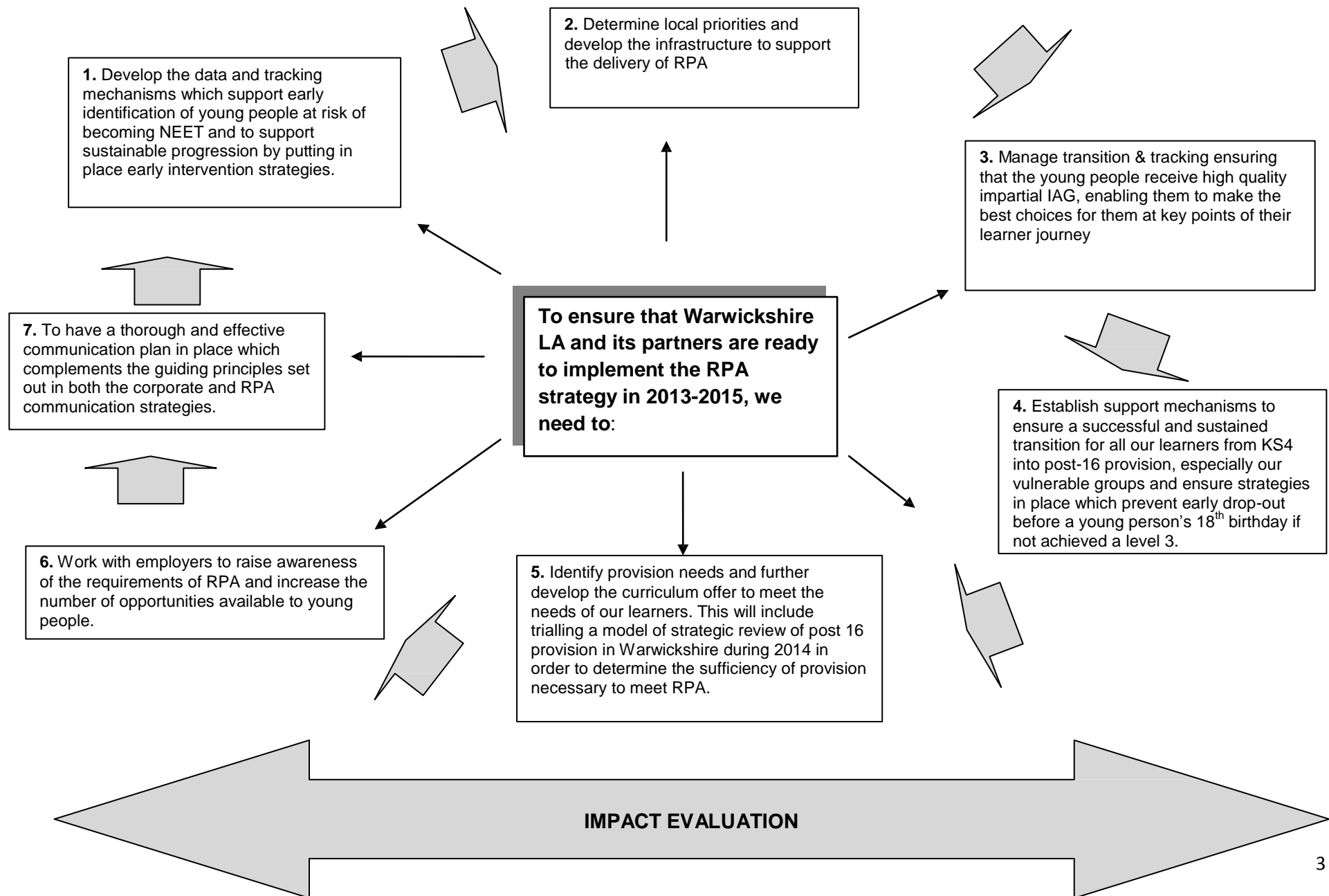
Local authorities have a statutory responsibility to secure sufficient education and training places to meet the reasonable needs of young people in their areas taking into account quality of provision on offer and other factors. The duties placed upon local authorities for the 2013/14 academic year are detailed by the Education Funding Agency within, Guidance for local authorities: Funding 16-19 education and training - Welcome

In addition, the recently published Ofsted document *The Framework for the inspection of local authority arrangements for supporting school improvement (May 2013)*, clearly confirms the role of the local authority in supporting schools' and other providers' improvement, including locally based; general further education (FE) colleges, sixth form colleges, and other training providers.

Some particular tensions and challenges have emerged for local authorities as they have had to focus on redefining their responsibilities. All local authorities are currently working in the context of a mixed economy of schools, typically with a high proportion of academies in the secondary sector, and an increasing range of education and training options (i.e. Studio Schools and University Technical Colleges) available to young people aged 14 to 19, or young people with special educational needs and disabilities (SEND) to the age of 25.

Continuing to balance the demands of being a maintaining authority, and the responsibilities that that entails, with the development of a different type of role as a facilitator and enabler within a more diverse and devolved school system has presented new tensions and challenges for local authorities.

Raising of the Participation Age across Warwickshire – An Overview

2. Determine local priorities and develop the infrastructure to support the delivery of RPA

1. Develop the data and tracking mechanisms which support early identification of young people at risk of becoming NEET and to support sustainable progression by putting in place early intervention strategies.

3. Manage transition & tracking ensuring that the young people receive high quality impartial IAG, enabling them to make the best choices for them at key points of their learner journey

To ensure that Warwickshire LA and its partners are ready to implement the RPA strategy in 2013-2015, we need to:

7. To have a thorough and effective communication plan in place which complements the guiding principles set out in both the corporate and RPA communication strategies.

4. Establish support mechanisms to ensure a successful and sustained transition for all our learners from KS4 into post-16 provision, especially our vulnerable groups and ensure strategies in place which prevent early drop-out before a young person's 18th birthday if not achieved a level 3.

6. Work with employers to raise awareness of the requirements of RPA and increase the number of opportunities available to young people.

5. Identify provision needs and further develop the curriculum offer to meet the needs of our learners. This will include trialling a model of strategic review of post 16 provision in Warwickshire during 2014 in order to determine the sufficiency of provision necessary to meet RPA.

IMPACT EVALUATION

3

3. The Warwickshire Context

Between 2011 and 2021 it is anticipated that the 16/17 year old population across Warwickshire will decline by 5.8% (678 young people), less than the decreased cohorts forecast for the West Midlands at 7.4% or nationally at 7.5%.

According to the latest DfE participation data published, participation of 16 year olds across Warwickshire has remained fairly static from 95% to 94% between 2010 and 2013. This compares with the England average of 92% for 2013 and an average for the statistical neighbours (a group of local authorities with similar characteristics) of 93%. For 17 year olds participation is not as high although it has increased from 85% in 2010 to 88% in 2013, compared to a national figure of 85% in 2013 and 86% for the statistical neighbour authorities.

With the impact of the economic downturn, the significant variances both in terms of attainment and economic hardship, have become more pronounced and remain a major focus for the authority. This is demonstrated by the data regarding young people aged 16-19 Not in Education, Employment or Training (NEET). Overall, Warwickshire figures for 2012 (average across November 2012 – January 2013) have decreased to an average of 660 young people, or 3.6% of the total cohort who were resident in the county who were not in education, employment or training during this time period. However, there remain significant variances between this data when looking at county figures and comparing it to ward data. In addition the numbers of vulnerable learners who are NEET show a much higher proportion of young people, including; looked after children and unaccompanied asylum seekers, care leavers, young people with special educational needs and disabilities (SEND), teenage parents, previously excluded pupils, young people from the gypsy roma travelling community, and learners supervised by the Youth Offending Team.

At Key Stage 4, 63% of sixteen year olds gained five or more GCSE grades A* to C or equivalent in 2012, including GCSE English and mathematics. This was a rise of around two percentage points above 2011 attainment, which puts the Warwickshire figure approximately four percentage points above the national average, and the highest performance amongst its' statistical neighbours. The Key Stage 4 attainment for 2013 is not yet validated, but indications are that 65% of sixteen year olds gained five or more GCSE grades A* to C or equivalent, including GCSE English and mathematics.

Achievement of a Full Level 2 (equivalent to 5 GCSE grades A*-C or their equivalent in vocational qualifications) at 19 for Warwickshire has shown an increasing trend between 2010 and 2012 from 80% to 83%, which is the same as the England average of 83% but slightly below the figure for our statistical neighbours at 84%. A similar picture can also be seen at level 3 (defined as two or more A Levels or their equivalent in vocational qualifications) at 19 which increased from 55% in 2010 to 59% in 2012, compared to the England average of 56% and 58% for our statistical neighbours.

However, the gap in performance between those in receipt of free school meals (FSM) and those that are not remains high and remains a critical improvement area for the authority. It is for these reasons that many of the actions and interventions identified within this strategy are focussed on our most vulnerable learners.

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

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

Based on the early pilot work we have now developed and agreed a range of local *Risk of NEET indicators* (RONI) associated with disengagement and social exclusion at age 16. The RONI data is currently being used in all Warwickshire secondary and special schools in order to identify early intervention actions to prevent the risk of a young person becoming NEET at age 16. This data is helping to inform discussion between schools and multi-agency teams in terms of identifying young people who may require a period of early intervention and targeted support to help retain them in education or training.

Early intervention has been identified as the key building block for delivering enhanced outcomes for vulnerable children and their families. Intensive early support can make a positive difference to the lives of children and their families in even the most challenging circumstances.

At post-16, an analysis of the NEET cohort shows that learners from vulnerable groups such as young people who have special educational needs and disabilities (SEND), young offenders, care leavers and teenage mums continue to be over-represented. In the Client Caseload Information System (CCIS) database, we have access to a wealth of information about young people in our area.

Young people become NEET or take up a job without training for a wide range of different reasons. It is essential that we analyse this data in order to be able to put in place effective strategies that support a young person's transition back into education and/or training within Warwickshire.

This area of work is now closely aligned to the support provided through the Authority through the *Warwickshire Priority Families* initiative, with a clear focus on the earliest possible intervention to support vulnerable families and individuals to achieve greater independence and stability.

Priority Actions

- Continue to implement the pre 16 RONI process across the county and ensure that learners are appropriately identified and targeted. Evaluate the effectiveness of this process by tracking and reporting on the final destinations of those young people identified as 'most at risk'.

- To continue to engage with schools, Further Education (FE) colleges, sixth form colleges, and training providers in a robust data sharing agreement which aims to facilitate student tracking, timely intervention and transition planning pre and post-16.

- To support a sub-regional Participation in Education, Employment and Training Group which will meet regularly to identify and report on NEET performance across Coventry and Warwickshire and to work with 14-19 Area Partnerships in setting NEET reduction targets and appropriate interventions where NEET is deemed a priority for the area.

Strand 2   Determining Local Priorities and Developing the infrastructure

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

The present education and training infrastructure is enhanced by a range of forums which foster and support collaborative working including; the Secondary Phase County Strategic Partnership, 14-19 Area Partnerships, Area Behaviour Partnerships, and Heads of Post-16 Forum. Together, these structures provide a foundation upon which we can build. This can be achieved by making stronger links within the Authority across; the Learning and Performance team, Targeted Youth Services, Assessment Statement Review Service, Youth Offending, the Virtual School, Social Care, Attendance Compliance Enforcement, and data teams, to name some but not all.

The Authority will also continue to work with a range of external stakeholders and delivery partners including Job Centre Plus, the Education Funding Agency (EFA), Skills Funding Agency (SFA) and National Apprenticeship Service (NAS).

Priority Actions

- To co-ordinate, monitor and evaluate the implementation of the Warwickshire RPA Strategy and review activity where necessary.

- To continue to support; the Secondary Phase Strategic Partnership, 14-19 Area Partnerships, Priority Families team, college Principals, and the local Association of Training Providers..

- To work with key partners and stakeholders including the EFA to increase/maximise the capacity of mainstream provision to meet identified gaps in provision.

- To support the learning pathways and progression to supported employment opportunities for young people aged 14-25 with special educational needs and disabilities (SEND) by providing a sub-regional 'Local Offer' of education and training.

- To work with the Coventry and Warwickshire Local Enterprise Partnership (CWLEP) to ensure that future funding specifications, such as European Social Fund (ESF) activities, continue to identify the highest priorities in terms of both specific wards and the most vulnerable learners.

- To further develop and strengthen links across LA teams to raise awareness of RPA and the availability of provision which would support the needs of our most vulnerable learners with a particular focus on:
  - Learners with special educational needs and disabilities (SEND).
  - Children in care/care leavers.
  - Teenage parents.
  - Young offenders.
  - Children unable to participate due to ill health or injury.

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

Under new legislation from September 2013 schools are now responsible for securing access to independent and impartial careers guidance for pupils in Years 8-13, and FE colleges and sixth form colleges for students aged 16-19 and young adults assessed as having special educational needs and disabilities (SEND) up to age 25. To support schools within this area, for 2013-14 the Authority will continue to provide resources to support at risk Y9-Y11 pupils under its statutory duty to support engagement in learning.

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

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

An analysis of the NEET cohort across Warwickshire shows that learners from vulnerable groups such as learners with special educational needs and disabilities (SEND), young offenders, teenage parents, and care leavers are amongst those over-represented. The Authority also acknowledges that a significant minority of young people are now growing up in a generational culture of worklessness or low skilled employment. Raising the aspirations of these most vulnerable groups and their influencers through effective advice and guidance is essential to ensuring that participation is seen as a right and a positive opportunity.

Priority Actions

- Ensure that UCAS Progress online (Post-16 Area Prospectus) is maintained and continues to provide a comprehensive database of school, college and provider curricula choices and course availability.

- Facilitate the Careers Guidance Network in order to support leaders in schools and colleges to interpret and meet the new statutory duties in relation to careers guidance and Information, Advice and Guidance (IAG).

- To support and contribute to progression opportunities for young people in care and care leavers by raising the aspirations of those young people in/leaving care including identification of potential funding.

- To work with the Warwickshire Economic Development Team, the CWLEP, the National Apprenticeship Service and Job Centre Plus to raise awareness of labour market opportunities and ensure links to curriculum development across locality areas.

- To conduct a survey of Secondary schools to measure the effectiveness of the new arrangements for independent careers guidance and IAG.

Strand 4   Establish Support Mechanisms at Transition at 16 and sustained participation through to 18

Successful and effective transition for all our learners from Key Stage 3 to Key Stage 4 and from Key Stage 4 into post-16 provision, especially our vulnerable groups, is central to meeting the requirements of RPA.

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

- All organisations delivering post-16 education and training informing the Authority as soon as a young person drops out of learning in their organisation.
- Neighbouring local authorities supporting young people moving across boundaries.
- Job Centre Plus to support young people aged 16-25 and address any potential barriers to accessing education or training opportunities.

Maximising funding opportunities via ESF to supporting RPA by allowing the flexibility and freedoms to develop tailored support which meets the needs of our most vulnerable learners.

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

Priority Actions

- To explore the development of a 'progression agreement' from KS4 to post-16 in consultation with schools, colleges and post-16 providers.

- In order to develop the appropriate support and curriculum offer to meet the needs of young people, the Authority will carry out an analysis of RONI data and information gained from the September Guarantee to identify the characteristics of young people who do not participate post-16.

- To continue to work with 14-19 Area Partnerships, Priority Families team and other key delivery partners to ensure clear progression opportunities and appropriate pathways are in place and are accessible to all young people.

- Ensure that the transition arrangements for 16, 17 and 18 year olds transferring from one provider to another mid-course are in place through investigating the possibility of the development and implementation of a 'managed learner transfer' process and participation advisor role within post-16 providers.

- To develop an exemption framework which addresses the needs of young people who may need a 'temporary break in learning' due to their immediate and short term circumstances, such as teenage pregnancy or a medical condition which prevents them from participating.

Strand 5   Identify Provision Needs and further develop the Curriculum Offer

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

Meeting RPA requirements will mean ensuring that we have the provision in place across the county which is able to support a wide range of diverse needs and levels of learning. Schools, FE colleges, sixth form colleges, studio schools, university technical colleges, and training providers will play a crucial role in delivering this innovative and flexible curriculum offer, as will voluntary and community sector organisations. Employers also continue to play a fundamental part in enriching the curriculum offer and increasing participation and they have a key role in supporting young people to access jobs with high quality training through apprenticeships. It is essential to ensure that young people are equipped with the skills, attitudes and experience necessary to progress into employment. For our young people the priority is to help them engage in high quality training and education that gives them the skills and qualifications to be attractive to employers.

Priority Actions

- Investigate a framework for the strategic review of post-16 provision in the county, in order to determine the sufficiency of provision necessary to improve retention, participation, achievement and progression for all students.

- To continue meetings with cross-border authorities to identify and share commissioning intentions for education and training options for 16-19 year olds.

- Continue to develop and expand the 14-19 offer through Warwickshire 14-19 Area Partnerships and to work with post-16 providers to strengthen the opportunities available for work experience within 16-19 study programmes.

- Facilitate and support the involvement of community and voluntary sector organisations within local education and training opportunities.

- Continue to liaise with the National Apprenticeship Service (NAS) to ensure representation and access to available apprenticeships and to successfully implement the pre-apprenticeship route, including traineeships.

- To continue to support initiatives which help to increase participation including Youth Contract delivery, targeted ESF provision, higher apprenticeships, and the development of further apprenticeship/traineeship pathways within WCC.

Strand 6   Engaging Employers

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

It is clear that local employers will be critical in successfully implementing the RPA and this will only be achieved if Warwickshire businesses have a clear and common understanding of the intention of the RPA and 'buy' into its aims and purpose.

Therefore, a vital role in successfully delivering the RPA will be to maximise the current relationships and collaborations that organisations with established employer engagement functions have already built with our indigenous businesses.
The Economic Development Team and the Coventry and Warwickshire Local Enterprise Partnership (CWLEP) can provide the link between the County Council and our partners with employer engagement functions and use the expertise of these stakeholders to deliver and sustain the RPA message, particularly the business benefits of lifelong learning.

The CWLEP commissioned research to identify the specific areas of the economy where the sub-region have a competitive edge compared to other parts of the national and even global economy. Further to this, the CWLEP is currently producing a skills strategy which will be used to support the development of a highly skilled workforce with the attitudes and ambitions needed to drive economic growth within Coventry and Warwickshire. It adopts a broad definition of skills and covers all aspects of the education and training system.

Priority Actions:

- Working with key Stakeholders including NAS, Job Centre Plus, and Coventry and Warwickshire Chamber of Commerce, maximise existing channels of communication and create opportunities for getting regular and comprehensive communication with Warwickshire employers about the implications of the RPA legislation.

- Through those networks encourage employers to increase the number of extended work experience placements / internships / traineeships available for post-16 learners and those that are currently not engaged in education, employment or training.

- The Warwickshire County Council Apprenticeship Hub Manager to work in partnership with NAS in order to promote the recruitment of apprentices throughout the Authority.

- To work in partnership with providers and key stakeholders in targeting our priority sectors in conjunction with raising the aspirations of young people to enter these sectors.

Strand 7   Communicating the RPA message

In order to be successful in implementing RPA, we need to ensure that we have a thorough and effective communication plan in place which complements the guiding principles set out in this strategy document.

We will raise the profile of RPA by communicating the key messages and strands of work within this strategy to all stakeholders in a coherent and transparent way through a range of mediums, including the use of all available websites, news bulletins and information workshops. We will build on existing communication channels with all organisations delivering post-16 education and training to ensure that they are well informed and actively support the implementation of Warwickshire's RPA strategy.

Priority Actions

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

Internal:	**External:**
Learning and Performance team	Young People
Targeted Youth Service	Parents/Guardians/Carers
Virtual School / Leaving Care team	Schools
CSWP	Governors
Multi-Agency Teams	FE Colleges
Youth Offending Service	Training Providers
County and District Councillors	Voluntary Sector Organisations
Elective Home Educated	Employers
Behaviour Support	Parent Partnerships
Out of School Tuition	Higher Education
SEN and Inclusion	

- Work with Authority colleagues to identify the use of existing channels of communication such as e-bulletins, Warwickshire County Council web-site, news bulletins, school publications etc. to cascade the RPA message.

- To develop a series of communication tools to support internal and external colleagues in cascading the message. This will include a series of leaflets to key audiences, presentations and lesson plan resources.

4. Impact Evaluation

Critical impact measurements and milestones have been included in this strategy document plan and these will be reviewed by Warwickshire County Council Learning and Performance team on a six monthly basis.

Warwickshire County Council Learning and Performance team officers will take responsibility for co-ordinating and delivering the actions within each of the seven strands and will engage a wider group of stakeholders such as schools, colleges, training providers and employers in the Strategy's delivery.

The implementation plan can be found at Appendix 2.

5. Definition of Participation

The definition of participation detailed below is included within the DfE guidance document *Participation of Young People Statutory Guidance – Advice. Annex 1 – Defining Participation*. This document can be accessed at the DfE website http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/rpa/g00222 993/stat-guide-young-people-edu-employ-train

The duty to participate in education or training applies to all young people in England (from 28 June 2013) until the end of the academic year in which they turn 17; and from 26 June 2015, to their 18th birthday.

Where young people have accepted an offer of a place in education or training, or are participating, there is no requirement for them to participate during the usual breaks in learning (e.g. school/college holidays).

Where young people have attained 2 or more A levels or the other prescribed qualifications, they are no longer *required* to participate but may benefit from support to continue their education or get a job.

The three primary routes for young people to participate are:

        a. Full-time education;

        b. An Apprenticeship;

        c. Full-time work combined with part-time education or training.

What counts as full-time education

Where a young person is attending full-time education at a school (including at an academy or free school), they will be meeting their duty to participate.

For young people attending other full-time education – whether that be a sixth-form college, general further education college, independent college, or otherwise apart from the settings below – the definition of full-time participation is at least 540 hours of guided learning a year. In accordance with the principles of 16-19 study programmes, wider forms of education such as work experience can be included within those hours. In general, young people enrolled on a full-time study programme will be meeting the duty to participate.

For young people who are being home educated, no hourly requirement of education applies: the amount and content of that education is at the discretion of the home educator. In most circumstances it will be the young person themselves who states that they are home-educated. If the authority believes there is some doubt in the matter they may wish to seek confirmation of this from the parent or guardian, but no on-going monitoring of the education is required.

For young people who have been absent from the education system and are now attending a re-engagement programme, no hourly requirement of education applies. Local authorities should be satisfied that the express intention of the programme is to support the young person to move into full-time education at a school or college, an Apprenticeship, or full-time work with part-time training alongside. Once re-engagement onto one of those routes is secured, the wider requirements for participation apply. Local authorities are able to

determine for themselves what counts as re-engagement provision. A suggested set of non-statutory principles for re-engagement provision has been developed by representatives from the sector with DfE to support this process and this forms Annex 3 to the Statutory Guidance. Advice on how local authorities can work with providers of the Youth Contract for 16-17 year olds should be considered in deciding whether the provision put in place meets the needs of these young people.

Apprenticeships and Traineeships

Entering into a contract of Apprenticeship satisfies the duty to participate and no further monitoring of that young person's training or employment is needed. Apprenticeship providers are included in the requirement to notify a local authority if a young person is no longer participating ('drops-out' of learning).

Traineeships will be part of Study Programmes for 16-19 year olds so a young person enrolling on a Traineeship would meet the duty to participate.

Full-time work with part-time education or training

Sections 5, 6 and 8 of ESA 2008 detail the requirements of this route. In order to be considered as participating, a young person must both be in full-time work and undertaking part-time education or training. The key definitions that local authorities will need to have regard to are that:

- To count as full-time work, the job must be for 8 or more weeks consecutively and for 20 or more hours per week. Where a young person's employment hours vary, employment of an average of 40 or more hours over a two week period can be considered as meeting the requirement. Part-time work (e.g. a weekend or evening job) is not affected by these requirements.

- Full-time self-employment, holding a public office or working other than for reward (e.g. volunteering) should all be regarded in the same way as full-time employment. For volunteering placements, it is recommended that a written agreement is in place between the young person and the placement organiser, but it is not the local authority's responsibility to monitor this.

Part-time education or training alongside full-time work must be of at least 280 guided learning hours (GLH) per year. There is no set pattern for how these hours should be taken: at a given time a young person might not be undertaking education or training as long as it is clear that over the course of the year the hourly minimum will be met. Part-time education or training pursued alongside full-time work must constitute education or training leading towards an accredited qualification and therefore have a GLH value attached. This education or training may be provided directly by an employer or by another organisation.

Young people with full-time caring responsibilities

Local authorities may consider full-time caring responsibilities as full-time work depending on individual circumstances, so part-time education or training alongside that work would count as full participation. This is only likely to be appropriate where the young person is on the local authority's register of carers and/or is in receipt of carers' allowance. Young people who are parents caring for children would not be covered by this provision, as they would be expected to participate and may qualify for Care to Learn funding to enable them to do so. A reasonable period of maternity leave is justified.

Young people in jobs without training

Those in jobs without training should be encouraged to take up suitable part-time accredited education or training alongside their work. Local authorities should be aware of their duty to secure appropriate provision for all young people and so ensure that flexible provision is in place where needed.

Young people taking gap years

Most young people who take gap years do so at 18 or older and will be unaffected by this legislation. For the small group of 16 and 17 year olds who are considering taking a gap year, the legislation applies in the following way:

• Where the gap year is taken abroad, a local authority may need to make a judgement about whether that young person will be resident in England (para 29 of the Guidance).

• Those remaining in England to work or volunteer would be expected to comply with RPA and undertake education or training in accordance with the duties set out in para 2 of this Advice.

6.   Acronyms

CCIS   Client Caseload Information System
CWLEP   Coventry and Warwickshire Local Enterprise Partnership.
DfE   Department for Education
DCSF   Department for children, schools and families
EFA   Education Funding Agency
ESF   European Social Fund
FE   Further Education
FL2   Full level 2, equates to 5 GCSEs at grades A* - C or equivalent
FL3   FL3 Full level 3, equates to 2 A level passes or equivalent
FSM   Free School Meals
IAG   Information, Advice and Guidance
ICT   Information Communication Technology
JWT   Jobs without Training
KS4   Key Stage 4
LA   Local Authority
NAS   National Apprenticeship Service
NEET   Not in Education, Employment or Training
RONI   Risk of NEET Indicator
RPA   Raising the Participation Age
SEND   Special Educational Needs and Disabilities

7. Related Documents/Web links

- DfE Raising the Participation: http://www.education.gov.uk/16to19/participation/rpa;
- BuildingEngagement,BuildingFutures;
  http://www.education.gov.uk/childrenandyoungpeople/strategy/laupdates/a00201156/participation-yp-in-et
- The Importance of Teaching – Schools White Paper: http://www.education.gov.uk/b0068570/the-importance-of-teaching;
- Perspective: Raising the Participation Age: Keeping it on Track; CfBT 2009;
- http://www.cfbt.com/evidenceforeducation/pdf/77RPA-Report_FINAL(W).pdf;
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8. Appendices

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

Warwickshire Context – Where are we/Where do we want to be

	Actual			Comparator data for latest year available		Target		
	2010	2011	2012	Nat	SN	2013	2014	2015
The Proportion of 16 and 17 year olds participating in education/training	90% (11,880)	88% (10,917)	91% (10,999)	88% (2013)	89% (2013)	93% *91%*	96%	98%
The Proportion of 16 year olds participating in education/training	95% (6,290)	92% (5,745)	93% (5,709)	92% (2013)	93% (2013)	96% *94%*	97%	98%
The Proportion of 17 year olds participating in education/training	85% (5,590)	85% (5,172)	88% (5,290)	85% (2013)	86% (2013)	90% *88%*	94%	98%
The percentage of young people achieving Full Level 2 by age 19	80% (5,082)	82% (5,025)	83% (4,941)	83% (2012)	84% (2012)	84% *84%*	85%	87%
The percentage of young people achieving Full Level 3 by age 19	55% (3,869)	57% (3,872)	59% (3,853)	56% (2012)	58% (2012)	60% *59%*	62%	64%
The Percentage of young people who are in receipt of FSM at academic age 15 who attain Full Level 2 by age 19	54% (223)	58% (215)	57% (241)	69% (2012)	62% (2012)	64% *57%*	67%	70%
The Percentage of young people who are in receipt of FSM at academic age 15 who attain Full Level 3 by age 19	22% (91)	25% (91)	25% (106)	34% (2012)	27% (2012)	41% *28%*	45%	49%
Percentage of NEET young people in November count	5.2% (860)	4.5% (830)	3.6% (660)	5.8% (2012)	5.0% (2012)	4% *5.5%*	3%	2%

Nat = National comparator, SN= DfE Statistical Neighbour comparator group (Warwickshire plus 10 Local Authorities) / *Figures in italics show actual –* *Red-Below target,* *Green-At or above target*

Source data: **Participation data (June measurement date):** http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/a00214942/local-authority-education-training

Attainment data: https://www.gov.uk/government/publications/attainment-by-young-people-in-england-measured-using-matched-administrative-data-by-age-19-in-2012

NEETs data: http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/neet/a0064101/16--to-18-year-olds-not-in-education,-employment-or-training

RPA Impact & Evaluation Progress July 2013/June 2015

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

Actions	Milestones		Lead Responsibility	Impact Measurements
	June 2014	June 2015		
Implement the pre 16 RONI's in all secondary and special schools across the county and ensure that learners are appropriately identified and targeted.	Implemented in all secondary and special schools.		WCC Learning and Performance Team	Learners at risk are identified and interventions put in place for 2013/14 academic year.
To continue to engage with schools, colleges, and training providers in a robust data sharing agreement which aims to facilitate student tracking, timely intervention and transition planning pre and post-16.	Data sharing agreement in place for relevant post-16 organisations.		WCC Learning and Performance Team	All schools, colleges, and training providers signed up to Partnership Agreement/Data Sharing Protocol.
To set up a Participation in Education, Employment and Training Group which meets regularly to identify and report on NEET performance across the county and to work with Learning Communities in setting NEET reduction targets where NEET is deemed a priority for the area.	Sub-regional Participation in Education, Employment and Training Group established.		WCC Learning and Performance Team /Coventry LA	Effective communication network and forum for implementing new ways of engaging young people.
To implement a county-wide learner feedback mechanism which helps to identify the reasons given by young people for non-participation or early drop-out.		Trial learner feedback process.	WCC Learning and Performance Team	Improved information about the learning and training needs of young people. Analysis of reasons for non-participation carried out and trends in learner characteristics identified and shared with key delivery partners.

Strand 2	Determining Local Priorities & Developing the infrastructure.			
Actions	**Milestones**		**Lead Responsibility**	**Impact Measurements**
	June 2014	June 2015		
To co-ordinate, monitor and evaluate the implementation of the Warwickshire RPA Strategy and review activity where necessary.	Ongoing		WCC Learning and Performance Team	All stakeholders groups and key delivery partners have a clear understanding and commitment to the RPA strategy.
To continue to support learning communities, school/provider networks, area partnerships and locality planning and commissioning partnerships in the drive to increase participation, raise attainment, narrow the attainment gap and increase retention amongst some of our most vulnerable learners.	Ongoing		WCC Learning and Performance Team	High quality collaborative networks in place leading to improved quality of planning and monitoring of 14-19 curriculum and learning provision at all local strategic planning levels.
To develop and implement a 'Partnership Agreement' with FE and local providers, addressing issues around data protection and with a focus on and supporting the implementation of RPA.	December 2013		WCC Learning and Performance Team	Improved quality of communication and working relationships and arrangements between the LA and local delivery providers.
To work with key partners and stakeholders including the EFA to increase/maximise the capacity of mainstream provision to meet identified gaps in provision to meet the needs of learners with special educational needs and disabilities (SEND).	Ongoing		WCC Learning and Performance Team	Increased range of appropriate provision which meets the needs of young people with high needs and develops learning pathways to support progression to supported employment.
To further develop and strengthen links across LA teams to raise awareness of RPA and the availability of provision which would support the needs of our most vulnerable learners.	Ongoing		WCC Learning and Performance Team	Improved quality of communication and working relationships and arrangements between and across LA teams.

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

Actions	Milestones		Lead Responsibility	Impact Measurements
	June 2014	June 2015		
Scope out the services the LA can provide in terms of careers guidance, including a proposal for service post Sept 2014 with a view to developing a local transition & consultation plan for supporting schools and providers in the identification and delivery of careers guidance to young people.	December 2013		WCC Learning and Performance Team	Year 11 Activity analysis and September Guarantee.
Ensure that UCAS Progress online is maintained and continues to provide a comprehensive database of school, college and provider curricula choices and availability.	Ongoing		WCC Learning and Performance Team	A prospectus which provides all young people and key delivery partners with access to high quality impartial guidance and information about learning opportunities.
To support and contribute to the work of the Virtual School in raising the aspirations of young people in/leaving care including identification of potential funding routes where opportunities arise which will support the continuation of such programmes.	Ongoing		WCC Learning and Performance Team /Head of Warwickshire Virtual School	Increased numbers of young people in/leaving care entering a positive destination at age 19.
To work with the Warwickshire Economic Development Team, the CWLEP, the National Apprenticeship Service and Job Centre Plus to raise awareness of labour market opportunities and ensure links to curriculum development across locality areas.	Ongoing		WCC Learning and Performance Team WCC Economic Devt/CWLEP	Increase in the number of employers involved in providing work experience opportunities as part of 16-19 (up to 25 SEND) Study Programmes. Increase in 16-18 Apprenticeship starts for Warwickshire residents.
Map existing support for young people at each transition and develop and publish an IAG offer across WCC and its partners.		July 2014	WCC Learning and Performance Team	All key delivery partners better informed about the range of opportunities available.

Strand 4 – Establish Support Mechanisms at Transition KS4 to Post 16 and sustained participation through to 18				
Actions	**Milestones**		**Lead Responsibility**	**Impact Measurements**
	June 2014	June 2015		
To explore the development of a 'progression agreement' from KS4 to post 16 in consultation with schools and other post 16 organisations.		Progression agreement pilot activity	WCC Learning and Performance Team	Year 11 Activity analysis and September Guarantee.
Where appropriate, to analyse data from the September Guarantee to identify the characteristics of young people who do not participate post-16, in order to develop the appropriate support and provision to meet their needs.	Ongoing		WCC Learning and Performance Team	Increased participation at 16/17.
To continue to work with learning communities and other key delivery partners to ensure clear progression pathways are in place.	Ongoing		WCC Learning and Performance Team	Increased participation at 16/17.
Ensure transition arrangements for 16, 17 and 18 year olds transferring from one provider to another mid-course are in place through the development and implementation of a 'managed learner transfer' process and participation advisor role.	Ongoing		WCC Learning and Performance Team	Increased participation at 16/17.
To develop an exemption framework which addresses the needs of young people who may need a 'temporary break in learning' due to their immediate and short term circumstances.	Ongoing		WCC Learning and Performance Team	To ensure appropriate support is available to assist young people to resume education and training following a temporary break.

Strand 5	Identify Provision Needs and further develop the Curriculum Offer			
Actions	**Milestones**		**Lead Responsibility**	**Impact Measurements**
	June 2014	June 2015		
To implement a framework for the strategic review of post-16 provision in Warwickshire, in order to determine the sufficiency of provision necessary to improve retention, participation, achievement and progression for all students.		Strategic review completed	WCC Learning and Performance Team	Gaps in 16-19 (up to 25 SEND) local infrastructure identified and EFA bids submitted.
To continue meetings with cross border authorities to identify and share commissioning intentions for 16-18 year olds.	Ongoing		WCC Learning and Performance Team	Improved tracking of young people. Reduction in CCIS 'Unknown' numbers.
To work with post-16 providers to strengthen the opportunities available for work experience within 16-19 study programmes and the involvement of community and voluntary sector organisations.	Ongoing		WCC Learning and Performance Team	Maintain breadth of curriculum offer and increased progression opportunities for young people in Warwickshire.
Continue to liaise with the National Apprenticeship Service to ensure representation and access to available apprenticeships and to successfully implement the pre-apprenticeship route via traineeships.	Ongoing		WCC/CWLEP	Increase in 16-18 Apprenticeship starts for Warwickshire residents.
To continue to support initiatives which help to increase participation including Youth Contract delivery, growth of level 3 apprenticeships and support the National Apprenticeship Service (NAS) in the expansion of pre-apprenticeship pathways.	Ongoing		WCC/CWLEP	Increase in 16-18 Apprenticeship starts for Warwickshire residents.

Strand 6	Engaging Employers			
Actions	**Milestones**		**Lead Responsibility**	**Impact Measurements**
	June 2014	June 2015		
Working with key Stakeholders including NAS, JCP, CWLEP, District Councils and Coventry & Warwickshire Chamber of Commerce, maximise existing channels of communication and create opportunities for getting regular and comprehensive communication with Warwickshire employers about the implications of the RPA legislation.	Ongoing		WCC/CWLEP	A range of measures utilised including, employer Leaflets, on-line material, employer Group presentations, leading to an increased awareness of RPA amongst employers.
Through those networks encourage employers to increase the number of extended work experience placements / internships available for Post 16 learners and those that are NEET.	Ongoing		WCC/CWLEP	Increase in the number of work experience placements and internships being delivered through 14-19 provision.
To identify those employers who are offering employment without training and communicate the statutory responsibilities enshrined in the RPA legislation and raise awareness of the apprenticeship route.			WCC/CWLEP	Increased employer engagement in learning and training programmes and reduction in the number of young people in jobs without training.
To work in partnership with NAS in order to promote the appointment of apprentices throughout the County Council.	Ongoing		WCC/CWLEP	Increase in the number of County Council apprenticeships.
To work in partnership with providers and key stakeholders in targeting our priority sectors in conjunction with raising the aspirations of young people to enter some of these sectors.			WCC/CWLEP	Increased take up across priority sectors.

Strand 7 - Communicating the RPA message				
Actions	**Milestones**		**Lead Responsibility**	**Impact Measurements**
	June 2014	June 2015		
Work with Local Authority colleagues to identify the use of existing channels of communication such as e-bulletins, Warwickshire County Council web-site, news bulletins, school publications etc. to cascade the RPA message;	Ongoing		WCC Learning and Performance Team	Raised awareness of RPA across all key delivery partners, internal colleagues, young people, parents and employers
Develop a young person's face book page linked to UCAS Progress online website.	Ongoing		WCC Learning and Performance Team	Key audiences prioritised. Young people accessing face book increasing awareness of RPA.
To develop a series of communication tools to support internal and external colleagues in cascading the message. This will include a series of leaflets to key audiences, presentations and lesson plan resources.	Ongoing		WCC Learning and Performance Team	Raised awareness of RPA across all key delivery partners, internal colleagues, young people, parents and employers