

Improving Access to Post-16 Learning Provision in Lincolnshire



A Review by the Children and Young People Scrutiny Committee

September 2011

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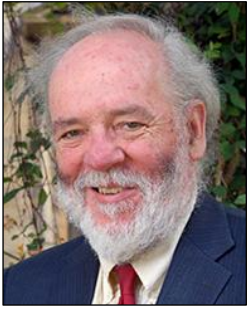
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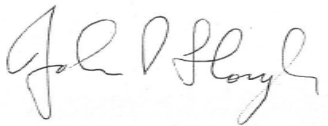
Introduction

Foreword by Councillor John Hough, Chairman of the Task and Finish Group



This review has highlighted that there is a wide range of provision for post-16 learning in Lincolnshire, but there are barriers to accessing this provision. The major barriers for young people are around transport, finances, and Careers Education, Information, Advice and Guidance (CEIAG). For those young people living in rural areas, they often have to choose whether to go to the nearest provider or whether to study the courses they are interested in. The review has also highlighted that there is a mismatch between the skills required by businesses and the local economy in Lincolnshire, and the courses that young people are studying. Collaboration between Lincolnshire County Council, schools, colleges, training providers and employers is required if these issues are to be addressed.

I would like to thank all the members of the Task and Finish Group for their contributions and effort throughout this review and thank everybody who came and participated in the discussions, especially the young people who were willing to talk to us about their experiences. I would also like to thank all the officers involved in this work for their help and support including Keith Batty (11-19 Principal Adviser), Roy Nelson (14-19 Planning Manager), Tracy Johnson (Scrutiny Officer) and the Democratic Services officers who all have provided valuable support to the Task and Finish Group during the review.



Cllr John Hough

Task and Finish Group Members

The Task and Finish Group also consists of the following Members:



Cllr Paul Carpenter



Cllr John Hicks



Mr Stephen Rudman - Church Representative Added Member



Cllr Reg Shore



Cllr Nick Worth

Executive Summary and Recommendations

OVERVIEW AND SCRUTINY – Review, Support, Improve

The scrutiny review “**Improving Access to Post-16 Learning Provision in Lincolnshire**” has been focussed on trying to identify what post-16 learning provision is currently available in Lincolnshire, whether it meets the needs of young people and provides the skills required by local businesses and the economy, and how post-16 learning provision could be improved in the future.

This review was carried out between December 2010 and August 2011. As part of the review, the Task and Finish Group has held interviews with relevant staff in Children’s Services and CfBT; met with 11 care leavers, 28 young people who are not in education, employment or training (NEET) and five learners with learning difficulties and/or disabilities (LLDD); held two focus groups, one with business representatives and another with representatives of post-16 learning providers; visited George Farmer Technology and Language College in Holbeach; received two responses from Youth Cabinet members, and conducted an online survey through schools, colleges and work based learning providers which has generated 772 responses from young people.

There are a number of national policy changes in relation to post-16 learning, including the raising of the participation age to 17 years old in 2013 and 18 years old in 2015, and widening the Apprenticeships framework to increase the number of Apprenticeships, increase the progression between Apprenticeships, and develop and introduce new Apprenticeships frameworks at level 4. The Wolf report proposes a number of substantial changes to vocational learning for 14-19 year olds.

In its report of 23 March 2011, “**Getting Value for Money from the Education of 16 to 18 year olds**”, the National Audit Office (NAO) reported that there is a fundamental tension between choice of providers and choice of courses. In Lincolnshire there are very few large providers. All but one of Lincolnshire’s Further Education colleges can be deemed ‘small’ in comparison to colleges nationally and Lincolnshire has a large number of relatively small sixth forms. The NAO points out that

“Providers with many learners are generally able to offer a greater range of courses, but choice can be diminished where there are relatively large numbers of smaller providers in an area. Some providers collaborate in order to provide a wider range of courses.”¹

There is evidence that a number of Lincolnshire’s sixth-forms in particular, are struggling to offer a wide enough range of courses to meet the needs of the learners that might wish to go there. Exacerbated by falling rolls overall, a significant number are finding it difficult to attract sufficient students to remain financially viable. Some schools are responding through competition while others seek collaboration. The former will result in winners and losers. Collaboration in the provision of a wide curriculum is essential but it should be recognised that this has implications in terms of the practicalities and expense of the transport of young people. Where total numbers interested in a particular course are limited, movement of staff to students is not an option.

From the evidence and findings detailed in the report, the Task and Finish Group have drawn a number of conclusions:

- ❖ Young people face a number of barriers when trying to access post-16 learning, which include:
 - Finance, especially with the Education Maintenance Allowance (EMA) going and the increase in costs for transport. There is a risk that some young people will be caught in a poverty trap and will be unable to afford to continue studying post-16. (See pages 19-21 and recommendations 1, 2 and 3 for information.)
 - Transport, in terms of availability and cost. This will become an even bigger issue in the future in light of the changes to the post-16 transport criteria of only transporting to the nearest provider. (See pages 21-23 and recommendations 4, 5 and 6 for information.)

¹ Getting Value for Money from the Education of 16- to 18-year-olds, National Audit Office/Department for Education, 23 March 2011 http://www.nao.org.uk/publications/1011/education_of_16-18_year_olds.aspx

- Careers Education, Information, Advice and Guidance (CEIAG), which, as highlighted in the Raising Aspirations for Children in Lincolnshire scrutiny review (2009), has been very patchy and not always impartial. There are concerns that this will worsen when the responsibility transfers from local authorities to schools in September 2012. (See pages 23-25 and recommendation 7 for information.)
- A lack of suitable courses, training, and Apprenticeships available locally, in particular in rural areas. (See pages 26-27 and recommendations 8 and 9 for information.)
- The start date for courses at most of the institutions only being in September. There is a need for more staggered entry to post-16 learning in schools and colleges to allow young people to re-enter education at certain points of the year rather than having to wait for the following academic year. (See pages 29-31 and recommendation 13 for information.)
- ❖ Vulnerable Young People face a number of additional barriers to post-16 learning. (See pages 28-31 and recommendations 10, 11 and 12 for information.)
- ❖ There are issues around a lot of small providers with a small choice of options. Some young people, especially in rural areas, are faced with having to choose between going to the local provider or doing the course they want to study if they are able to. (See pages 26-27 and recommendations 8 and 9 for information.)
- ❖ There is a need for more collaboration between post-16 learning providers. (See pages 26-27 and recommendation 8 for information.)
- ❖ There is a mismatch between the skills required by Lincolnshire businesses and the local economy, and what young people are studying. There is a need for more employer engagement in post-16 learning. (See pages 33-34 and recommendation 14 for information.)
- ❖ There is a lack of job opportunities for young people, especially for some vulnerable young people. A number of young people are under pressure to get a job, either from their parents or due to their personal circumstances. (See pages 28-30 and recommendation 14 for information.)
- ❖ More employers, especially small to medium sized businesses, need to be encouraged to take on apprentices. There is a huge demand from young people for Apprenticeships, but not enough employers who are willing to offer an Apprenticeship. (See pages 15-17 and 38, Appendix 3, and recommendations 14 and 15 for information.)
- ❖ There is a role for Lincolnshire County Council, at both Councillor and officer level, to promote the future labour market needs of Lincolnshire's economy and the wide ranging post-16 options available, in particular the vocational and Apprenticeships routes, to employers, parents and young people across Lincolnshire. (See page 38 and recommendation 15 for information.)

In light of the evidence and findings detailed in this report, the Task and Finish Group submit the following recommendations to the Executive for its consideration:

Recommendation 1

Schools, colleges and training providers should be encouraged to spend in full the 16-19 bursary funding to provide financial support to post-16 students for the purposes such as those outlined in the example framework attached at Appendix 2.

Recommendation 2

Lincolnshire County Council should gather evidence on the overall impact on student participation following the disappearance of the Education Maintenance Allowance (EMA) and other financial pressures by the end of March 2012 to inform the academic year of 2012/13. Depending on that evidence, the Executive should identify what further action should be taken if required.

Recommendation 3

Lincolnshire County Council should lobby the Government for an increase in the bursary funding allocated to Lincolnshire to recognise the specific difficulties arising from the rurality of Lincolnshire.

Recommendation 4

A review of the impact of the increase in the cost of post-16 transport on student participation should be carried out by the end of March 2012.

Recommendation 5

A review of the impact of the changes on providing post-16 transport only to the nearest provider on student participation and drop out rates should be carried out by the end of March 2012.

Recommendation 6

A review should be carried out into the possibility of a countywide post-16 learning concessionary fare scheme for young people, which is only available to young people when attending courses, training and Apprenticeships.

Recommendation 7

The Careers Education, Information, Advice and Guidance (CEIAG) team should monitor and review the quality and independence of the new careers service provided by schools from September 2012.

Recommendation 8

There should be more collaboration around provision between local authorities, schools, colleges and other post-16 providers in Lincolnshire and with neighbouring counties. The 14-19 Strategic Partnership should be requested to investigate a mechanism for ensuring this collaboration can occur.

Recommendation 9

The gaps in post-16 learning provision that are not being addressed by collaboration should be identified and addressed by Lincolnshire County Council in partnership with the YPLA and post-16 learning providers.

Recommendation 10

The review into post-16 provision for learners with learning difficulties and/or disabilities (LLDD) should be implemented, including the issues for LLDD as detailed in the report on pages 28-29.

Recommendation 11

Lincolnshire County Council will work with post-16 learning providers to ensure that all care leavers in post-16 learning receive the 16-19 bursary funding so that they are able to continue their studies and that the other issues raised by care leavers as detailed in the report on pages 29-30, such as more access to Apprenticeships, are addressed.

Recommendation 12

Schools should be encouraged to promote all learning providers, Apprenticeship providers, and colleges as part of their Careers Education, Information, Advice and Guidance (CEIAG) to help reduce the NEET figures and unemployment.

Recommendation 13

Schools and colleges should be encouraged to provide an all year round post-16 education system, which allows entry at other times during the academic year rather than just in September.

Recommendation 14

The Executive should endorse and implement the action plan attached at Appendix 3 to ensure that the issues around the skills gap, lack of Apprenticeships, work experience and raising of the participation age are addressed.

Recommendation 15

All elected members should seek to influence the mix of provision mix, demand and support for learners through their roles as community leaders; employers; media advocates and as governors of schools and colleges by, for example:

- ❖ Taking every opportunity to articulate to parents, young people and employers the economic needs of the county and the future trajectory of the economy
- ❖ Encouraging all employers to convert jobs with little training to Apprenticeships for young people
- ❖ Ensuring that debates about plans for growth in provision reflect the county's needs and recognise the impact on the future viability of smaller institutions of new provision by another provider

Establishment of the Task and Finish Group

In the previous scrutiny review conducted by the Children and Young People Scrutiny Committee on **Narrowing the Gap in Deprived Areas of Lincolnshire**, which was completed in July 2010, there was a recommendation that a further review should be conducted into post-16 learning provision in Lincolnshire. The Children and Young People Scrutiny Committee accepted this recommendation and at its meeting on 10 September 2010 agreed that its next review would be to investigate the issues around Improving Access to Post-16 Learning Provision in Lincolnshire. The Overview and Scrutiny Management Committee agreed at its meeting on 30 September 2010 to establish a Task and Finish Group to conduct this scrutiny review, and the following objectives were approved:

- 1. what post-16 provision is currently provided by Further Education Providers, Independent Private Providers, Independent Specialist Providers, Schools and Academies?*
- 2. how good is post-16 provision?*
- 3. what post-16 provision, both vocational (including Apprenticeships) and non-vocational, is required in Lincolnshire to provide the skills necessary to meet the needs of Lincolnshire's businesses and the local economy?*
- 4. what good quality provision is necessary to meet the needs of young people and the economy now: if the participation age is increased to 17 in 2013 and 18 in 2015; and over the next ten years taking into account demographic changes?*
- 5. what are the barriers young people face in accessing post-16 provision, especially on the East Coast and for vulnerable young people such as care leavers and Learners with Learning Difficulties and Disabilities (LLDD)? How do these barriers affect the enrolment and dropout rates for post-16 education and how should they be addressed?*
- 6. how can Lincolnshire County Council best influence provision, access and quality?*

Appendix 1 contains further information about the work of Children's Services and the performance indicators which this review will contribute to.

This review has been carried out by conducting an online survey of young people through schools, colleges and work based providers which resulted in 772 responses; speaking to business representatives, National Apprenticeship Service, Lincoln College, Bishop Grosseteste University College and the Employment and Skills Board about skills and the needs of businesses and the economy; meeting with 44 young people who were either care leavers, Learners with Learning Difficulties/Disabilities (LLDD) or who were or had been not in employment, education or training (NEET); and meeting with representatives from schools, colleges, Linkage Community Trust and the Education Business Partnership.

What is Post-16 Learning Provision?

National Policies on Post-16 Learning Provision

Under the Apprenticeships, Skills, Children and Learning Act (ASCL) 2009, local authorities were given the legal responsibility for ensuring that there is sufficient, appropriate, high quality learning provision in place and accessible to all young people to facilitate 100% participation in learning (to age 17 from September 2013 and to age 18 from September 2015 onwards). The Year 10 cohort starting in September 2011 will be the first cohort to be subject to the Raising of the Participation Age (RPA) when they reach the end of Year 11 in 2013.

The **Young People's Learning Agency (YPLA)** operates at a National and a regional (East Midlands) level and allocates funding for growth at a regional level to local authorities to commission learning provision for 16-19(25) year olds.

In December 2010 the YPLA published its **16 – 19 Funding Statement** and statutory guidance which clearly defines the roles of local authorities and education and training providers:

'Under Sections 15ZA and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009) local authorities have a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. Local authorities working with their partners may shape provision in their area by identifying gaps, enabling new provision and developing the market. The needs of young people are much more likely to be met where there are strong partnerships with those who provide education and training.'

It also states that

*'As autonomous organisations, schools, academies, colleges and other providers have responsibility for designing and delivering learning programmes which meet the needs of the young people in their area. In keeping with devolution of responsibility to front line professionals, it will be their responsibility to decide on the curriculum offer and mix of provision, responding to the needs of individuals and employers and to the local authority strategic overview.'*²

The Government is planning to replace the YPLA with an Education Funding Agency (EFA) by April 2012. The EFA will be an executive agency of the Department for Education, with responsibility for the funding of the growing number of Academies and Free Schools and all 16-19 provision.

In 2010, the Government commissioned Professor Alison Wolf to conduct a review into pre-19 vocational education. Further details on the outcomes of the "Review of Vocation Education – The Wolf report" and its impact on post-16 learning are contained in Appendix 1.

It is not clear how Lincolnshire County Council will be able to deliver and shape post-16 provision in Lincolnshire. National policy is still in a developmental stage as to how post-16 learning will be delivered in the future.

Profile of Post-16 Learners and Learning Provision in Lincolnshire

Profile of Post-16 Learners

² 16-19 Funding Statement, YPLA, December 2010 www.ypla.gov.uk

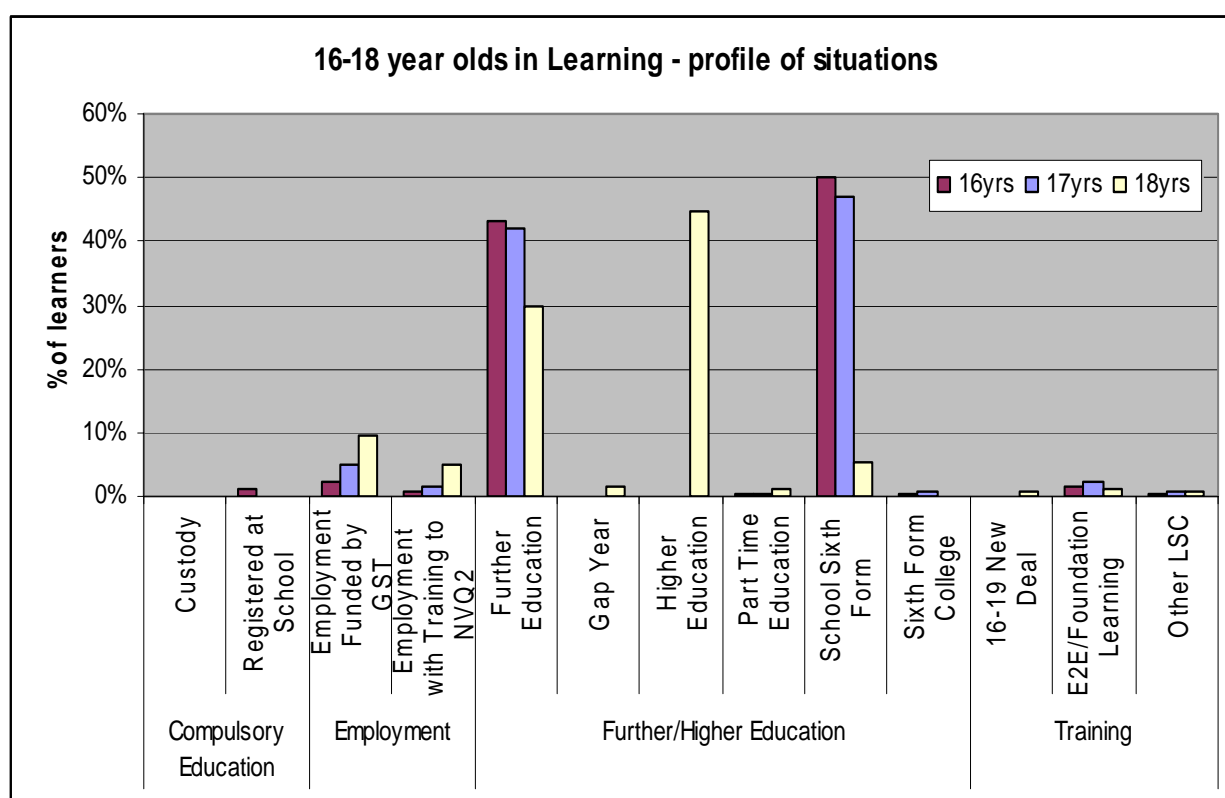
Lincolnshire has a higher proportion of 16-18 year olds in learning than the East Midlands area or England as a whole. The proportion of 16-18 year olds in Learning rose between 2008 and 2009.

%16-18 yr olds in Learning

| | 2008/09 | 2009/10 |
|---------------|---------|---------|
| Lincolnshire | 81.0% | 83.3% |
| East Midlands | 79.5% | 82.5% |
| England | 79.0% | 82.6% |

Source: NCCIS adjusted Nov to Jan average for each year

As at 1 November 2010, the majority of young people in learning were in school sixth forms and Further Education (FE) colleges, with more 18 year olds than 16 or 17 year olds in employment with training.



The chart above highlights that there is a drop in the number of learners enrolled at school sixth forms and further education colleges from 16 year olds to 18 year olds. This is further highlighted in the table below which shows the drop out rates between October 2010 and May 2011 for all learners in schools in Years 12, 13 and 14 in Lincolnshire. Overall there was a drop of 4.23% in the number of learners in learning between October 2010 and May 2011. When broken down by school, the drop out figures vary with some experiencing none or a few drop outs, but other schools experiencing a very high drop out rate, including five schools which had over 10% of their post-16 students dropping out in year.

| | October 2010 Census | May 2011 Census | | |
|--------------------------------|---------------------|-----------------|------------|---------------|
| | Learners | Learners | Difference | % Difference |
| Year 12 In Year Changes | 4405 | 4180 | -225 | -5.11% |

| | | | | |
|--------------------------------|------|------|------|----------------|
| Year 13 In Year Changes | 3447 | 3351 | -96 | -2.79% |
| Year 14 In Year Changes | 45 | 32 | -13 | -28.89% |
| Overall | 7897 | 7563 | -334 | -4.23% |

The table below highlights the retention rates from those leaving Year 12 in Summer 2010 and continuing into Year 13 in Autumn 2010. The Summer 2010 figures will already have lost those who withdrew in year. The Autumn 2010 figures will include all those who returned for Year 13 and have not yet withdrawn from their programmes.

| | | |
|---|-------------|----------------|
| Total Selective Yr 12 Summer 2010 | 1629 | |
| Total Selective Yr 13 Autumn 2010 | 1420 | |
| Total Selective Loss | -209 | -12.83% |
| Total Non-Selective Yr 12 Summer 2010 | 2174 | |
| Total Non-Selective Yr 13 Autumn 2010 | 1749 | |
| Total Non-Selective Loss (including Academies) | -425 | -19.55% |

The figures in the table above highlight that there is an issue in retaining students in schools after completing Year 12, especially in non-selective schools. When the retention figures are looked at by school, four schools lost over 45% of their students at the end of Year 12 in 2010. This could be a result of poor Careers Education, Information, Advice and Guidance (CEIAG) being given to students in Year 10 or 11. There are no figures available for drop outs or retentions for colleges due to the nature of the courses they offer, which often include a range of one year courses.

The proportion of 16-18 year olds who are NEET is lower in Lincolnshire than that of the East Midlands. However, the proportion has increased in the last two years. This may be related to the recession but is not reflected in figures for the Region or the Country.

| %16-18 yr olds Not in Education Employment or Training (NEET) | | | |
|--|----------------|----------------|----------------|
| NEET | 2007/08 | 2008/09 | 2009/10 |
| Lincolnshire | 4.1% | 4.4% | 4.8% |
| East Midlands | 5.6% | 5.4% | 5.5% |
| England | 6.7% | 6.7% | 6.4% |

Source: NCCIS
NEET is adjusted Nov to Jan average for each year

A large proportion of young people who became NEET in 2010 were on the Special Educational Needs (SEN) register (that is, young people who had statements or were on School Action or School Action Plus) when under the age of 16 (49% of NEET cohort) and were deemed to be persistent absentees from school (34% of NEET cohort). Less than 40% of the pupils who became NEET achieved NVQ level 2 by 16.

The proportion of 16-18 year olds in employment with no training (ENT) offered fell in 2010, but is higher than the East Midlands and England.

| %16-18 yr olds Employed with No Training Offered (ENT) | | |
|---|------|------|
| | 2009 | 2010 |
| Lincolnshire | 8.7% | 7.0% |
| East Midlands | 9.3% | 6.1% |
| England | 8.3% | 5.5% |

Source: NCCIS, based on January figures

There are nine consortia across Lincolnshire, which are Boston, Bourne Stamford Deepings, South Holland, Grantham, Sleaford, Lincoln, Wolds, Lincs East, and Gainsborough. Each consortium is made up of groups of sixth form, FE colleges and work based learning providers. Further details on the consortia are available in Appendix 1. The table below shows that the proportion of 16-18 year olds in learning differs between consortia, with Bourne Stamford and Deepings having the highest

rates, and Gainsborough and the Wolds the lowest. Gainsborough has the highest proportion of 16-18 year olds who are NEET and historically, Lincs East and South Holland have the highest proportion of young people in employment with no training (ENT) provision. The proportion of young people in learning falls as they reach the age of 18, as the proportion of NEET and ENT increases. The sharpest fall in participation is within the South Holland consortium area, where it falls from 93% at the age of 16 to 59% at the age of 18.

3 Year Average (2008-2010) by Age Group

| Consortium ² | Situation | | | | | | | | |
|---------------------------------------|---------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|------------|
| | %in Learning ³ | | | %NEET | | | %ENT | | |
| | 16 | 17 | 18 | 16 | 17 | 18 | 16 | 17 | 18 |
| Boston | 91% | 81% | 65% | 3% | 5% | 5% | 4% | 10% | 20% |
| Bourne Stamford & Deepings | 96% | 90% | 72% | 2% | 3% | 3% | 2% | 5% | 14% |
| Gainsborough | 91% | 83% | 64% | 5% | 7% | 8% | 3% | 7% | 14% |
| Grantham | 93% | 85% | 67% | 3% | 5% | 5% | 3% | 7% | 18% |
| Lincoln | 93% | 86% | 67% | 3% | 5% | 7% | 2% | 6% | 14% |
| Lincs East | 90% | 81% | 64% | 2% | 4% | 4% | 4% | 9% | 18% |
| Sleaford | 94% | 86% | 65% | 1% | 3% | 3% | 3% | 7% | 15% |
| South Holland | 93% | 84% | 59% | 3% | 4% | 5% | 3% | 8% | 19% |
| Wolds | 95% | 83% | 61% | 2% | 2% | 4% | 2% | 5% | 11% |
| Other Lincs⁴ | 59% | 37% | 28% | 19% | 24% | 20% | 10% | 21% | 25% |
| Total | 92% | 83% | 64% | 3% | 5% | 5% | 3% | 7% | 16% |

Notes

1: Based on year they completed statutory education, ie yr11 (for example 18yr olds in 2010 are the cohort that left Yr11 in 2008)

2: Based on school where the young person completed statutory education

3: Learning includes training, and employment with recognised training element

4: "Other Lincs" comprises institutions that do not fall into one single consortium area, eg Solutions4, Elective Home Education

The Task and Finish Group are concerned that the number of young people who are NEET and ENT could rise in September 2011 as a result of the Education Maintenance Allowance going and the changes to post-16 transport. These NEET and ENT figures will need to be addressed in order to meet the Raising of the Participation Age (RPA) to 17 in 2013 and 18 in 2015. Few parents and employers are aware of the implications of the RPA and there is also some misunderstanding as to what the RPA actually means. The RPA does not mean that the school leaving age is being raised, but that young people need to stay in some form of learning until they are 17 in 2013 and 18 in 2015. The options will be:

- ❖ full-time education, such as school, college or home education
- ❖ work-based learning, such as an Apprenticeship
- ❖ part-time education or training if they are employed, self-employed or volunteering for more than 20 hours a week

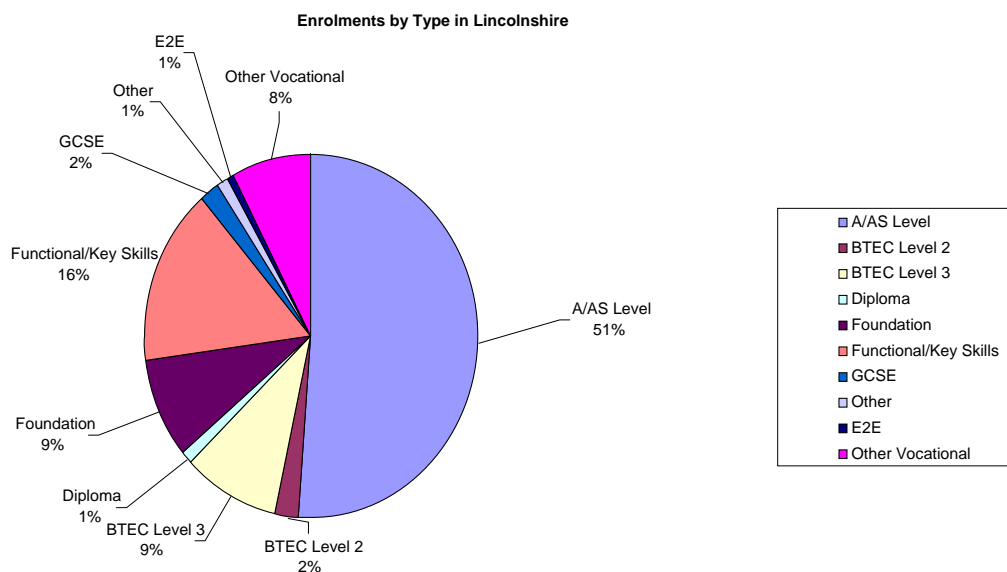
As a result, there is a need to market non-school routes direct to young people, parents and employers, such as Apprenticeships, so that the full range of options are more widely known. The Lincolnshire and Rutland Employment and Skills Board are currently looking into this, especially for Apprenticeships. The RPA will also mean that there will be a need to grow the range and availability of post-16 learning provision to ensure that post-16 learning providers can cope with the increase in demand from learners.

From the evidence received, there are a number of factors which have affected these figures for drop out rates, retention figures, NEETS and ENTs. These include

- ❖ Transport, in terms of availability and cost.
- ❖ Finance, especially with the Education Maintenance Allowance (EMA) going and the increase in costs for transport.
- ❖ Careers Education, Information, Advice and Guidance (CEIAG).
- ❖ A lack of suitable courses, training, and Apprenticeships available locally, in particular in rural areas.
- ❖ The start date for courses at most of the institutions only being in September.

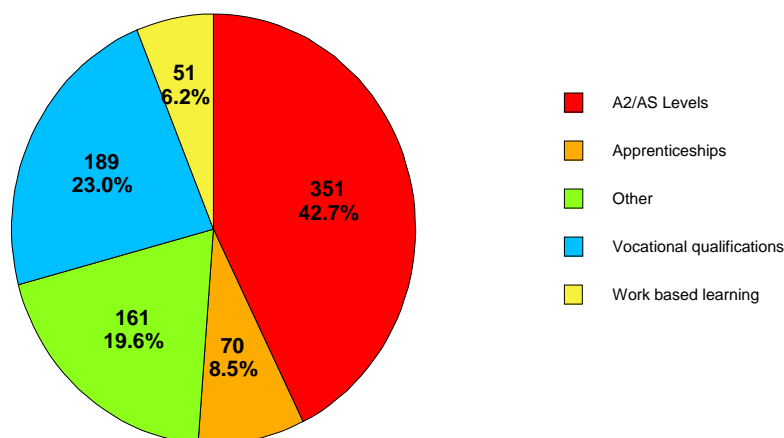
Qualifications/Training Available in Post-16 Learning

There is a wide range of post-16 learning opportunities available in Lincolnshire. As at December 2010, 51% of enrolments were on A/AS Level courses, and the remainder were spread between functional/key skills and vocational courses. The range of enrolments is shown in the pie chart below.



These results were also reflected in the survey conducted of young people, where 42.7% of the 772 respondents were studying A/AS Levels with the remainder studying Apprenticeships, vocational or other qualifications, or were in work based learning. These results are shown in the pie chart below.

Types of Qualifications/Training being studied by Survey Respondents



Post-16 Learning Providers in Lincolnshire

These different qualifications and training are supplied through a range of providers in Lincolnshire, including school sixth forms, further education (FE) colleges, further education provided by higher education, independent private providers and independent specialist provision. These are explained in more detail in Appendix 1. All Post-16 Learning Providers will face various challenges in the future. In 2010/11, there was a small drop in the overall numbers of learners attending school sixth forms compared to 2009/10. Some areas in Lincolnshire have more than one school sixth form offering similar courses which results in some duplication, as well as some courses having very small numbers of students participating. As there is a need to maintain the breadth of curriculum in each area, including the availability of minority subjects which may be at risk if learner numbers are too

small, school sixth forms may have to consider alternative ways of working, including collaboration and partnership working. Sixth form funding has been reduced to FE funding levels and FE funding for 16-18 year olds has been reduced as well.

A major issue for school sixth forms is that there are a significant number of students who leave school after completing year 12 (that is, after completing AS level). Schools may need to decide whether they should be taking steps to retain these learners through to year 13, or whether better advice and guidance would result in students making more informed choices at age 16. Another issue for school sixth forms is whether there will be an impact on school sixth form numbers if there is a significant increase in Apprenticeship participation. This could potentially impact more on schools than FE colleges as they already deliver their own Apprenticeship programmes.

FE colleges are well placed to meet the demand for more provision for Learners with Learning Difficulties and/or Disabilities (LLDD) in Lincolnshire. In a recent review of post-16 LLDD provision, it was recommended that there is a need to develop more provision for LLDD, in order to reduce the reliance on residential provision, as well as engage more LLDD as they are over-represented in NEET. There will be a need for more Entry and Level 1 provision that is focussed towards outcomes which include employment and independence. There is also a need to increase the availability of flexible start dates to programmes within FE colleges in order to further impact on NEET and therefore support the Government's policy of raising the participation age to 17.

The smaller Independent Private Providers (IPPs) are vulnerable to changes in funding due to any drops in learner numbers. The IPPs rely on referrals from the Connexions Service for foundation learning courses. However, the IPPs may be affected in future with the proposed changes to the provision of information, advice and guidance. From 2010/11 they will be subject to minimum levels of performance which may result in the removal of some provision by the YPLA. The IPPs are well placed to meet the needs of some of the more vulnerable learners, such as leavers from Pupil Referral Units, and could have a potential role in supporting more learners with LLDD. Apart from Apprenticeships, this provision is the only type which has flexible start dates, which could be utilised to address NEET figures throughout the year.

Apprenticeships

There are over 150 providers delivering Apprenticeships to learners in Lincolnshire. The top 10 providers of Apprenticeships in Lincolnshire are:

Top 10 Providers 16-18 Starts (rounded)³

| Provider 2009/10 | Full Year 2009/10 | Provider 2010/11 | Year to Date (August – April) 2010/11 |
|-----------------------------------|-------------------|---------------------------|---------------------------------------|
| Lincoln College | 210 | Lincoln College | 210 |
| Boston College | 140 | Boston College | 110 |
| Protocol Skills Limited | 120 | Jhp Group Limited | 80 |
| Jhp Group Limited | 110 | Grantham College | 70 |
| Lagat Limited | 90 | Steadfast Training Ltd | 70 |
| Grantham College | 70 | Lagat Limited | 60 |
| Lincoln Academy Limited | 60 | Protocol Skills Limited | 50 |
| Vt Training Plc | 50 | Northbrook College Sussex | 50 |
| Mouchel Business Services Limited | 50 | Babcock Training Limited | 50 |
| Citb- Construction skills | 50 | Lincoln Academy Limited | 40 |

A significant proportion of Apprenticeships are currently delivered by providers not based in Lincolnshire. Of the Top 10 Providers, Protocol Skills, JHP, VT Training and CITB do not have their main base in Lincolnshire.

³ Apprenticeship Quarterly MI Report, Quarter 3 2010/11, Lincolnshire, National Apprenticeship Service

One of the key priorities for the Lincolnshire and Rutland Employment and Skills Board is to increase the take up of Apprenticeships in Lincolnshire. In 2009/10, there were 1556 16-18 year olds starting Apprenticeships, which was a 10% increase on 2008/09. In the first nine months of the 2010/11 academic year (August 2010 – April 2011), there were 1,378 16-18 year olds starting Apprenticeships, an increase of 8% on the first nine months of the 2009/10 take-up. The Apprenticeship numbers starting in the 2010/11 academic year are shown in the table below:

Sector Subject Areas on ILR 16-18 Starts⁴

| Sectors | Full Year 2009/10 | Year To Date (August – April) 2010/11 |
|--|--------------------------|--|
| Agriculture, Horticulture and Animal Care | 59 | 47 |
| Arts, Media and Publishing | <5 | 0 |
| Business, Administration and Law | 395 | 317 |
| Construction, Planning and the Built Environment | 180 | 137 |
| Education and Training | 28 | 23 |
| Engineering and Manufacturing Technologies | 213 | 192 |
| Health, Public Services and Care | 231 | 267 |
| Information and Communication Technology | 12 | 11 |
| Leisure, Travel and Tourism | 65 | 51 |
| Retail and Commercial Enterprise | 372 | 333 |
| TOTAL | 1496 | 1378 |

The government's ambition is for one in five young people to be studying an Apprenticeship by 2020. A considerable increase in the number of Apprenticeship opportunities available in Lincolnshire will be required if this is to be realised. However, there are several barriers to overcome to realise this ambition:-

- ❖ Schools are often not aware of Apprenticeships and the progression routes available
- ❖ Apprenticeships are not promoted as equally as other post-16 options as part of the Careers Education, Information, Advice and Guidance (CEIAG) provided in schools
- ❖ Parents often do not know the progression routes for Apprenticeships
- ❖ Employers often do not realise that there are some Apprenticeships which could help their businesses or realise the benefits that Apprenticeships could bring to them

There is also a need to ensure that there is an appropriate balance between intermediate (level 2) and advanced (level 3) Apprenticeships and that the right range of frameworks are available to meet the employment and skills profile in Lincolnshire.

At a focus group meeting with representatives from the Employment and Skills Board, National Apprenticeship Service, Bishop Grosseteste University College, Lincoln College, and Mortons of Horncastle Ltd, a number of issues around Apprenticeships were highlighted:-

- ❖ Since 1 April 2011, Apprenticeships are now a wholly employed programme, and this could take away from the flexibility for a young person to try different things. There were generally very few apprentices of 16 years of age, but there was a greater number who were 17, and even more at 18 years old. An increase in the number of young adults (19-24) taking up Apprenticeships had also grown.
- ❖ Apprenticeships are real jobs with real training, and the more of these that were available the better. However, as there is some prejudice against taking the Apprenticeship route in certain areas, some young people take the sixth form route instead.
- ❖ Following a project run by the National Apprenticeships Service it had been found that there was a great reluctance to take part in Apprenticeships from employers. There was no problem in recruiting apprentices but there were not enough employers willing to take part in the

⁴ Apprenticeship Quarterly MI Report, Quarter 3 2010/11, Lincolnshire, National Apprenticeship Service

programme. It was highlighted that there were huge opportunities for the public sector to engage with Apprenticeships. It was suggested that when a large contract was signed, it should be incorporated into the contract that a certain number of apprentices were taken on.

- ❖ Large companies such as Siemens or British Aerospace did offer Apprenticeship programmes. However, it was the smaller businesses which needed to be more involved. It was highlighted that the Gelder Group had established an Apprenticeship Training Agency (ATA), which also looked after all the paperwork. This was a model which was being trialled in the building industry and had only started up in the last 6 months and it was hoped that it would be expanded throughout the whole East Midlands.
- ❖ It was highlighted that there was plenty of funding for Apprenticeships. Money was ring fenced for 16 -18 Apprenticeships and the Government meets 100% of training costs. Across the East Midlands £1.72 million was returned to central government on Apprenticeships when performance and contracts were reconciled at the end of quarter 1 (August-October 2010).

The focus group with post-16 providers also highlighted that more Apprenticeship opportunities should be made available for young people, in small to medium businesses as well as large organisations. Access into Apprenticeship schemes was extremely important and there should be the flexibility of changing to a different Apprenticeship should the wrong choice be made by an individual. Apprenticeships are available at different levels but difficulties can occur where the young person has made the wrong choice as there will not necessarily be another employer offering a vacancy in the desired framework locally.

The removal of the Educational Maintenance Allowance (EMA) and the increase in the cost of post-16 travel, along with the Raising of the Participation Age to 17 in 2013 and 18 in 2015, could make Apprenticeships more attractive to young people in the future as they are now the only post-16 route which guarantees to pay money to young people which could be used to help pay for transport costs.

There is more funding for Apprenticeships available in the East Midlands than the providers can spend. At the end of quarter 1 (August-October) in 2010-11, £1.72m was taken back from providers due to budget under spend. The National Apprenticeship Service is trying to grow all areas of Apprenticeships and is also investigating Apprenticeship Grants for Employers (AGE). These can often increase the number of small and medium sized businesses (SMEs) that engage with Apprenticeships, who form a large part of the Lincolnshire employer base. Grantham College have recently started offering Apprenticeships in Arts, Media and Publishing, which is poorly represented in the starts figures. This, however, is a small sector in Lincolnshire.

The National Apprenticeship Service is also in discussions with the 14-19 Team in Children's Services and Economic Regeneration regarding the use of Apprenticeship Training Agencies (ATA) with the Employment and Skills Board (ESB) and how this model can be used to increase the Apprenticeship offer especially in care, which is a growing sector in Lincolnshire. It is proposed to establish two ATAs, one in the North of the county and one in the South. ATAs are not-for-profit confederations of small businesses which will support the employment of Apprenticeships by the constituent businesses. ATAs will help to reduce the liabilities of small businesses that might otherwise be reluctant to offer Apprenticeships, and if a business can no longer support the employment of an apprentice, the apprentice can be reassigned to another small business in the same sector within the ATA. Each ATA will initially focus on the engineering, agri-food, care and ICT sectors.

The Task and Finish Group visited George Farmer Technology and Language College in Holbeach as an example of an applied sixth form, that is it offers a wholly vocational learning programme, which has been successful. George Farmer Technology and Language College is currently in a federation with The St Guthlac School in Crowland, but from September 2011 the schools will become an academy.

Case Study - George Farmer Technology and Language College, Holbeach

George Farmer was the first school in the country to have school based Apprenticeships. They currently have 50 apprentices and will have an additional 20 apprentices in

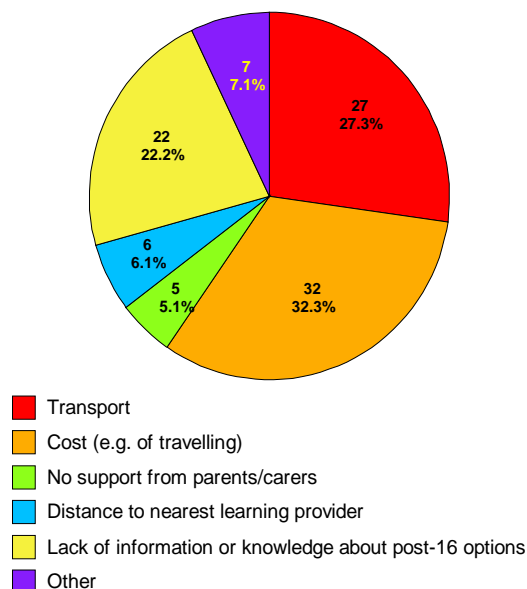
What are the Barriers to Post-16 Learning Provision?

Young People's Experiences in Accessing Post-16 Learning

As part of the review, the Task and Finish Group has consulted with young people, either face to face with 44 young people who are care leavers, Learners with Learning Difficulties and/or Disabilities

(LLDD), or who are or recently have been NEET; or through the online survey to find out what the main barriers are to accessing post-16 learning provision for young people. Of the 772 responses to the online survey, 92.9% (717 respondents) did not experience any problems with accessing post-16 learning. Of the 55 respondents who did have problems accessing post-16 learning, the main reasons cited were transport, cost and lack of information or knowledge about post-16 options.

Problems experienced in accessing post-16 learning



The Task and Finish Group also held a focus group with 13 representatives of providers of post-16 learning provision to find out what the barriers are from a provider's perception and to discuss how these barriers could be overcome. A number of common issues have been raised which are explored in more detail below.

Financial Barriers

One of the major issues that have been raised is the financial barriers to post-16 learning provision. 32.3% of the survey respondents cited cost as a problem they had experienced in accessing post-16 learning. The costs could relate to the cost of transport, books or equipment required for a course or training, and rent if they are living independent from parents or carers. For some vulnerable young people, such as care leavers or LLDD, there is also the cost of the courses or training if they no longer qualify for free education due to the length of time it has taken them to complete their courses.

The loss of the Education Maintenance Allowance (EMA) from September 2011 will have a major impact on students from a poorer background or who are vulnerable young people who rely on the EMA to help pay for transport costs, rent, food, and equipment.

The national £560m EMA scheme had provided up to £30 a week to help low-income students stay on at sixth forms and colleges. The replacement to the EMA will be a £180m bursary scheme for 16-18 year olds, which is significantly less than is currently available nationally. The biggest amounts, which are £1,200 per year, will be given to 12,000 teenagers across the country with the greatest needs, such as pupils in care, care leavers and learners with learning difficulties/disabilities. After these payments are made, there will be £165m left for distributing to colleges, schools and training providers to make discretionary payments to support low-income students with costs such as transport, food and books. Those who started courses in 2009-10 will now continue to receive the same payments until the end of the 2011-12 academic year. Students who started courses in

September 2010 and currently qualify for £30 per week payments will receive continuing support of £20 per week until the end of the next academic year.

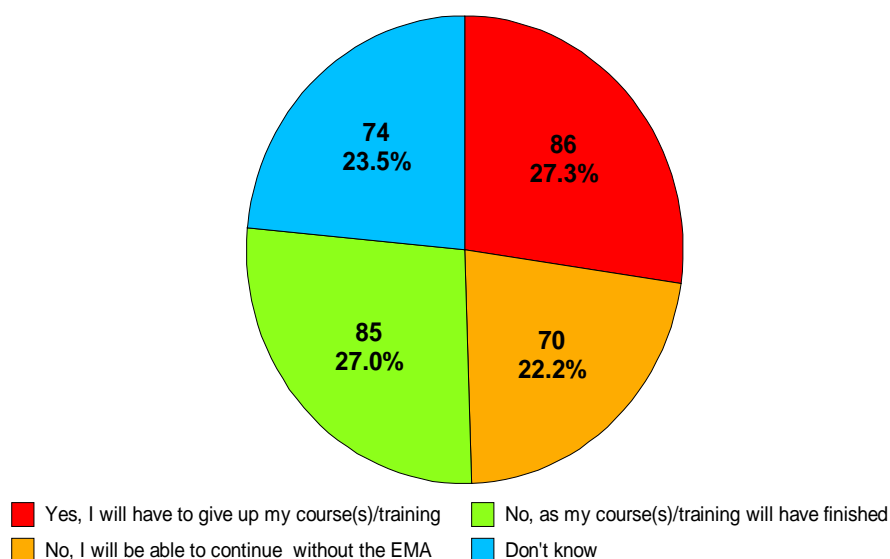
The table below highlights the number of young people who have been receiving the EMA over the last three years. The figures highlight that the take-up in Lincolnshire is broadly inline with the regional and national figures.

| EMA take-up* by Local Authority, Regional and National Level | | | | | | |
|---|----------------|-------------------|----------------|-------------------|-------------------|-------------------|
| | 2007/08 | | 2008/09 | | 2009/10*** | |
| | Nos. | %take up** | Nos. | %take up** | Nos. | %take up** |
| Lincolnshire | 7,495 | 27.0% | 7,883 | 29.0% | 8,277 | 30.0% |
| East Midlands | 46,943 | 26.0% | 50,547 | 28.0% | 53,205 | 30.0% |
| England | 546,472 | 27.0% | 579,848 | 29.0% | 599,814 | 30.0% |

Source: Learner Support MI team
 *May underestimate take up
 ** Proportion of the estimated population of 16 to 18 years olds who receive EMA (calculated by the ONS, Population Estimates Unit and obtained yearly from DCFS)
 *** (Academic Year 2009/10 - only covers September to January 2010)

Of the 772 respondents to the survey conducted, 40.8% (315 respondents) were currently receiving the EMA. Of these 315 respondents, 27.3% will have to give up their studies and 23.5% did not know whether they will be able to continue their studies or not. The chart below shows the responses given by the 315 respondents who currently receive the EMA.

Ability of EMA students to continue studying after September 2011



As one of the survey respondents stated *“when ema stops that might make me struggle a little bit because it is hard to get a job and won't be very easy to work when there is no jobs hardly available around the lincolnshire area.”*

The loss of the EMA was also one of the major issues that was raised by the post-16 learning providers in a focus group, who suggested that any money received by young people should be ring-fenced so that it was spent on essentials, such as transport. Affordability for parents was also an

issue in terms of the cost of further education and transport. The loss of the Education Maintenance Allowance was extremely worrying considering the challenges that faced many young people in rural Lincolnshire, particularly in relation to transport which the allowance would usually be used to pay for. Cuts in the bursary scheme meant that educational institutions would find it difficult to provide young people with transport, lunches or equipment to aid their learning. This could significantly increase the number of young people dropping out of courses, particularly in view of the recently increased transport costs and the lack of choice in some areas.

A possible framework for allocating the new 16-19 bursary funding, which was drafted by Nottingham City Council, has been circulated to all schools and colleges in Lincolnshire as an example for how the bursary could be distributed to students. A copy of this example framework is attached at Appendix 2.

In light of the financial issues facing post-16 students from September 2011, the Task and Finish Group propose the following recommendations to the Executive:

Recommendation 1

Schools, colleges and training providers should be encouraged to spend in full the 16-19 bursary funding to provide financial support to post-16 students for the purposes such as those outlined in the example framework attached at Appendix 2.

Recommendation 2

Lincolnshire County Council should gather evidence on the overall impact on student participation following the disappearance of the Education Maintenance Allowance (EMA) and other financial pressures by the end of March 2012 to inform the academic year of 2012/13. Depending on that evidence, the Executive should identify what further action should be taken if required.

Recommendation 3

Lincolnshire County Council should lobby the Government for an increase in the bursary funding allocated to Lincolnshire to recognise the specific difficulties arising from the rurality of Lincolnshire.

Transport Barriers



A major barrier that has been raised by young people and by the post-16 learning providers is transport. 27.3% of the survey respondents who had problems accessing post-16 learning cited transport as an issue. There were a number of comments provided by the survey respondents on the issue of transport:

- ❖ *“The transport to and from school should be free as I have had many problems getting the right bus pass”*
- ❖ *“Transport is key in providing post-16 learning to everyone. Not just inner city pupils! People will develop a ‘can’t be bothered mentality’ when travel prices go up”*
- ❖ *“It needs to be better, and transport to other colleges and sixth forms needs to be improved because it costs a lot”*
- ❖ *“Free transport, or at least the boundaries being extended, it puts people off that you have to pay over £300 to get to school”*
- ❖ *“There seem to be too many small loopholes that allow the Council/Bus companies to provide subsidised transport to access my place of learning. When the EMA stops, I will not be able to afford the Bus fares to get to my course.”*

- ❖ *“I live in Holbeach and come from Holbeach to Bourne daily and I would like to see a bus service which runs all the way from Holbeach to Bourne instead of Spalding as I have to spend money getting to Spalding to get my bus”*
- ❖ *“Bus Fares are highly overpriced and unsustainable in the long term for many students”*
- ❖ *“Bus passes should be cheaper”*
- ❖ *“I think in the urban areas, like Lincoln, people are very fortunate to have a wide range of opportunities, but I know that is a lot more limited in the rural areas, and I think increased transport could help solve this problem.”*

Of the young people that the Task and Finish Group spoke to, a number of them had experienced problems with the availability of transport and the cost of transport. Some of the young people will have to pay for their transport costs to college as the nearest college offering the course they want to do is outside the designated transport area. This was a major issue for some of the young people who are currently NEET in Sleaford, where there are no local colleges which means that they will have to travel to Lincoln, Boston or Grantham all of which cost about £8 return per day, and Grantham as they were interested in courses that were not available locally but were available at Boston or Lincoln. Some of the young people the Task and Finish Group spoke to were spending over an hour travelling each way to college, which often involved leaving early in the morning to catch the bus to college and arriving late in the evening back home due to the infrequent free or service buses that were available. These were issues for some of the care leavers the Task and Finish Group spoke to, including

- ❖ a care leaver who is travelling from Skegness to Boston, which takes an hour and 15 minutes each way, to access the A Levels they wanted to study which were not available locally
- ❖ a care leaver who wanted to study at Newark College but was unable to do so due to the travelling costs as it is outside the designated transport area for where they live
- ❖ a care leaver who is travelling from Trusthorpe to Grimsby College, who provide free transport, but the care leaver has to occasionally use public transport to get back home, which can take up to 2 hours, so that they are not waiting around all day for the free transport

As one of the Youth Cabinet members highlighted in their response:

“I feel that there are many barriers for young people accessing post 16 education, I feel that the main barrier is Transport to the education providers. Transport can play a big issue with choosing a certain post 16 education choice. I was considering attending a College at Grimsby or Boston but what put me off was the fact that you had to be outside your house at around 7:25am and not arriving home until 20:00.”

At the focus group with the post-16 providers, it was agreed that access to educational opportunities was a significant issue as barriers were frequently put in place. Transport costs and the associated criteria were one of the biggest barriers to young people. Transport needed to be made available as educational choice was limited for certain people depending on where they lived due to access issues. Inadequate transport affected young people’s stability and choice, and also impacted on the number of young people classified as not in education, employment or training (NEET). If provision was more local then the transport problem would be reduced. Young people undertaking Apprenticeships were also discriminated against as the transport policy currently did not apply to them.

An example was given at the focus group whereby New College Stamford paid for its own buses to transport young people who lived outside of the town to where the institution was located. This followed interviews that were held with a number of young people who expressed an interest in attending the college but explained that there was inadequate travel provision to enable them to get to and from the institution. It was suggested that the balance between the amount the Council paid as a subsidy and the cost of supplying the transport should be given to young people or institutions so that they could make suitable transport arrangements for post-16 provision.

From all the evidence received from the contributors, transport was considered to be the main barrier and factor affecting choice and as a result, the Task and Finish Group put forward the following recommendations to the Executive:

Recommendation 4

A review of the impact of the increase in the cost of post-16 transport on student participation should be carried out by the end of March 2012.

Recommendation 5

A review of the impact of the changes on providing post-16 transport only to the nearest provider on student participation and drop out rates should be carried out by the end of March 2012.

Recommendation 6

A review should be carried out into the possibility of a countywide post-16 learning concessionary fare scheme for young people, which is only available to young people when attending courses, training and Apprenticeships.

Careers Education, Information, Advice and Guidance (CEIAG)



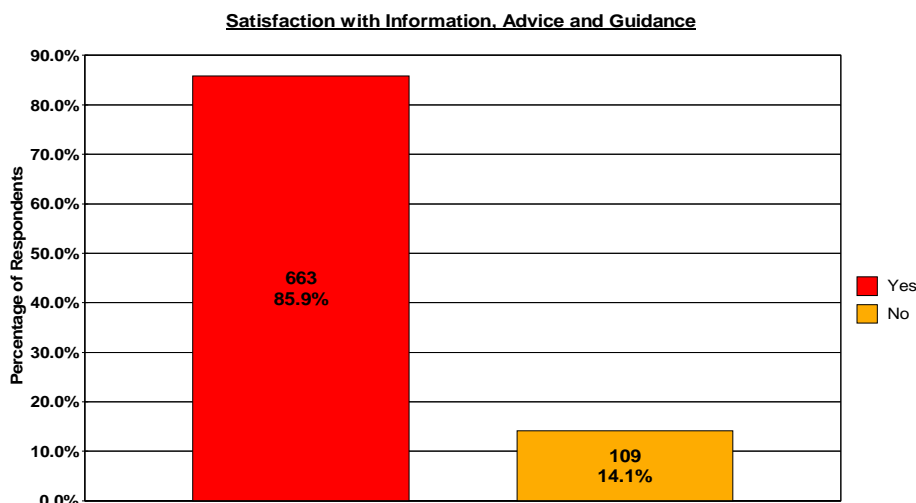
The statutory duty to provide impartial and independent careers guidance to pre-16s will transfer from local authorities to schools, including special schools, in September 2012. Connexions will no longer exist and the National Careers Service will only provide a telephone and web-based service. Lincolnshire County Council will fund a careers service to schools for 2011-12 from funding that remains in the Early Intervention Grant, after which the service will be delivered to schools as a traded service. The service will continue if

schools choose to commission it.

There are serious concerns, both amongst the Task and Finish Group and officers in Children's Services, where schools elect to not commission the Careers Service (or another service), as to whether schools have the capacity to provide careers guidance and whether this guidance will be independent and impartial with all available options, in particular Apprenticeships and further education routes, being made available to students given that sixth form funding is being reduced.

These issues were also highlighted at the focus group with business representatives where it was agreed that there was a need for good career guidance and advice. However, the focus group highlighted that some schools, in particular academies, would be reluctant to use labour market information. It was reported that not all feeder schools welcomed Lincoln College as the schools were not happy with the college trying to recruit their students. This issue was also raised at the focus group with post-16 providers where it was highlighted that in some cases FE institutions were prevented by certain schools from talking to young people about the post-16 provision that they offered. It was commented that colleges, such as New College Stamford, were not always welcomed into local schools, and in some instances where they were allowed, they were not allowed to talk about their A Level provision. This was due to some schools wishing to retain 11-16 pupils for their own post-16 provision. This was concerning as these particular young people were not being informed of all of the opportunities open and available to them. Children and young people should have the right to attend their school or college of choice.

Careers guidance has also been highlighted by young people as an issue. Of the 772 respondents to the survey, 85.9% had received enough Careers Education, Information, Advice and Guidance (CEIAG). However, 109 respondents highlighted that they did not receive enough careers guidance.



Of the survey respondents who had experienced problems accessing post-16 learning, 22.2% cited lack of knowledge and information about post-16 options as a barrier. Some of the comments made by the respondents in relation to receiving careers guidance included:

- ❖ *“No career's advice at all. I have only really decided on a rough course of action in the last month or so. If I had known what I know now before the start of year 12 I would have picked completely different options”*
- ❖ *“Was left to my own devices about choosing where to go and what courses to choose etc, was not given much guidance in secondary school.”*
- ❖ *“There just wasn't much information, teachers said whether you could take subjects but it seemed like there were only two options staying at school or going to college and there was no support in college choices. Also we weren't told about what a levels to take to do certain things in the future or what combinations look good together. It was just choose a subject to study for 2 months, more or less on your own through the decision”*
- ❖ *“I was never really given an idea of the importance of my decisions until half way through year 12, which is pretty late considering I was already half way through my chosen courses.”*
- ❖ *“I spoke with a connexions advisor in school when I was in year 11, but I was advised to not do a course that I wanted to, and it was one that I was good at. This made me feel like I was making a bad choice, I think it's important to enforce that it is the pupil's decision. It's important to have someone from outside of a school come in because teachers may be bias, particularly if they know the student. Also, it's a tough choice to make as you're considering the degree you may take and what career follows. I feel as though there is a lot of pressure on people studying post-16 because not everyone is certain of what they wish to do. I disagree completely with compulsory courses, for example, my learning centre makes pupils take General studies and some have to do Critical Thinking, I personally do not have the time or the interest in these subjects and I know many others that feel the same. Students wish to focus on the courses they chose rather than waste time on those that they did not.”*

There were a number of suggestions of how Careers Education, Information, Advice and Guidance (CEIAG) could be improved. These included, amongst others:

- ❖ *“Having people to talk to more often and making sure they have the relevant information and at least some knowledge in the subjects.”*

- ❖ *“Having someone to guide you through your choices by informing you of where those qualifications could take you, what you can do after post-16 such as university courses and/or jobs”*
- ❖ *“Information on what is needed to get into uni courses. For example, which English I need to study to be able to do an English degree”*
- ❖ *“Some one needs to inform us about all of our options and information about the subjects you have to do to give you the best chances of getting into university”*
- ❖ *“There could be more detail into courses and further qualifications. Also, they should give you details and qualifications needed on how to achieve different careers.”*
- ❖ *“More guidance within school from maybe an external company/organization”*
- ❖ *“More advice on Apprenticeships and other work based programmes after year 11 and not all advice concentrated on A levels and college”*
- ❖ *“A wider knowledge of the subjects when having to choose, maybe taster days of lesson so we get an insight of the subjects.”*
- ❖ *“We could have had an induction lesson at an a level standard so we know what to expect”*
- ❖ *“Have work experience involved when leaving school.”*
- ❖ *“Interview process with careers officer”*
- ❖ *“Actually get some proper sustained career advice, not just a 5-minute meeting with a tutor”*
- ❖ *“Telling us more about the options, and the other subjects involved with it. So that we know what we are choosing and what we have to do with it.”*
- ❖ *“More interviews with Connexions”*
- ❖ *“Knowing the location of different learning centres and which courses are available there. It would have been great if there was a website that had an up to date list of all learning centres, the courses that they offer and any open days where people can look at the facilities. This would have made it easy to compare centres and get the best out of my education rather than staying in my secondary school because of convenience.”*
- ❖ *“People from college should come into schools and discuss what options there are at college to give people more choice”*

At the focus group meeting with post-16 providers, it was highlighted that careers advice was extremely important and providers were worried about the loss of the Connexions service. Advice and guidance was needed to help bridge the gap between full-time education, courses and Apprenticeships, especially for vulnerable young people. Advice and guidance to young people about careers was vital, particularly for those children and young people who had additional needs.

It was suggested that an individual or body could be appointed to work with a cluster of schools and provide independent careers advice. This could be met through schools either on an individual basis or as clusters commissioning the traded service to provide this. Careers advice and guidance should also be offered to young people during their post-16 education in order that they are made aware of employment opportunities in readiness for when they complete their education.

Given the evidence above which shows that not all young people are receiving quality and impartial careers advice and concerns raised around the independence and impartiality of Careers Education, Information, Advice and Guidance (CEIAG) which will be provided by schools in the future, the Task and Finish Group submits the following recommendation to the Executive:

Recommendation 7

The Careers Education, Information, Advice and Guidance (CEIAG) team should monitor and review the quality and independence of the new careers service provided by schools from September 2012.

Course versus Local Provider

Another barrier that has been highlighted in the review is the lack of a range of courses available locally for young people, especially in rural



areas. Some young people are occasionally faced with the choice of choosing to go to their local provider, who may not do the courses that they wish to do but is convenient and affordable in terms of transport costs, or to travel to another provider to access the courses that they are interested in doing. This, however, leads to increased transport costs, especially if the provider is outside the designated transport area for where they live, and increased travel time for the young people. As previously highlighted, this creates a barrier for some young people from being able to access the courses they wish to do. Some of the young people who responded to the survey commented on this issue:

- ❖ *“Students should be supported in attending the college that they wish to attend, and not made to attend the college closest to their home address.”*
- ❖ *“A fairly wide range of courses and choices are available but some students would, if given the opportunity, choose other courses. Therefore, a wider range of choices would be better”*
- ❖ *“A wider variety of course and a better standard of teaching within courses needed”*
- ❖ *“There is plenty of training available but choosing who to go to depends on how much transport is going to cost.”*
- ❖ *“Post 16 Transport changes should not only fund to nearest college, often courses the student seeks are not offered there.”*

As part of the online survey, young people were asked whether there was anything they were unable to study and if so what it was. Of the 772 responses, 88.7% (685 respondents) managed to study what they wanted to. Of the 87 respondents who stated they were unable to study what they wanted to, some of the common responses for what the qualifications were related to the subject areas of Music, IT, Biology, and Economics. When asked why they were unable to study these subjects, six main reasons were highlighted:

- ❖ Course not available at school/college – 33 responses
- ❖ Did not get the grades required for the course – 10 responses
- ❖ Clashes on the timetable/options blocks – 8 responses
- ❖ School/college cancelled the course – 5 responses
- ❖ Unable to travel to and from school/college – 5 responses
- ❖ Course oversubscribed – 4 responses

Other responses provided by the young people included

- ❖ *“The mentor thought I wouldn't be best suited for it. Therefore I felt let down and I still to this day regret agreeing with her”*
- ❖ *“My school didn't let me do it”*
- ❖ *“Maths- told I wasn't smart enough and science was too late when decided I wanted to do this course but was given other options”*

These responses highlight that there are a number of reasons why young people were unable to study a particular course, with the main reason being that the course was not available at the school or college that they are attending.

These issues were also emphasised by the post-16 providers at the focus group. The only choice most young people have in rural areas is which course was the closest, rather than the course they would prefer to enrol on. It was highlighted that there is a significant shift in terms of the courses young people originally envisage undertaking, compared with the courses for which they are finally enrolled on. This could be affected by the reality of what young people are able to study rather than what young people want to study.

There is a need for schools and colleges to work closer together so that young people have a wider choice of courses available to them at different institutions. At the focus group with the post-16 providers, it was highlighted that colleges and schools are starting to work together when timetabling

courses in an attempt to reduce the possibility of clashes. However, post-16 providers are faced with the dilemma of competing against other institutions to increase their own student numbers, especially in light of the recent cuts in post-16 funding, and collaborating together to provide a wider range of courses for students across the county. It was emphasised at the focus group that satellite provision in some areas could have a negative impact as there is a risk of diluting resources and quality, and putting complex funding models under more pressure.

The focus group highlighted that institutions in neighbouring authorities have undertaken aggressive marketing in terms of bursaries and other advantages in order to attract young people from Lincolnshire to enrol with them. In particular, post-16 institutions in Grimsby, Norfolk and Cambridgeshire attract young people from Lincolnshire. For 11-16 provision this is reversed and a lot of young people from neighbouring authorities attend schools in Lincolnshire. The focus group raised a concern over a lack of communication by Lincolnshire County Council with neighbouring counties on issues around post-16 provision and transport. It was emphasised that schools and colleges, including those from neighbouring counties, should collaborate together more on providing transport and a range of courses, both vocational and non-vocational, to fill in any gaps in provision.

In a climate of institutional autonomy and growth geared to market forces in terms of recruitment, the current mix of provision is difficult to influence. The County Council has been successful in supporting collaboration but its efforts will need to be redoubled if smaller providers are not to become unviable in the current climate of competition favoured by the coalition government. For example, there is scope for innovation in approaches to inter-school transport to support collaborative working that can operate within the funding constraints that the County Council has so effectively defined. While wishing to continue to support learner and parental choice, the County Council should be mindful of the potentially catastrophic effect on some smaller sixth-forms of any growth in the number of schools, maintained or academies, with 11-18 status.

The Task and Finish Group agreed that in order to address these issues, there is a need for more collaboration within Lincolnshire and with neighbouring counties, and for any gaps in post-16 learning provision to be identified and addressed. As a result, the Task and Finish Group propose the following recommendations to the Executive:

Recommendation 8

There should be more collaboration around provision between local authorities, schools, colleges and other post-16 providers in Lincolnshire and with neighbouring counties. The 14-19 Strategic Partnership should be requested to investigate a mechanism for ensuring this collaboration can occur.

Recommendation 9

The gaps in post-16 learning provision that are not being addressed by collaboration should be identified and addressed by Lincolnshire County Council in partnership with the YPLA and post-16 learning providers.

Barriers for Vulnerable Young People

From the discussions the Task and Finish Group members held with care leavers, young people who are or have been NEET, or who are learners with learning difficulties and/or disabilities (LLDD), each of these groups had specific or additional barriers to those above when trying to access post-16 learning.

Issues for Learners with Learning Difficulties and/or Disabilities (LLDD)

Learners with Learning Difficulties and/or Disabilities face a number of barriers when trying to access post-16 learning. Depending on their needs, a wide range of provision is needed to meet these requirements. The cost of provision for those with high level learning difficulties and disabilities could be up to £140,000 per year for residential provision. If a young person is aged 16-18 years old, placement at an Independent Specialist Provider will only be considered where

- ❖ There is no local mainstream provision that is sufficient in quantity and adequate in quality that can meet the learner's education or training needs
- ❖ There is evidence that the learner has medical or care needs that cannot be addressed by local/mainstream providers and that would prevent the learner from accessing education or training that was sufficient in quantity and adequate in quality to meet his or her needs

The government is intending to transfer commissioning of provision for LLDD to local authorities from 2012/13. However the budget is currently held by the YPLA but should be transferring to local authorities in the future. Children's Services is carrying out a review of post-16 provision for LLDD and it has already been recognised that it is more beneficial for these learners to be able to access learning provision in their own areas. A framework of four principles has been adopted by Lincolnshire County Council to deliver the future of educational provision for children with Additional Needs. The principles are:

1. **Inclusion** – all children should be in a local school with learning designed to meet their needs so that they can achieve their full potential
2. **Localisation** – the provision of a range of partnership services to meet need in localities rather than across the County
3. **Personalisation** – early and fast access to services to meet the whole child's needs and those of the family (if appropriate)
4. **Effective resources** – effective use of resources (removing unnecessary bureaucracy)



Members of the Task and Finish Group met with the Lincolnshire Shadow Transition Board, which is a group for young people from school year 9 to age 26 and all members have either a learning difficulty or physical disability, to find out what their specific needs and issues are in relation post-16 learning.

The five young people that the Task and Finish Group members met with had all received careers advice from Connexions, but highlighted a number of specific issues that they had encountered when trying to access post-16 learning:

- ❖ There are no specialist colleges for registered blind people in Lincolnshire.
- ❖ Young people at St Christopher's Special School in Lincoln have to leave at the end of Year 11 as there is no sixth form. It is the only special school in Lincoln without one.
- ❖ Their post-16 options include going to other special school sixth forms such as St Francis' Special School or Queen Park's Special School, both in Lincoln, or the Lincolnshire Rural Activities Centre (LRAC) in Louth. The young people are interested in learning independent living skills, IT skills and cookery skills.
- ❖ Earlier decisions on whether the young people have a place at their chosen school or college is needed as some young people with learning difficulties or disabilities find it very unsettling having to wait to find out if they have a place.
- ❖ There is a need to get colleges to develop methods for dealing with autism and other learning difficulties.
- ❖ Finding meaningful work experience was an issue for many of the young people.

- ❖ Progression routes for post-16 LLDD is an issue. Some young people leave special school sixth forms at 18 or 19 and then progress on to a college to do a higher course. The young people highlighted that colleges should offer a bigger choice of courses for them so that they have a chance of getting a job in the future.
- ❖ Progressing from post-16 learning into employment is another issue. The Transition Support Worker highlighted that none of the young people she had worked with in the past 10 years had gone into any employment after leaving college. This was often due to issues around their social skills.

It was highlighted at the focus group with post-16 providers that when Connexions is disbanded, there will not be any independent or impartial advice and guidance available to LLDD and their families. There is also no advocacy service available for LLDD wishing to access education. The statutory duty to provide independent and impartial careers education, information, advice and guidance (CEIAG) will transfer to special schools, as proposed for mainstream schools, in September 2012.

The Task and Finish Group welcome the review that is being carried out into post-16 provision for LLDD and hope that the above issues will be addressed in the review. In light of the review, the Task and Finish Group submit the following recommendation to the Executive:

Recommendation 10

The review into post-16 provision for learners with learning difficulties and/or disabilities (LLDD) should be implemented, including the issues for LLDD as detailed in the report on pages 28-29.

Issues for Care Leavers

Lincolnshire County Council currently commissions Barnardo's to provide Lincolnshire's Leaving Care Service. The Task and Finish Group met with 11 care leavers to find out what their specific issues had been when accessing post-16 learning. The care leavers highlighted the following issues:

- ❖ Some of the care leavers have learning difficulties which has affected how long it has taken them to complete their studies and the availability of college funding beyond 19.
- ❖ Perceptions are a barrier, especially of people with disabilities. There needs to be a change in access for people with disabilities and the colleges' perceptions of how they will be able to cope on the courses.
- ❖ There is no progression from the Lincolnshire Rural Activities Centre (LRAC) in Louth.
- ❖ All the care leavers that are in education or training are receiving the EMA. They were all very concerned about their ability to continue with their studies when the EMA stops in September 2011. Some of the care leavers are in supported housing or living independently and needed the EMA to help pay for rent, bills, transport and food. A number of the care leavers were receiving Employment and Support Allowance which is paid to young people who are not work ready and is administered through the Job Centre Plus. Some of the care leavers were also receiving a living allowance from Lincolnshire County Council which they receive until they turn 18.
- ❖ A number of the care leavers were on or had applied for a Care Leaver Apprenticeship Scheme (CLAS), which is currently run by Barnardo's who provide the Leaving Care Service in Lincolnshire. However, there are only approximately 8 to 12 Apprenticeships available through the CLAS which meant that they had to go on a waiting list on a first come first served basis. One care leaver had been on the waiting list for 18 months.
- ❖ Some of the care leavers had specific issues around their ability to continue on courses, which was sometimes due to their unstable personal life, and not knowing what they really wanted to do. As a result, some care leavers were struggling to find a college or school that would accept them or having the funding available for them to complete their courses beyond 19. Staggered

entries to schools/colleges throughout the year would help when young people change their mind about what they want to study.

- ❖ There are issues around what courses could be funded, what the Job Centre Plus would allow so that they could continue to receive benefits, and what the young person wanted to do. Often these are working against each other.
- ❖ A number of the care leavers did not have a good experience with Connexions when receiving careers advice or advice on what courses to go on. Some care leavers were put onto courses which they did not want to do.
- ❖ There needs to be better working together between Job Centre Plus, Connexions and Schools/Colleges.

In light of the above issues raised by care leavers, in particular around the loss of the EMA, the Task and Finish Group propose the following recommendation to the Executive:

Recommendation 11

Lincolnshire County Council will work with post-16 learning providers to ensure that all care leavers in post-16 learning receive the 16-19 bursary funding so that they are able to continue their studies and that the other issues raised by care leavers as detailed in the report on pages 29-30, such as more access to Apprenticeships, are addressed.

Issues for Young People who are NEET

The vast majority of young people who are NEET want to be in training, employment or education. The number of 16-18 year olds who are NEET is now reducing. However the overall NEET for 16-24 year olds is still going up. The Task and Finish Group met with 28 young people who are or have recently been NEET. This group of young people had a number of issues with accessing post-16 learning:

- ❖ A number of the young people had not gone onto sixth form or college as they did not obtain the grades required, in particular in Maths and English. It was a barrier if a young person did not have English and Maths GCSEs as they can not go on courses. One young person commented that they were good at English and Maths but bad at exams.
- ❖ The majority of the young people were on a foundation learning course for a number of reasons, such as getting their Maths or English qualifications, getting help with CVs or interviews, or filling in time before starting a course at college in September.
- ❖ None of the young people knew about the foundation learning course when they left school at 16. The only options they were aware of were colleges, schools or employment. There is a need to tell schools and colleges about these courses and it should be promoted when young people are considering post 16 options. If a young person does not get into college or sixth form, then it helps to fill in their time and build up qualifications such as English and maths. The young people found out about the foundation learning course through Connexions or friends.
- ❖ The young people highlighted that there was a need for more choices and places on courses, and that there were problems with clashes on timetables for courses.
- ❖ There was also a need to sit down with teachers at schools to discuss what they wanted to do at college.
- ❖ The young people highlighted concerns around the loss of the EMA and transport changes. Some of the young people would have to pay for their transport costs to college as the nearest college offering the course they wanted to do was outside the designated transport area.
- ❖ Another issue raised was the fact that young people could only start courses in September. This meant that young people had to wait a year until they could start college if they did not have the grades to get in. There was a need for colleges and training providers to allow

starting at any time of the year or every three months. The foundation learning courses can be started at anytime. There is a need for more flexible options and different start dates.

- ❖ Some of the young people did not have good experiences of Apprenticeships. On the national Apprenticeship website there were a lot of opportunities but there were a lot of people applying to go on them.
- ❖ A number of the young people highlighted that they did not receive any feedback as to why they had been unsuccessful in their applications for Apprenticeships or jobs.
- ❖ A number of the young people were applying for jobs and were under pressure from their parents to find a job. However, it was highlighted that there is a lack of job opportunities in Lincolnshire.
- ❖ There is not a full range of opportunities for young people available.
- ❖ Some of the young people were in supported housing, such as the Sleaford Foyer. These young people have to find money for paying towards their rent, food and any travel costs to get to courses. Most of the young people living at the Sleaford Foyer received unemployment benefits. In the 8 years that the current manager has been at the Sleaford Foyer, only two young people have got full time employment.
- ❖ It was highlighted that for some young people aged 17-18, their bottom priority is getting a job, doing training or going on to further education. They are often not interested in further learning or training until they are 19 which is when the provision stops. There are no means of education to anyone over 19 as there is a lack of funding for anything. It is very hard to get Apprenticeships if over 19 as they tend to look for 16-18 year olds. There should be some way of extending provision until around 21.

To address the issues encountered by young people who are NEET, the Task and Finish Group submit the following recommendations to the Executive:

Recommendation 12

Schools should be encouraged to promote all learning providers, Apprenticeship providers, and colleges as part of their Careers Education, Information, Advice and Guidance (CEIAG) to help reduce the NEET figures and unemployment.

Recommendation 13

Schools and colleges should be encouraged to provide an all year round post-16 education system, which allows entry at other times during the academic year rather than just in September.

What are the Skills Needs in Lincolnshire?

Skills Needs of Businesses and Lincolnshire's Economy

The Task and Finish Group investigated what the skills needs are for Lincolnshire's businesses and the local economy by holding a focus group with representatives from the Employment and Skills Board, National Apprenticeship Service, Bishop Grosseteste University College, Lincoln College, and Mortons of Horncastle Ltd. Several issues were raised at the focus group.

The focus group highlighted that there needed to be a realistic view of the jobs that were available in Lincolnshire. Some of the sectors which were important in terms of employment and employment growth were care, food sectors and service sectors. Business administration made up about 40% of the vacancies in the county. A more localised approach to employment and skills was required and there may be benefits in providing more localised employment information.

There was a need to link courses to the jobs which were available in the county. It was emphasised by the focus group that there was a lack of provision for high end manufacturing skills. There was also a lack of provision for technical print skills in the county. Eco construction and energy from waste were two areas in which the existing skills did not meet the needs of businesses.

It was highlighted that when young people were being interviewed one of the main things employers looked for was how employable they were, as some might have the technical skills required, but not have any common sense or customer service skills. A vast majority of job vacancies did not ask for specific qualifications but instead requested skills such as good time keeping or interpersonal skills. There was a need to get across to students the skills which made them employable, such as a good use of Mathematics and English and new technologies, and also the importance of punctuality.

There was a cultural shift towards young people leaving school at 16 and going into work, but they did not always have the necessary skills. It was suggested that the skills which were acquired through Apprenticeships and learning on the job were what made young people employable rather than qualifications. The Task and Finish Group were informed that Siemens had made a request to Lincoln College to start teaching at 7am to help prepare students for starting work in the future. As a result of this, the college changed its start time from 9am to 8am.

Work Experience

From 2012, the requirement to provide work related learning to pre-16 year olds, which schools have used work experience for to fulfil their statutory obligations on this, will be removed. The Education Business Partnership (EBP) currently arrange work experience for year 11 pupils and do the Health and Safety checks for work placements. Funding for pre-16 work experience vetting and matching has been withdrawn nationally although Lincolnshire County Council is funding the local Education Business Partnership to continue to provide work experience packages for all schools for one further year. There will need to be a move towards post-16 work experience in future as this was recommended in the Wolf report published in March 2011.

The focus group with business representatives agreed that there was a lot of value for young people in work placements in order to gain some knowledge and skills relevant to a working environment. Mortons of Horncastle Ltd highlighted that they engaged directly with schools, and further and higher education institutions for summer work placements. They worked closely with the Banovallum School and stage mock interviews with pupils for work placements. It was commented that the young people valued the feedback they received from these interviews.

The focus group held with post-16 learning providers also emphasised a need for businesses and schools to work closer together in respect of work experience. Work experience was a very useful way of providing young people with opportunities to look at the workplace. Schools were over-reliant on large businesses to offer opportunities for work experience and it was highlighted that a mechanism was required to engage with medium or small businesses. The Education Business Partnership worked with schools and businesses in Lincolnshire and developed work experience packages. It was suggested that the Education Business Partnership could be utilised as a link

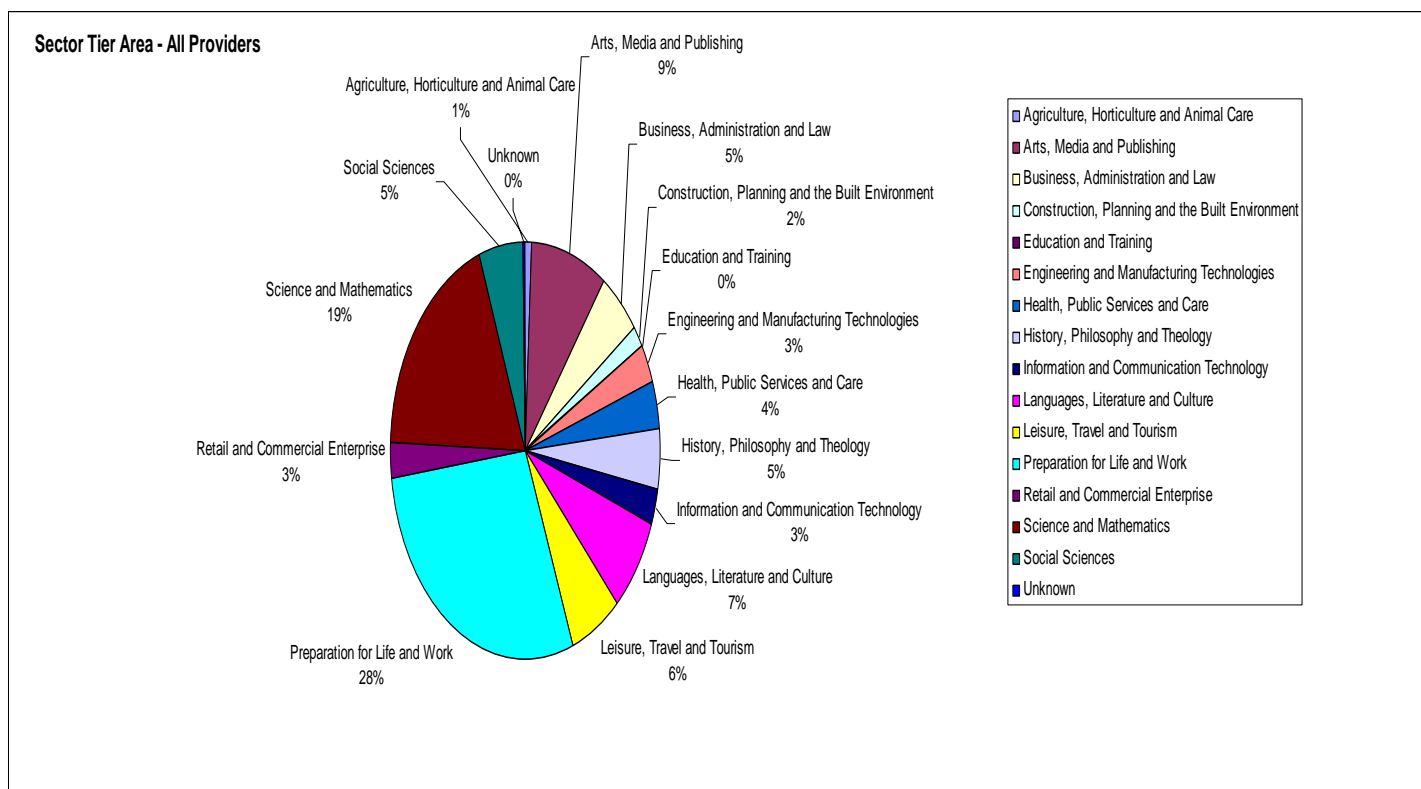
between schools and businesses, and could centrally co-ordinate employer engagement especially with small and medium sized businesses.

Mismatch between Skills Needs and Young People's Studies

One of the key issues that have been recognised by the Task and Finish Group is the mismatch between the skills needs of Lincolnshire's businesses and the local economy and the areas of study by young people.

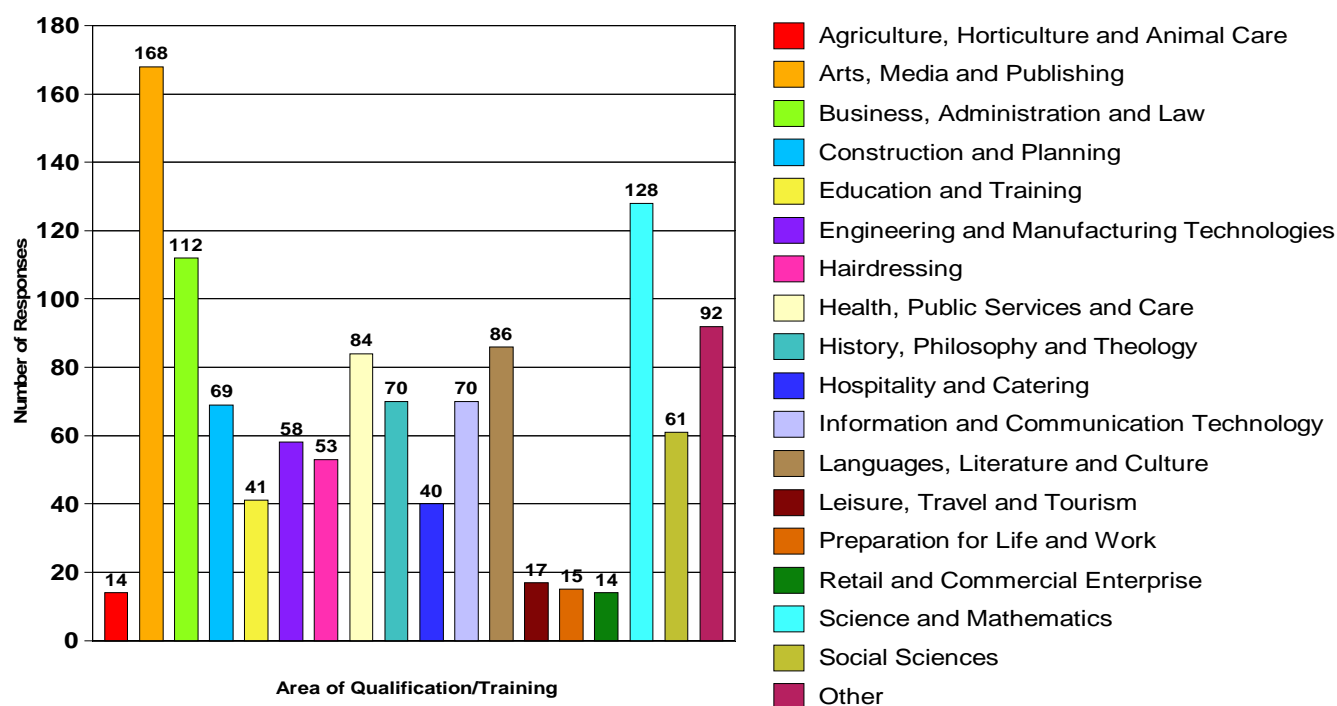
Across Lincolnshire there are four main employment sectors, which are Health (14.37%); Manufacturing (12.96%); Retail (12.00%); and Hospitality (7.12%). The Public Services sector is also a major employment sector (5.56% without education, 14.42% with education). However, when these statistics are compared to the number of learners studying courses in these areas, it is apparent that there is a potential shortfall in the number of young people leaving education with the skills and knowledge to enter these sectors.

A wide variety of subjects are being studied by young people in Lincolnshire. As at December 2010, 28% of enrolments were on Preparation for Life and Work courses, and 19% were enrolled on Science and Mathematics courses, followed by 9% on Arts, Media and Publishing courses. The breakdown of enrolments by subject area across Lincolnshire is shown in the pie chart below.



Some of these results are also reflected in the survey responses received which is shown in the chart below. Of the 772 respondents to the survey, 21.8% were studying Arts, Media and Publishing courses and 16.6% were studying Science and Mathematics courses.

Main areas of Qualifications/Training



Both these charts highlight that there are very few young people in Lincolnshire studying health, manufacturing/engineering, retail and hospitality. The 2010 census also shows that the numbers of learners studying the vocational courses, excluding Apprenticeships, relating directly to the four main employment sectors are significantly fewer than would be required to meet the needs of the employers in these areas, except for Hospitality. For Health it is 3.39% (which includes Public Sector courses); Manufacturing/Engineering is 3.17%; Retail is 2.79%; and Hospitality is 7.52%.

This mismatch is further exacerbated in some sectors when it is looked at on a sub-regional level. Along the eastern coastal areas, the number of employees in the hospitality industry account for 23.45% of the overall total for Lincolnshire. In contrast to this, the number of young people from this area identified as studying this vocational area equates to only 5% of the Lincolnshire East total for Leisure, Travel & Tourism. In the Boston area, retailers employ 3425 people (5948 people including Wholesaling and Motor Trade) which is 11.02% of the total for Lincolnshire (11.81%). However, in December 2010, only 311 learners were enrolled on retail-related courses, 4.51% of the total number of learners for Boston.

An area of employment growth which has been highlighted for Lincolnshire is around the Health and care-related industries. This, however, is not reflected in the provision accessed by learners. The majority of the employees (13058) are registered in the Lincoln area, which accounts for 35.15% of the overall total employed in the sector. The number of learners on health, public service and care courses, however, was only 548 or 9.18% of the total. Engineering and Manufacturing are major contributors to the local economy in the south of the county, accounting for 29% of the sector employee totals for Lincolnshire. However, only 3.55% of the total 16-19 cohort for South Holland and Bourne, Stamford and Deepings are on courses which would lead directly to employment in these sectors.

At the focus group with post-16 providers, it was also recognised at that meeting that there is a significant mismatch between the courses being offered to young people in Lincolnshire and the employment and career opportunities that were available in the county.

Labour Market Information

Labour market information is currently underused by schools and young people when choosing their post-16 options. There is a need for the labour market information to be used more by young people so that they could make an informed choice when choosing what courses they wish to undertake. The labour market information is available on the website www.guidancenetwork.info. However it was noted by the Task and Finish Group that the information currently on the website is out of date and needed updating.

Another website which contains information on the labour market is www.c4yp.co.uk. This website was set up by Connexions and includes a “Jobs Outlook in Lincolnshire 2010-2020” which highlights what vacancies are likely to become available within Lincolnshire over the next ten years. However, it was noted that the information available on the website was different to the labour market information that had been presented to the Task and Finish Group. This caused concern for the Task and Finish Group as to whether the information available to young people is up to date and accurate.

An alternative option for disseminating labour market information could be through the Education Business Partnership (EBP). The EBP currently help to provide a link between schools and employers for providing work experience to pre-16 year olds. In future, the EBP could become a useful link between schools, colleges and employers to provide young people with labour market information so that young people can make informed decisions about their post-16 choices based on local economic and labour market needs in Lincolnshire.

How can this mismatch be addressed?

The 14-19 curriculum currently does not correlate with the economic needs of Lincolnshire. The 14-16 national curriculum is mainly determined by the Government, although schools do have some discretion. Post-16 Learning Providers are largely independent and can choose to offer their own curriculum within broad constraints. As a result, Lincolnshire County Council can only seek to influence the provision provided at post-16 level.

The Task and Finish Group agreed that there is a need to ensure greater co-ordination between Post-16 learning provision; economic and employment opportunities and the response to skills shortages across the county of Lincolnshire. Young people need to be able to take advantage of growing Apprenticeship opportunities in Lincolnshire. However, young people also need to have better access to coherent progression routes into employment and higher level learning post-19. As a result, the 14-19 Team in Children’s Services have began discussions with Economic Development, Children’s Services Commissioning Team, The Work Based Academy and the Education Business Partnership to draft an action plan to ensure that the different interested parties work together to tackle these issues. The planned activity will be monitored by the 14-19 Strategic Partnership and the Employment and Skills Board. The action plan, attached at Appendix 3, consists of three components:

- ❖ Targeted intervention to promote access to coherent progression routes that highlight Apprenticeship possibilities, in particular focussing on geographical areas with the greatest levels of deprivation and the economic sectors that present or will soon present the greatest opportunities (or where skills shortages are the most acute)
- ❖ Support including bespoke and personalised employability and learning skills training to facilitate access to mainstream opportunities (education and training including Apprenticeships) for the most needy in identified ‘hotspots’
- ❖ Universal preparations for the Raising of the Participation Age but including an inevitable focus on identification of and support for the most vulnerable

The Task and Finish Group supported the action plan and agreed that this would help to address the issues raised through the review in terms of the mismatch between skills and studies, Apprenticeships, work experience and raising of the participation age. As a result, the Task and Finish Group put forward the following recommendation to the Executive:

Recommendation 14

The Executive should endorse and implement the action plan attached at Appendix 3 to ensure that the issues around the skills gap, lack of Apprenticeships, work experience and raising of the participation age are addressed.

What Post-16 Learning Provision is required to ensure access for all young people in Lincolnshire?

Future of Post-16 Learning Provision in Lincolnshire

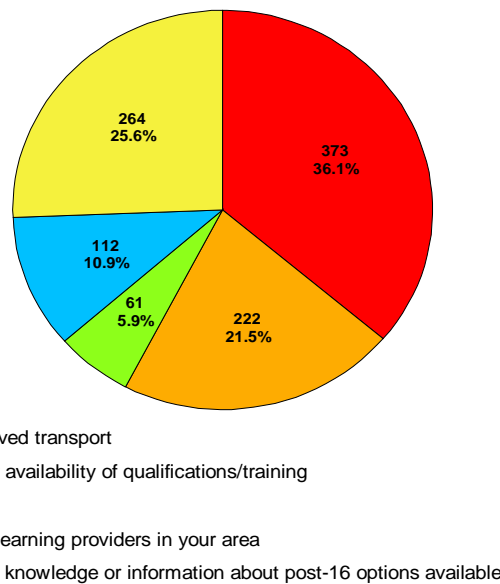
From the information received and from the discussions with business representatives and post-16 providers, the Task and Finish Group have recognised that overall the county is very well served for further education and that there is some very good provision in Lincolnshire.

However it has been highlighted that the future for post-16 learning will be an uneasy one due to changes in funding and all providers will see changes in how they provide learning provision. There are some government policy changes which will impact significantly on 16-19 year olds.



Access to post-16 learning provision is an issue which must not be underestimated. As part of the online survey, young people were asked how access to post-16 learning could be improved. 36.1% stated improved transport, 25.6% stated better knowledge or information about post-16 options available, 21.5% stated a wider availability of qualifications and training, 10.9% stated more learning providers in your area, and 5.9% stated other. The pie chart below sets out all the responses.

Suggestions for Improving Access to post-16 learning



During 2011/12, there will be a need to plan how Lincolnshire County Council ensure all young people, parents and employers have information about the raising of the participation age, and all the options available to young people including information about the skills and employment opportunities in Lincolnshire. A rise in the participation age to 18 will result in children and young people no longer being classified as not in education, employment or training (NEET).

There are big strategic decisions to be made around post-16 learning provision. The costs of long term unemployment far outweigh the small costs associated with providing adequate access to post-16 learning. It has been highlighted that very small sixth forms do not work. It is about capacity and putting on infrastructure to support provision which is under threat by the loss of the EMA and changes in post 16 transport. There will also be a reduction in funding per learner and the number of

courses being offered in each centre will reduce especially in small sixth forms. This will mean that students will have to travel further for their choice of courses.

Local solutions to post-16 learning provision are important. Colleges and schools may need to consider working collaboratively, possibly through hard or soft federations.

There will need to be more opportunities for post-16 vocational learning as young people will be more cautious about the potential for getting into debt if they go to university. The recommendations in the Wolf report relating to vocational learning will also need to be addressed. In addition, the impact of the English Baccalaureate on vocational options in schools and colleges and Apprenticeships will need to be assessed.

Schools and Colleges need to be encouraged to provide an all year round post-16 education system, which allows entry at other times in the academic year rather than just in September. Grantham College and Boston College already take in some students throughout the year. Small and independent providers recruit continuously. However it has been highlighted that post-16 learning providers are constrained by the national exam timetables.

Significant information is available to schools regarding the current and projected needs of the labour market in Lincolnshire. Several schools use this information proactively to support pupils' decision making at age 16 and beyond but, except through Apprenticeships, there appears to be a relatively poor match between pupils' choices and the needs of the economy. More can be done to make the public and pupils and parents in particular, more aware of the future labour market needs of the Lincolnshire economy. Elected members and officers have a role to play with the media and in their own communities in ensuring direct exposure to information about vocational avenues that will be valuable in the future. It is anticipated that this will have a direct impact on the sorts of programme that young people seek post-16 whether or not such pathways are currently available in the pupils' school pre-16. Elected members and officers have a similar role with employers, many of which still need to be persuaded of the need to support the Apprenticeships drive and thereby enhance their future business competitiveness as well as improving opportunities for young people. As a result, the Task and Finish Group propose the following recommendation to the Executive:

Recommendation 15

All elected members should seek to influence the mix of provision mix, demand and support for learners through their roles as community leaders; employers; media advocates and as governors of schools and colleges by, for example:

- ❖ Taking every opportunity to articulate to parents, young people and employers the economic needs of the county and the future trajectory of the economy
- ❖ Encouraging all employers to convert jobs with little training to Apprenticeships for young people
- ❖ Ensuring that debates about plans for growth in provision reflect the county's needs and recognise the impact on the future viability of smaller institutions of new provision by another

The recommendations detailed throughout this report should help to address some of the issues and barriers young people experience when accessing post-16 learning in Lincolnshire, but the impact of further national changes in policy on post-16 learning provision in Lincolnshire will need to be continually assessed and monitored by Lincolnshire County Council.

Appendix 1 - Background Information

Children's Services

The work of Children's Services is focussed around the vision **"That every child in every part of the county should achieve their potential"** and beneath this vision sits five principles. This review will directly address four of these principles: Early Intervention and Prevention; Aspiration and Wellbeing; Learning and Achievement; and Best Use of Resources. The review will also contribute to the following Children's Services performance indicators for 2011/12:

NI079 - Achievement of a Level 2 qualification by the age of 19

NI080 - Achievement of a Level 3 qualification by the age of 19

NI082 - Achievement of a Level 2 qualification by the age of 19 in the Free School Meals Group

CS116 - % 16-18 year olds in structured learning

NI091 - Participation of 17 year olds in education or training

CS119 - % participation in learning for young people with LDD leaving Year 11

NI148 – Care leavers in education, employment or training

NI117 – 16 to 18 year olds who are not in education, employment or training (NEET)

Outcomes of the Wolf Report

In the "Review of Vocational Education – The Wolf report", Professor Wolf has highlighted that

*"The staple offer for between a quarter and a third of the post-16 cohort is a diet of low-level vocational qualifications, most of which have little to no labour market value. Among 16 to 19 year olds, the Review estimates that at least 350,000 get little to no benefit from the post-16 education system."*⁵

The Wolf report

*"proposes a fundamental simplification of the vocational education system for 14-19 year olds. It proposes major changes in its organisation and funding, its regulatory structures, and its quality assurance mechanisms. These will allow institutions to respond to local and changing labour markets; and engage employers more directly in delivery and quality assurance. They will give schools greater access to vocational professionals, and young people greater access to specialised instruction. The proposed changes will increase efficiency across the system, and reduce direct expenditures in a number of areas. It will also ensure that the courses and qualifications offered to young people have genuine labour market value and credibility."*⁶

The Wolf report discourages much vocational study pre-16. Pre-16 national vocational programmes, such as Young Apprenticeships, will no longer be funded nationally. As a result, the Government is planning further changes to post-16 learning, including reviewing the 16-19 funding formula in Summer 2011, and refocusing work related learning and work experience to post-16 rather than pre-16 learners. The work related learning requirement for pre-16 learning is to be removed. The Wolf report places a heavy emphasis on utilising vocational capacity of colleges and Independent Private Providers post-16. The Apprenticeships offer needs to be broadened and Foundation Learning is to be reviewed. In addition, University Technical Colleges are being promoted as the main vehicle for vocational and work related learning 14-19. This policy is backed by substantial capital funding.

⁵ Review of Vocational Education – The Wolf Report, March 2011, www.education.gov.uk, page 7

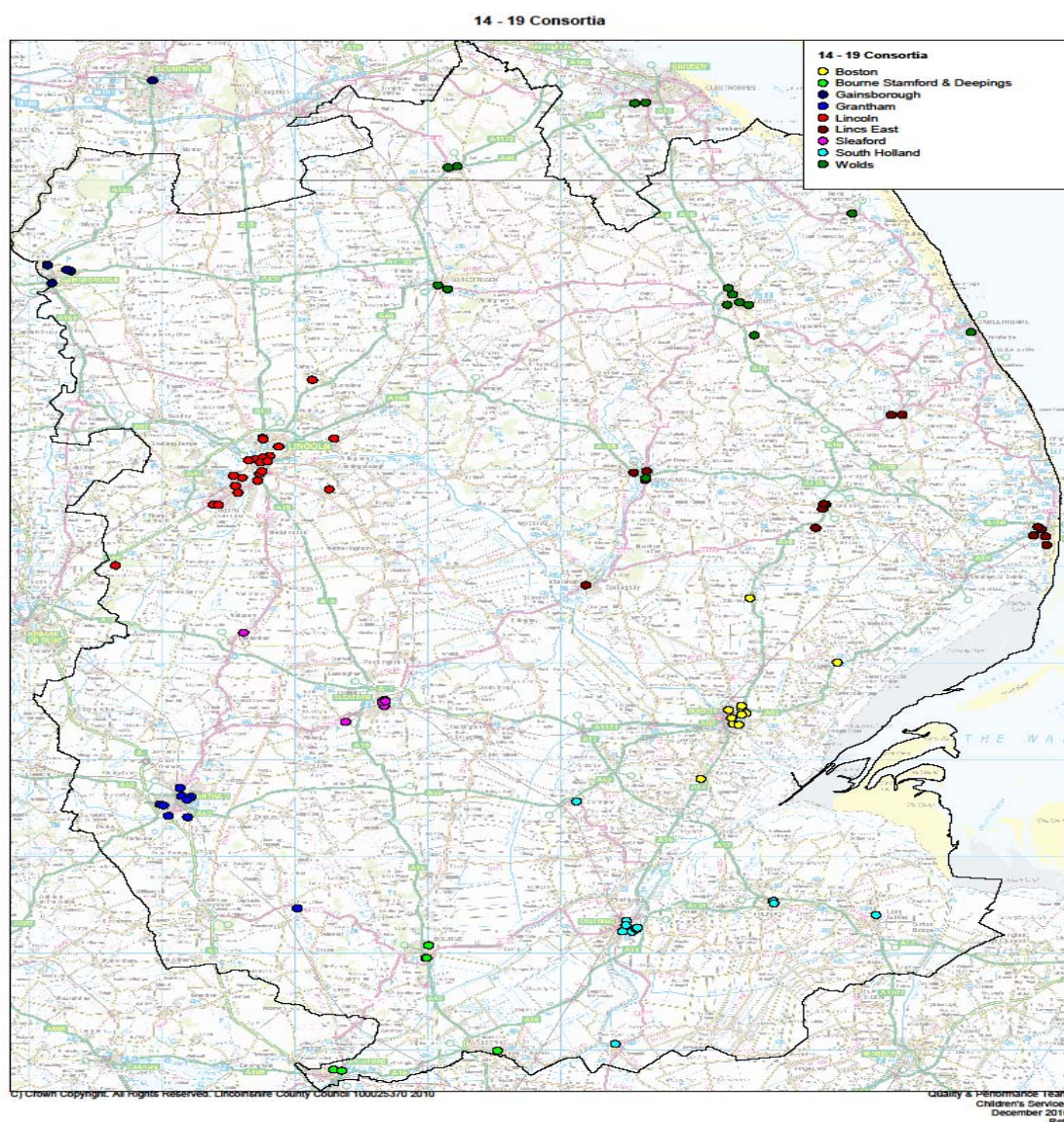
⁶ Review of Vocational Education – The Wolf Report, March 2011, www.education.gov.uk, page 22

14-19 Consortia and Local Area Partnerships

The nine consortia are grouped into three Local Area Partnerships (LAPs). These are the East and West Lindsey LAP (which consists of the Wolds, Lincs East and Gainsborough consortia); the Lincoln and North Kesteven LAP (which consists of Lincoln and Sleaford consortia) and the South Holland, Boston and South Kesteven LAP (which consists of Boston, South Holland, Grantham and Bourne Stamford Deepings consortia).

Representatives of the consortia sit on the relevant LAP along with representatives from other agencies. The three LAP report into the Lincolnshire 14-19 Strategic Partnership, which was established in July 2010 and consists of organisations that can play an active role in impacting on outcomes for young people. The LAPs will, in future, be managed by the 14-19 Planning and Allocation Team in Children's Services. Each consortium currently receives £20,000 funding from the CfBT (Centre for British Teachers) who are responsible for Lincolnshire's School Improvement Service, to pay for a co-ordinator to manage each group. However, this funding is only for 2011/12 and there will be no further funding for 2011/12 which means an uncertain future for the consortia.

The schools, colleges and work based learning providers in each of the consortium meet to share information and best practice rather than to discuss collaboration on post-16 learning. There are only a few cases of cooperation and collaboration between post-16 learning providers and these are due to arrangements by individual schools rather than as a result of any prompting by the consortium. Set out below is a map of the nine consortia and the schools and colleges in each of the consortium.



Profile of Post-16 Learning Providers

School Sixth Forms

There are currently 37 school sixth forms in Lincolnshire. In terms of quality of provision, 15 of the school sixth forms are judged by Ofsted to be outstanding, 15 good and six satisfactory. The majority of school sixth forms, particularly small sixth forms, face a number of challenges over the next few years. These include a reduction in the size of the 16-19 cohort, a reduction in funding as school sixth form funding is brought in line with that in further education, and the application of the lagged learner number formula to determine funding.

Further Education (FE) Colleges

There are four FE colleges based in Lincolnshire which are all judged by Ofsted to be good, with one outstanding. The colleges are able to maintain a wider curriculum and be flexible and responsive to changes in demand and priorities due to their size and scale. Overall numbers of students at the colleges has grown year on year. FE colleges are the largest providers of Apprenticeships in Lincolnshire, and as a result will be able to support the requirement to increase the range and level of frameworks. As the colleges have their own Apprenticeship programmes, any increase in the number of young people undertaking Apprenticeships should not affect their overall learner numbers.

Further Education in Higher Education

Lincoln University's Further Education provision is deemed by Ofsted to be satisfactory. Lincoln University has advised the YPLA that it intends to focus on Higher Education provision from September 2012. Lincoln University is the only provider of agriculture and horticulture provision in the county. There will be a need to ensure that there is appropriate provision in place for Further Education and Apprenticeships.

Independent Private Providers (IPPs)

There are currently eight IPPs based in Lincolnshire, five of which are deemed to be good and the remainder satisfactory according to their most recent Ofsted inspection. The IPPs provide foundation learning to small numbers of young people, most of whom are not ready to access mainstream college, Apprenticeship or school sixth form provision. There are some providers who are part of larger organisations, such as NACRO and YMCA, however others are small independent organisations.

Independent Specialist Providers (ISP) for Learners with Learning Difficulties and/or Disabilities (LLDD)

There is one large independent specialist provider in Lincolnshire which is the Linkage Community Trust. In addition there are a very small number of young people with very complex needs who attend ISPs throughout the country. The review into post 16 provision for LLDD identified the need to reduce reliance on residential provision in ISPs. It also recommended working with Linkage to 'establish particular contributions which might be made by Independent Specialist Providers'. Currently Linkage are unable to meet the needs of learners with complex and/or significant behavioural needs and these learners currently have to go to ISPs outside of the county. There are also a very small group of learners with very complex and behavioural needs for whom there is no identified provision nationally or locally. As a result there is a need to develop provision for learners with the most complex needs within the county.

Appendix 2 - A Possible Framework for Allocating the 16-19 Bursary Funding

This is an example framework for allocating the 16-19 bursary funding from Nottingham City Council.

Example Document Only

Learners in receipt of transitional payments (EMA) should receive no more than £100 in an academic year from the bursary fund in addition to these payments.

Eligible learners can apply for 16-19 Bursary of up to a maximum of **£500** to provide funds for essential course materials, equipment and Transport funding. Payments are to be made across all course and programme areas for people aged 16-19.

The Payment levels are to be assessed for each eligible learner using the Gross Household and Learner Income Bands identified in Table 1.

Providers should not attempt to make weekly payments to learners who are not eligible for EMA transition payments on an ongoing basis using the 16-19 Bursary funding. Nor should they make weekly 'top-up' payments to learners who are in receipt of EMA transition payments.

The Bursary should instead be used to provide financial support for:

- ❖ Ongoing transport costs (e.g. through a purchase of a weekly, monthly or annual bus pass)
- ❖ Financial assistance for individual purchases of equipment or resources (e.g. specialist protective or course related equipment)
- ❖ Costs of Meals (e.g. through canteen/ refectory vouchers)
- ❖ Assistance with costs of Educational visits or trips (e.g. Field Trips or University or Job Interviews)
- ❖ One off (or regular, if more appropriate) payments linked to specific costs resulting from a domestic emergency or change in circumstance in household income (e.g. Issues with learner's accommodation or Illness or Redundancy of family members)
- ❖ Providers are free to use whatever source of evidence they feel it most appropriate to assess a learners household income (i.e. TCAN, P60, recent payslip, previous eligibility for free school meals), however the total support for a single learner in the Academic Year should not exceed the levels set out in the Table below (except in exceptional circumstances).
- ❖ These maximum payments should not apply to those learners in one of the specified vulnerable groups who are eligible for support of at least £1,200 in the Academic Year. Further information on the suggested size and frequency of payments to these learners is given later in the document.

Table 1: Maximum Financial Support per learner using the 16-19 Bursary

| Household and Learner Income Bands (evidence from P60, TCAN, payslips) | Learners not in receipt of EMA Transition payments Maximum annual support from Bursary | Learners in receipt of EMA Transition Payments of £20 per week Maximum annual support from Bursary |
|--|--|--|
| Up to £15,276 | £500* | £100* |
| £15,277 - £17,123 | £375 | £75 |
| £17,124 – 18,970 | £250 | £50 |
| £18,971 – 20,816 | £250 | £25 |
| £20,817 upwards | £125 | |

These maximum amounts would be inclusive of support for transport and equipment costs during the academic year.

Transferring Learners

Local institutions would agree to share information about payments already made to date with new provider if learners progress to new providers during the year.

Paying the £1,200 Bursary

The proposed method of allocating the £1,200 bursary to learners in one of the listed vulnerable groups would be:

- ❖ A start payment of £150 paid in September 2011
- ❖ 10 Monthly payments of £100 (paid in arrears)
- ❖ An incentive payment of £50 to be paid on achievement of a key milestone agreed by the learner and the institution.

The £1,200 should be inclusive of financial support given for transport, equipment and meals etc. Therefore, for learners who receive support in these categories, the monthly payments would need to be reduced accordingly.

N.B the £1,200 Bursary is based on a young person undertaking a full-time course based on 30 weeks. The Bursary should be paid pro rata if the young person under takes a course which is less than 30 weeks.

Example: **(Full bursary £1,200)** divided by **(full time course for 30 weeks)** times **(part time course at 6 weeks)** equals **£240**

Appendix 3 - Skills and Learning Action Plan

Targeted Intervention to Promote Access to Coherent Progression Routes

| Priority | Action | Lead Organisation | Cost | | Budget |
|--|---|---|---------------------|---------|-------------------|
| | | | 2011/12 | 2012/13 | |
| 1. Identify target sectors and geographical areas | 1.1 Identify economic needs/skills gaps geographically | Economy & Culture | Nil (Core Activity) | | |
| | 1.2 Identify provision needs compared with demand geographically | 14-19 Team | Nil (Core Activity) | | |
| | 1.3 Identify target areas with regard to deprivation and child poverty | Children's Commissioning Team | Nil (Core Activity) | | |
| | 1.4 Identify target areas for promotion of routes into specific economic growth areas | Economy & Culture | Nil (Core Activity) | | |
| 2. Promote learning routes into target sectors | 2.1 Market progression routes directly to young people, parents, carers and employers in target areas | Employment & Skills Board (ESB) and Economy & Culture | 15,000 | | 14-19 Team Budget |
| | 2.2 Involve employers in the promotion of progression routes with a special focus on apprenticeships | | | | |
| | 2.3 Enhance and disseminate Labour Market Information (LMI) available to learners, parents, carers and teachers in target areas | | 10,000 | | 14-19 Team Budget |
| | 2.4 Provide training to staff in the use of targeted LMI in willing schools (FOC) | 14-19 CEIAG Team | 6,400 | 10,000 | 14-19 Team Budget |
| | 2.5 Work with schools to help them prepare for the transfer of statutory advice and guidance to schools from Sept 2012 | | 24,000 | 40,000 | |

| Priority | Action | Lead Organisation | Cost | | Budget |
|--|---|-------------------|------------------------|---------|-------------------|
| | | | 2011/12 | 2012/13 | |
| 3. Map and fill gaps in provision 14 - 16 | 3.1 Map the routes available into identified job areas in each target geographical area | 14-19 Team | Nil (Core Activity) | | |
| | 3.2 Work with willing schools to adapt provision to fill gaps 14 - 16 | | Nil (Core Activity) | | |
| | 3.3 Commission provision from FE/IPP and offer this to schools at a subsidised rate | | Nil this year | 30,000 | 14-19 Team Budget |
| | 3.4 Commission and offer a new Lincolnshire Student Apprenticeship scheme(with linked work experience and employability skills development) in identified areas | | 50,000 | | 14-19 Team Budget |
| | 3.5 Work with FE and Universities to consider University Technical College proposals in target areas and sectors | 14-19 Team | Nil (Core Activity) | | |
| 4. Map and fill gaps in provision 16 - 19 and target sector vocational learning for 16 - 19 year olds | 4.1 Map the routes available into identified job areas in each target geographical area | 14-19 Team | Nil (Core Activity) | | |
| | 4.2 Work with willing schools/FE/Providers to adapt provision to fill gaps 16 - 19 | | Nil (Core Activity) | | |
| | 4.3 Cultivate and market FE provision in target sectors through formal competition where necessary | | Nil (Core Activity) | | |
| | 4.4 Cultivate and market IPP provision in target sectors through formal competition where necessary | | Nil (Core Activity) | | |

| Priority | Action | Lead Organisation | Cost | | Budget |
|--|---|---|---------------------------|---------|---------------------------------------|
| | | | 2011/12 | 2012/13 | |
| 5. Increase the availability of apprenticeships | 5.1 Include apprenticeships requirements in LCC contracting above an agreed value in each target area | Children's Commissioning Team | Nil (Core Activity) | | |
| | 5.2 Establish and fund two Apprentice Training Associations (ATS): one in the North of the County and one in the South | Employment & Skills Board (ESB) Economy & Culture | 50,000 | 50,000 | Children's Commissioning Team and ESF |
| | 5.3 Appoint two Apprenticeship Champions working with the National Apprenticeship Service (NAS) and ATSS to work with employers to encourage conversion of jobs with training to apprenticeships in each target area | 14-19 Team working through the Work Based Academy (WBA) | 33,000 | 55,000 | 14-19 Team Budget |
| | 5.4 Development budget for Apprenticeship Champions | 14-19 Team | 12,000 | 20,000 | 14-19 Team Budget |
| 6. Ensure access to higher level learning in target sectors | 6.1 Fund and target work related learning, work experience and employability inputs to support targeted geographical and sectoral areas Free of Charge to providers | Possible ESF funded. Possibly EBP | 20,000 | 20,000 | Possible match for ESF |
| | 6.2 Support introduction to HE and involvement of HE in progression route development in target areas | HE institutions expected to do this as part of their Widening Participation | 2,000 | | 14-19 Team Budget |
| | 6.3 Ensure progression routes can lead to accessible higher level (L4 & 5) learning in target areas | 14-19 Team | Nil (Core Activity) | | |
| | 6.4 Ensure that HE and FE play a full role in opportunity awareness raising | 14-19 Team | Nil (Core Activity) | | |
| | 6.5 Develop employer mentoring for nominated young people in target areas | EBP | TBD | | |
| 7. Ensure economic drivers, apprenticeships and other linked learning opportunities are well understood | 7.1 Ensure coherence in press and media coverage of the agenda through regular briefings to the media, press officers, elected members, MPs, senior officers and the new 'Careers Service' | EBP | Included in other funding | | |
| | 7.2 Appoint two Apprenticeship Champions to co-ordinate all apprenticeship activity, one based with each ATA | 14-19 Team | Included in other funding | | |

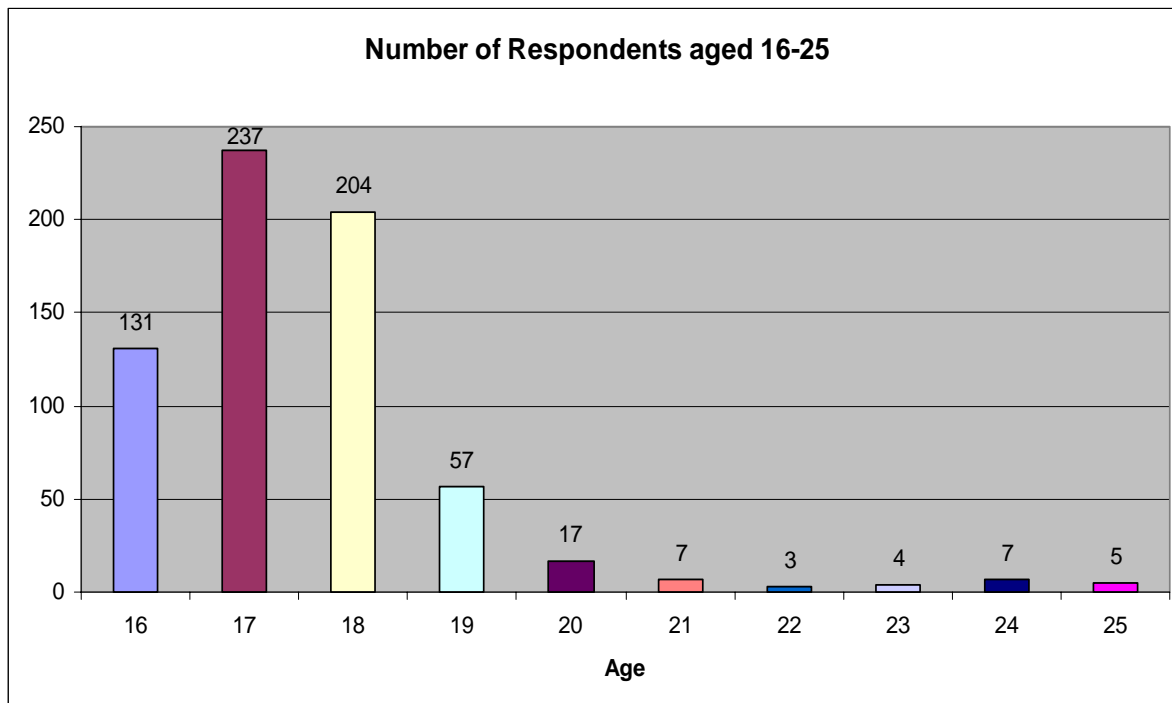
Targeted Support into Mainstream Opportunities for the most Needy

| Priority | Action | Lead Organisation | Cost | | Budget |
|---|--|---|---------------------|---------|-------------------|
| | | | 2011/12 | 2012/13 | |
| 8. Targeted support into mainstream opportunities for the most needy | 8.1 Develop robust multi-agency transition plans and pathways for vulnerable Young People. Transition plans to commence at Year 9 and to be reviewed annually as a minimum. | LCC Transitions Board | TBD | | |
| | 8.2 Specifically review EET pathways for future care leavers to increase opportunities within mainstream provision | Leaving Care Service - Barnados | Nil (Core Activity) | | |
| | 8.3 Identify groups and categories of 16-18 year olds with the greatest difficulty in accessing 16-19 learning provision (e.g. Sleaford Foyer, Care Leavers) | LCC Children's Locality Teams | Nil (Core Activity) | | |
| | 8.4 Establish systems to remove barriers to access of learning provision for vulnerable groups e.g. facilitate enhanced financial support to enable individuals in these groups to participate in mainstream provision (e.g. extra support for transport) | LCC Children's Locality Teams | TBD | | |
| | 8.5 Identify Families with Complex Needs with Young People at risk of none engagement. Target work to engage the YP at risk. | Community Budget Pilot Project Board | Nil (Core Activity) | | |
| | 8.6 Develop Apprenticeship opportunities for Vulnerable Young People via Social Responsibility Clauses in large County Council contracts. | Children's Commissioning Team | TBD | | |
| | 8.7 Develop Apprenticeship opportunities for Vulnerable Young People within the County Council and with other public sector key partners e.g. Health, District Councils | 14-19 Team | Nil (Core Activity) | | |
| | 8.8 Establish mentoring scheme involving employers who take on vulnerable young people | EBP | 20,000 | | 14-19 Team Budget |
| | 8.9 Work with local employers and the appropriate ATA to increase the number of apprenticeship opportunities in target sectors | 14- 19 Team (through the Apprenticeship Champion) | Nil (Core Activity) | | |
| | 8.10 Use mentoring scheme to bespoke introductions of mentored individuals to apprenticeship opportunities | EBP | 10,000 | | 14-19 Team Budget |
| | 8.11 Increase learning opportunities for LLDD to enable them to study in their local area and improve outcomes into employment and independent living | 14-19 Team | 35,000 | 60,000 | 14-19 Team Budget |

| Priority | Action | Lead Organisation | Cost | | Budget |
|--|---|-------------------------------|---------------------|---------|-------------------|
| | | | 2011/12 | 2012/13 | |
| 8. Targeted support into mainstream opportunities for the most needy | 8.12 Commission specifically, employability support programmes for the most deprived groups in geographical areas where no such provision exists. | EBP? | Funded through ESF? | | |
| 9. Ensure that the Local Authorities responsibilities for vulnerable young people are met | 9.1 Co-ordinate the work of Children's Services localities teams and Careers Service to ensure that individuals from vulnerable groups are supported into learning at 16 and retained to 17 (from 2013) and 18 (from 2015) | LCC Children's Locality Teams | Nil (Core Activity) | | |
| | 9.2 Ensure that provision needs of vulnerable young people are communicated to inform commissioning needs | LCC Children's Locality Teams | Nil (Core Activity) | | |
| 10. Support Schools to fulfil their new statutory responsibilities for the support and careers guidance of young people from April 2012 | 10.1 Work with secondary schools to develop capabilities with regard to the early identification of learners at risk of non-participation at 16 | 14-19 Team | 10,000 | 24,000 | 14-19 Team Budget |
| | 10.2 Work with schools to help them develop interventions for learners at risk of non-participation | 14-19 Team | | | |
| | 10.3 Mount a direct publicity and information campaign with a local dimension leading up to the first year of RPA (2013) | EBP | 20,000 | | 14-19 Team Budget |
| | 10.4 Ensure provision mix is sufficient to meet 100% participation | 14 - 19 Team | Nil (Core Activity) | | |

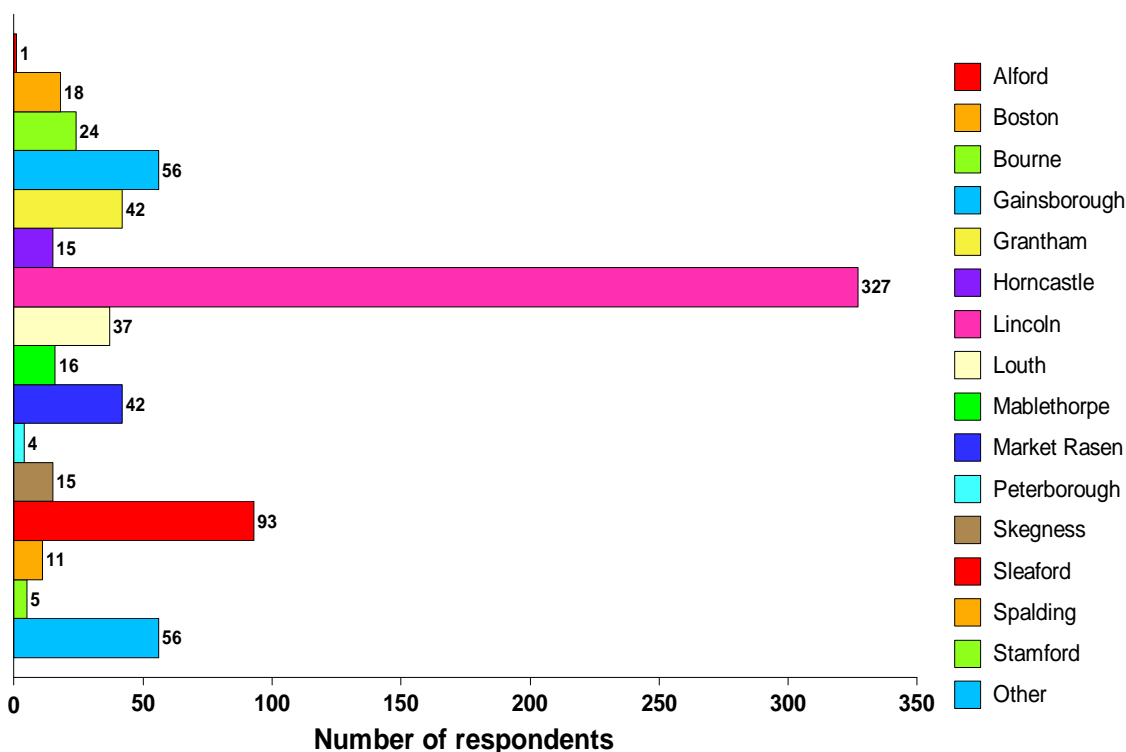
Appendix 4 - Online Survey Results

Of the 772 respondents who responded to the personal information questions, 54.6% of the respondents were female, 42.1% were male and 3.4% preferred not to say. 90.4% did not have a disability, 6% did have a disability and 3.6% preferred not to say. 701 of the respondents were from a White British background. The majority of the respondents were aged 16-18 and were predominantly from Lincoln, Sleaford and Gainsborough.



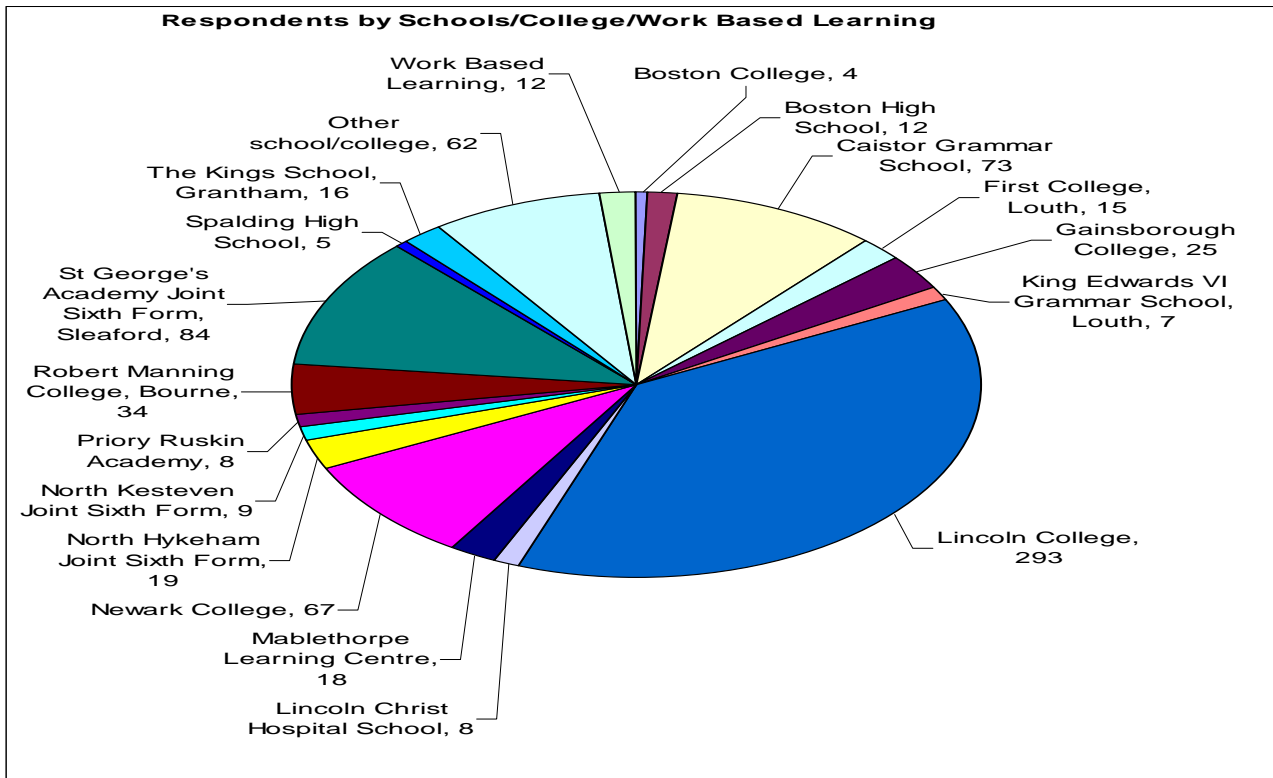
Location of Students

Nearest Town/City



Profile of Respondents by Post-16 Provider

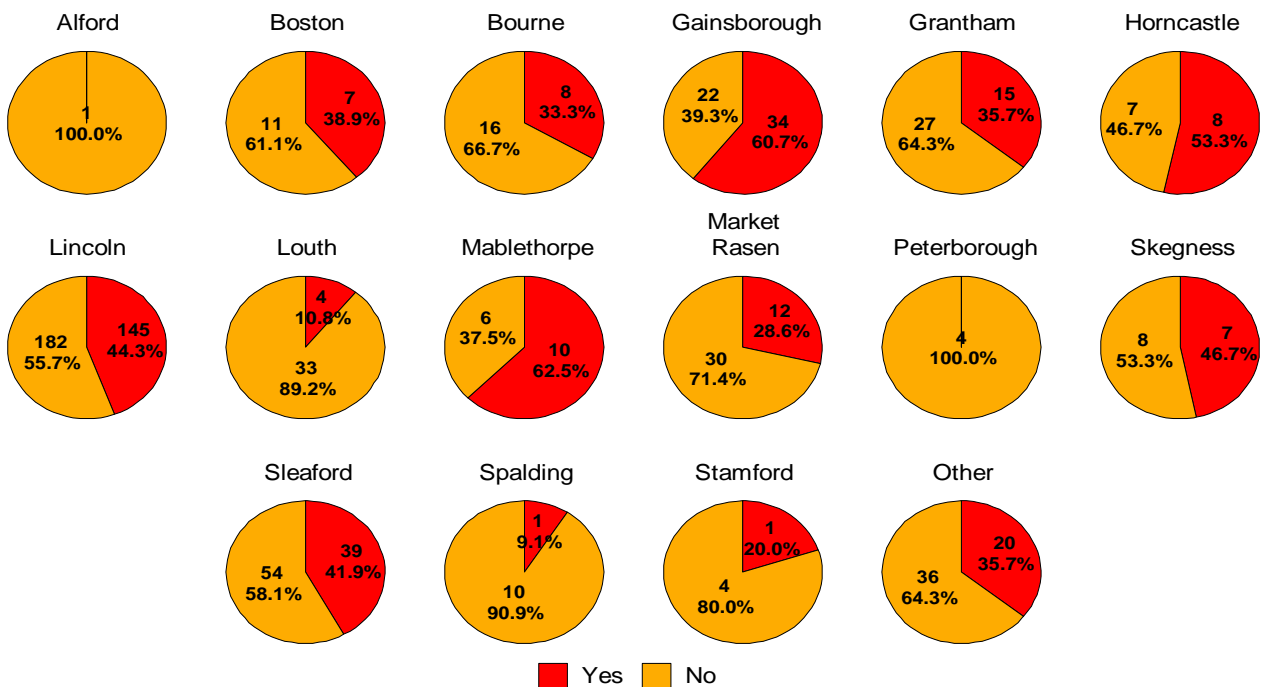
As the pie chart shows below, there were respondents from across a wide range of the county's schools, colleges and work based learning providers.



Young People receiving the EMA

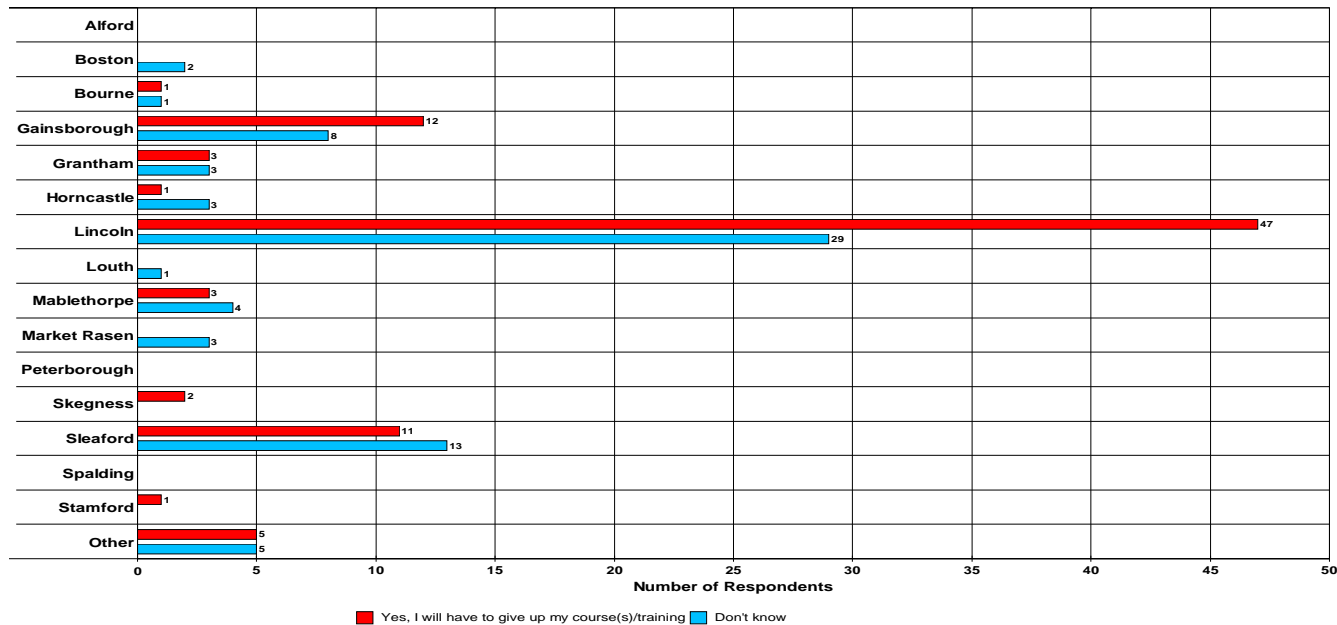
The majority of the respondents who currently receive the EMA are based in Lincoln, Sleaford and Gainsborough. 62.5% of the respondents from Mablethorpe and 60.7% of the respondents from Gainsborough receive the EMA.

Number of Young People receiving the EMA by Nearest Town/City



These results are also reflected in the areas where students will have to give up their studies when the EMA goes or are not sure if they will be able to continue their studies.

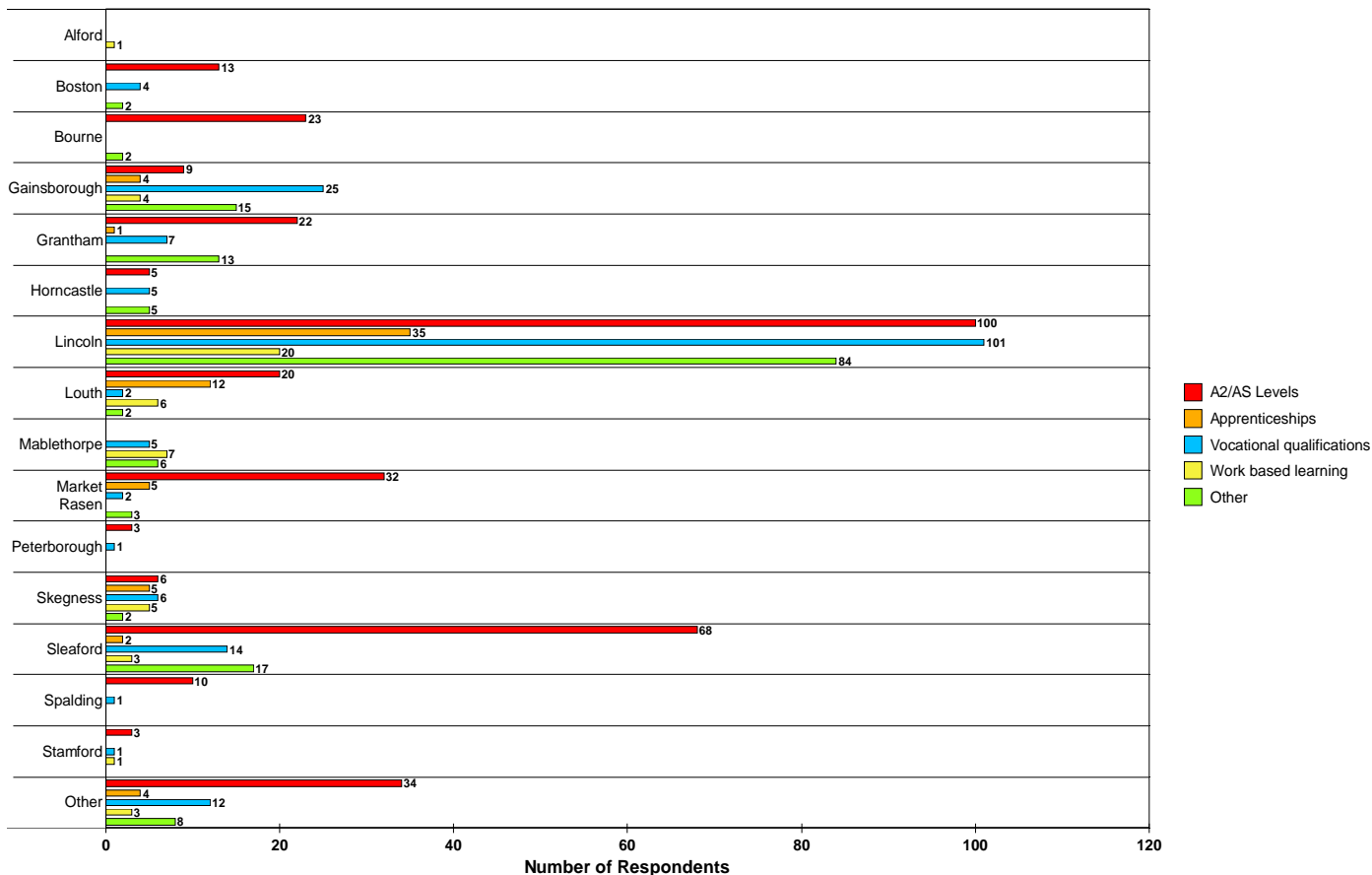
Ability of EMA students to continue studying after September 2011 by Nearest Town/City



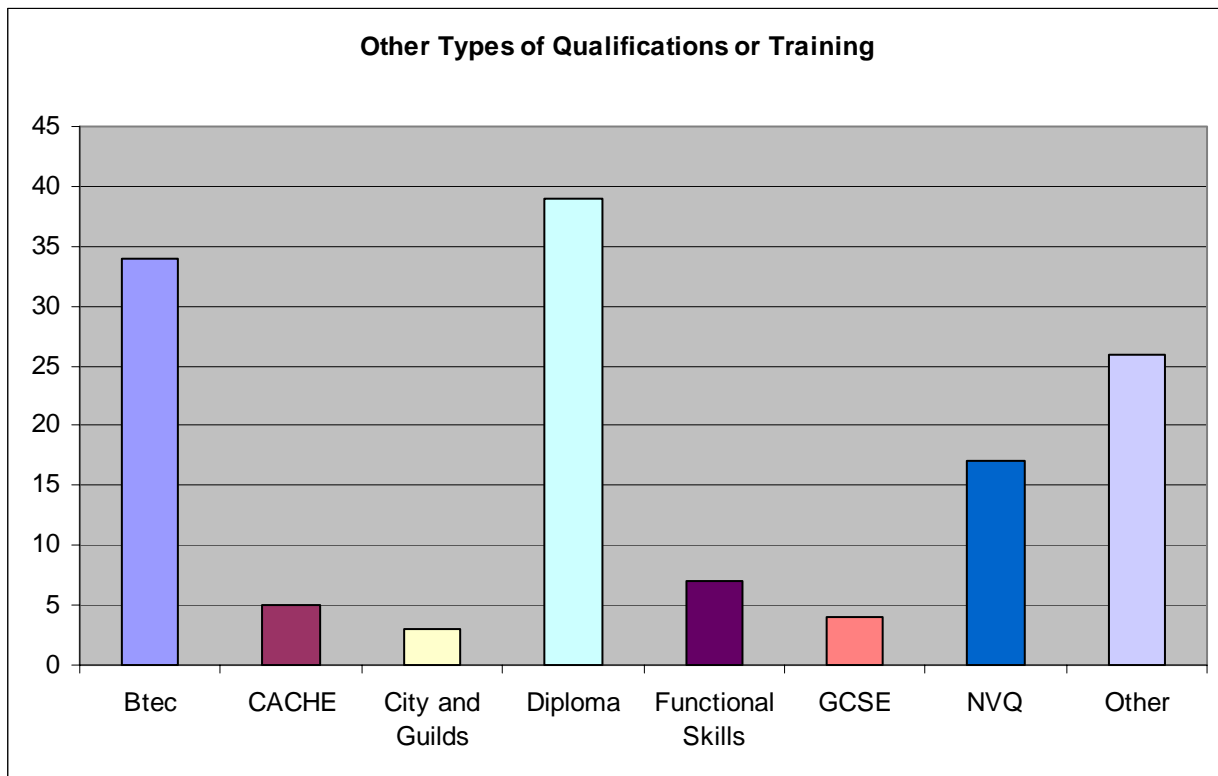
Types of Qualifications/Training being studied

The chart below shows that students from Boston, Bourne, Grantham, Market Rasen, Spalding and Sleaford are mainly studying A2/AS Levels. However in Gainsborough, vocational qualifications are mainly being studied.

Types of Qualifications/Training being studied by Nearest Town/City



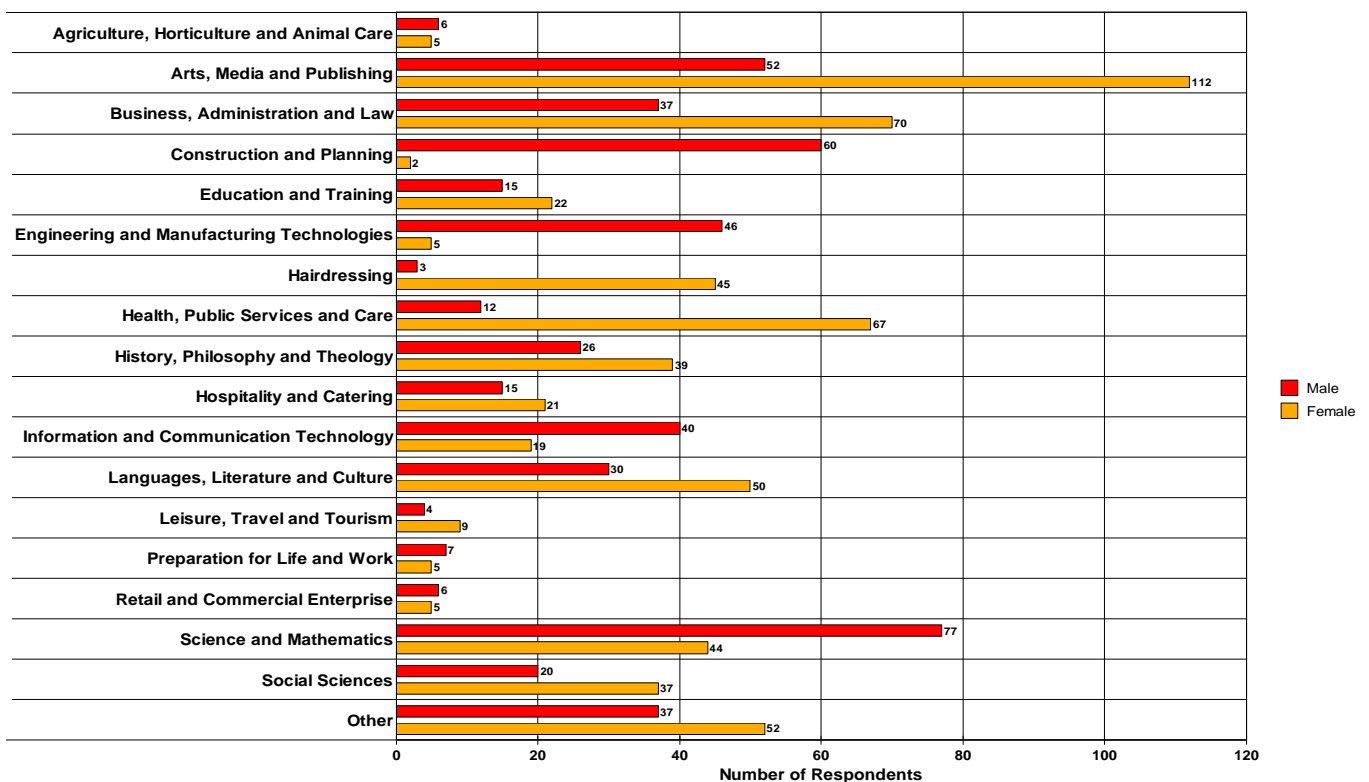
The chart below shows the other types of qualifications that young people are studying.



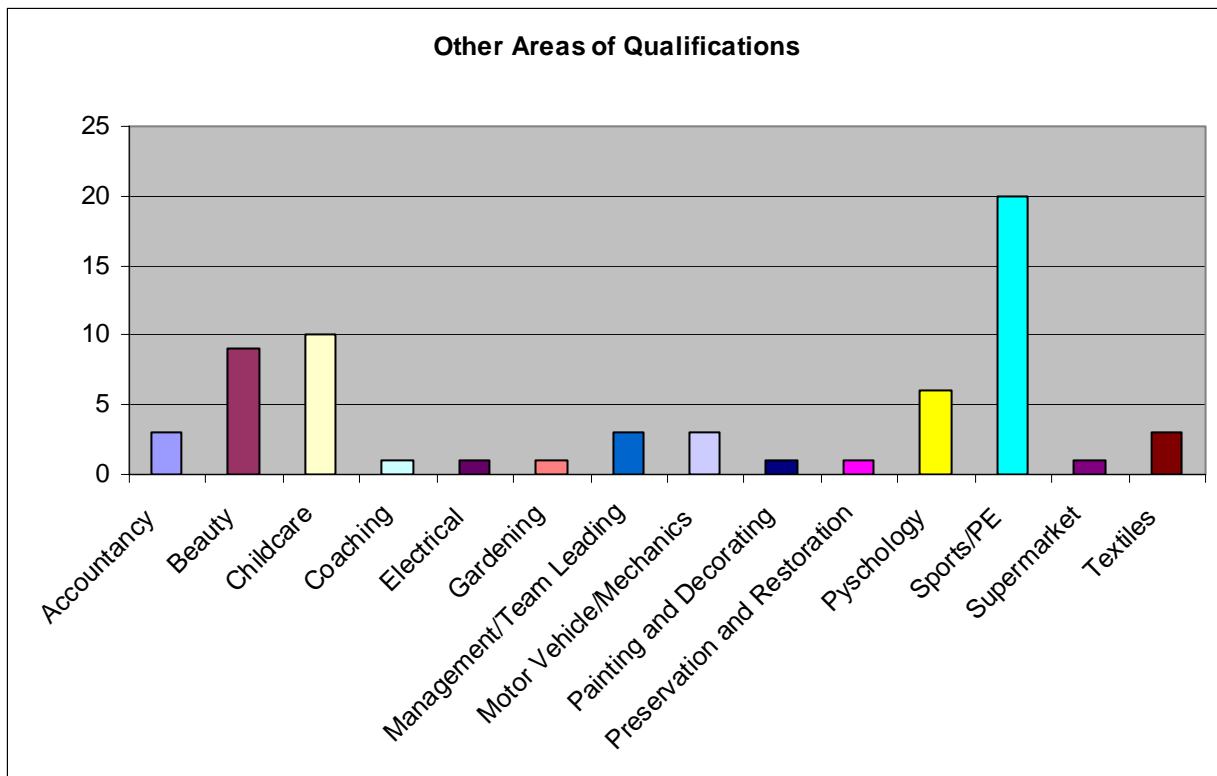
Main Areas of Qualifications/Training

The chart below highlights that in some areas, there is still some evidence of gender stereotyping. Very few females are studying in the construction and planning sector or in engineering and manufacturing technologies. Conversely, very few males are studying hairdressing or health, public services and care qualifications.

Main areas of Qualifications/Training by Gender



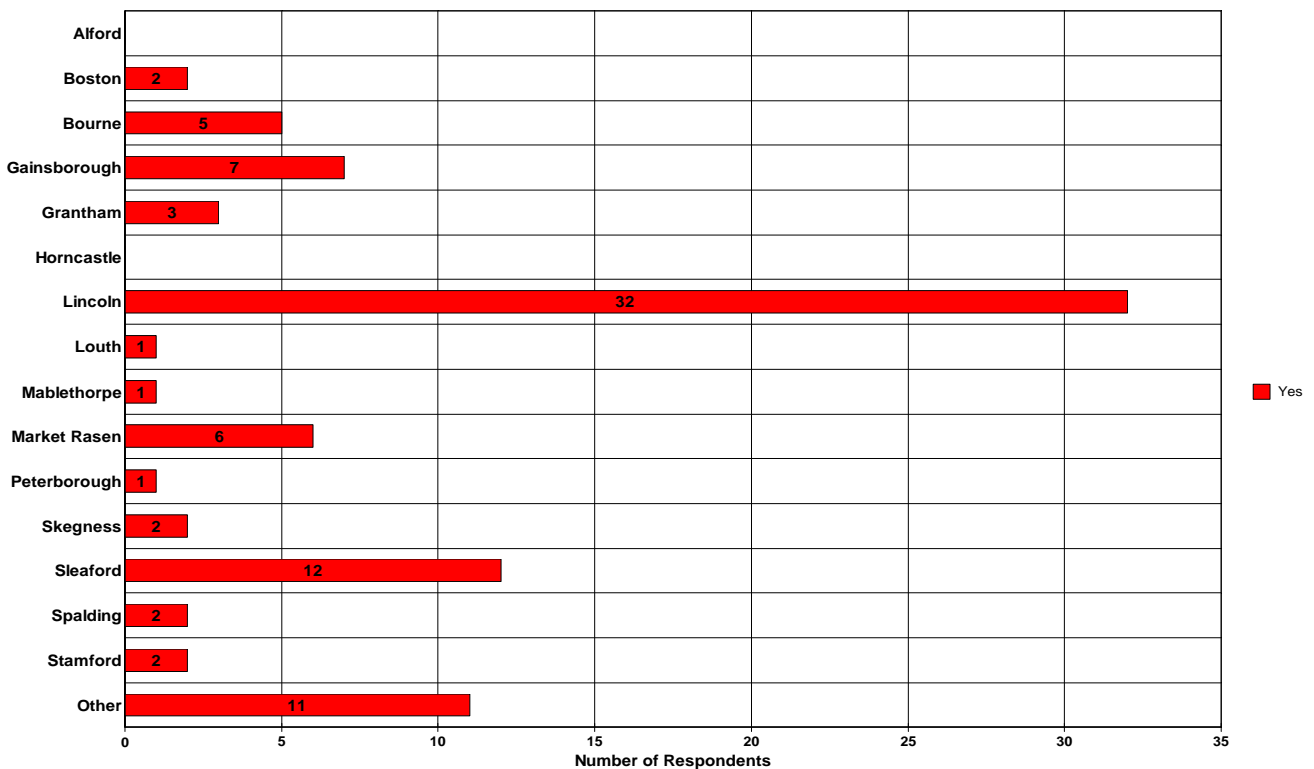
Other types of qualifications being studied include sports/PE courses, childcare and beauty courses.



Any Qualifications/Training Interested in but Unable to Study

A number of young people from Lincoln, Sleaford, Gainsborough and Market Rasen have not been able to study the qualifications/training that they were interested in.

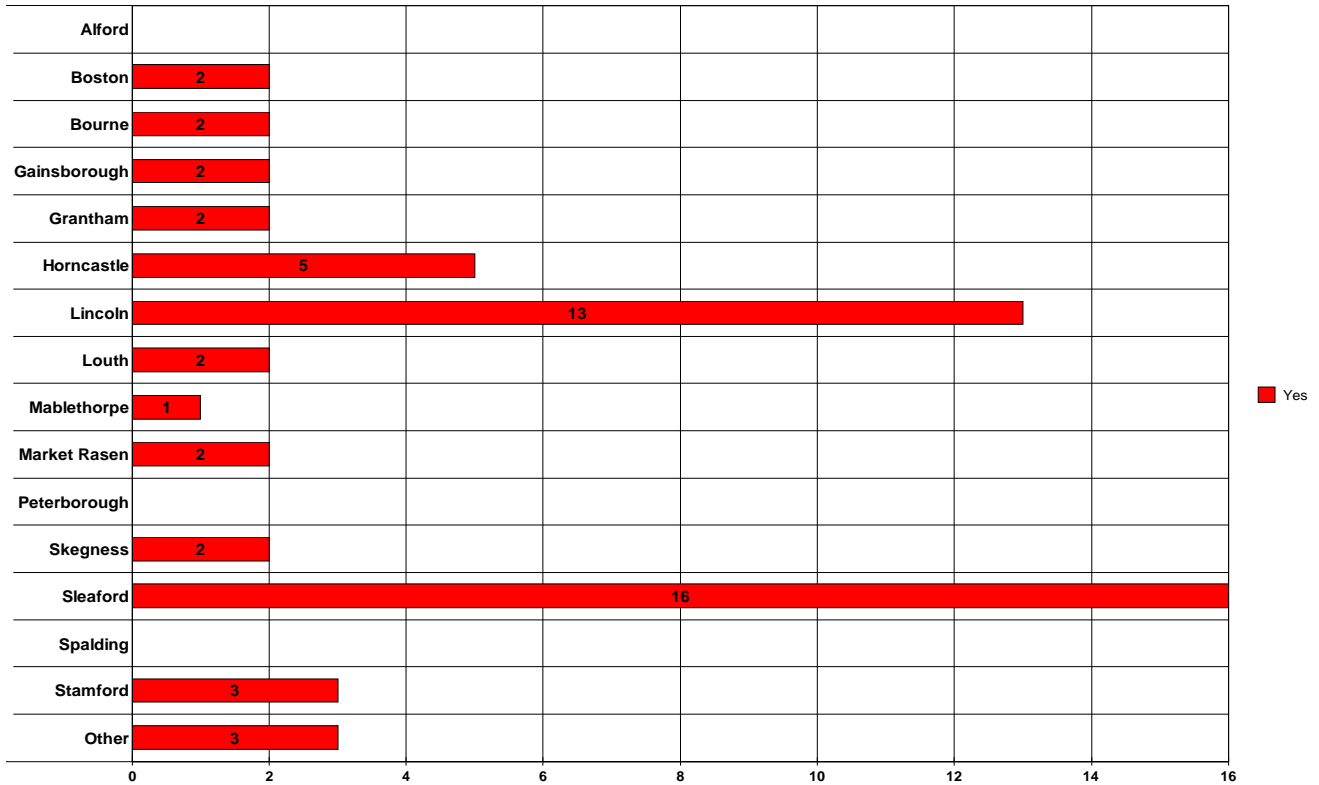
Any Qualifications/Training interested in but unable to study by Nearest Town/City



Any problems in accessing post-16 learning

A number of young people from Sleaford, Lincoln and Horncastle have experienced problems accessing post-16 learning.

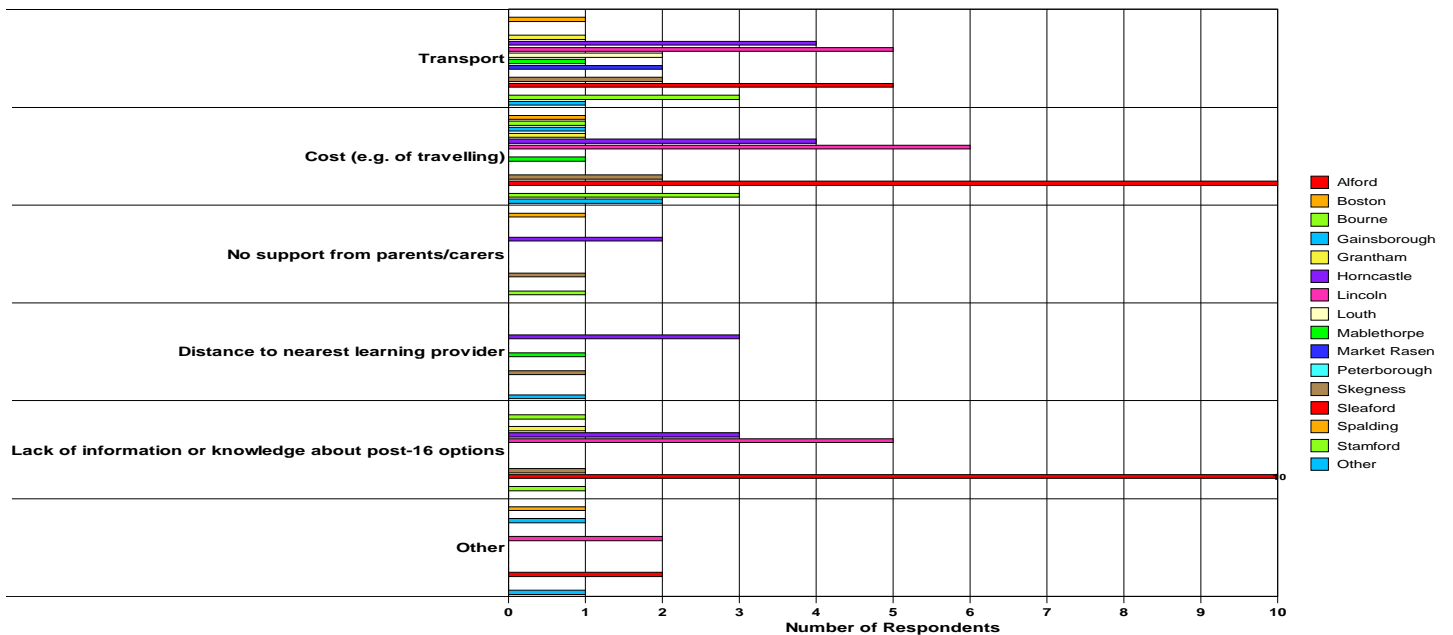
Any problems in accessing post-16 learning by Nearest Town/City



Problems Experienced in Accessing Post-16 Learning

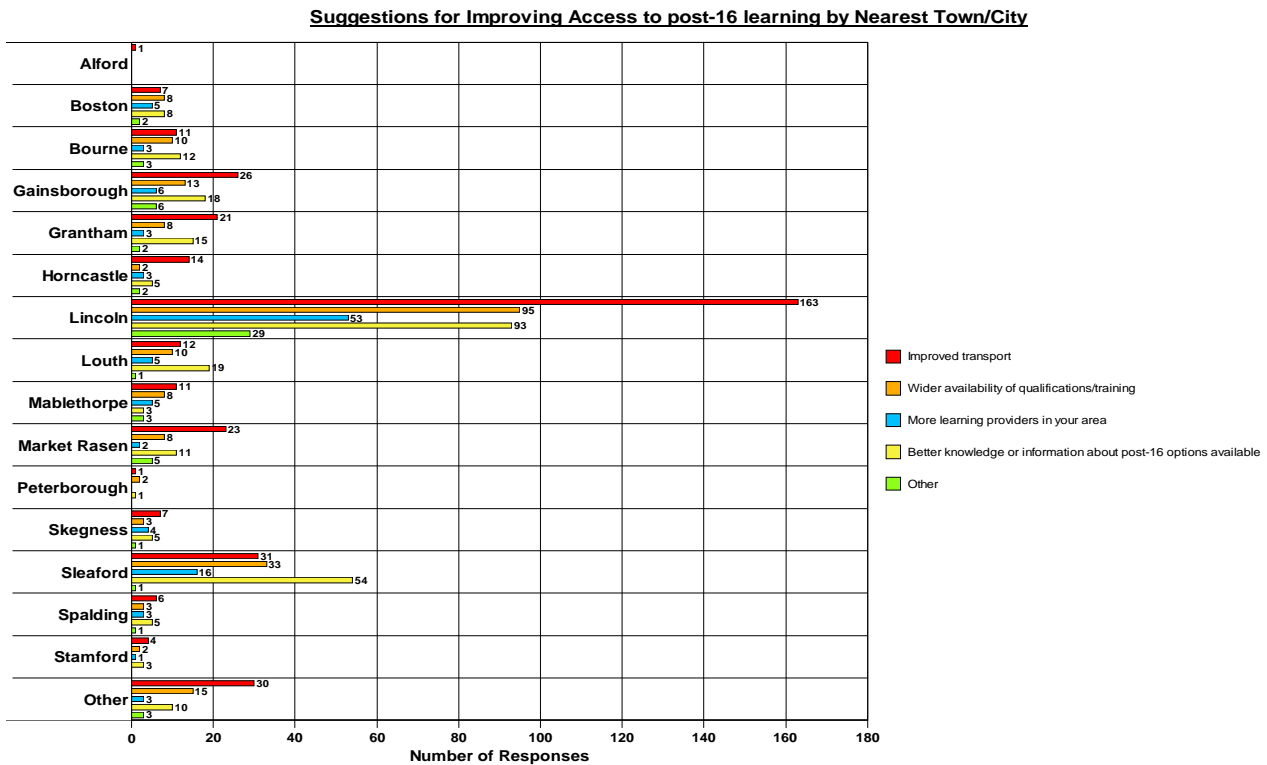
The chart below shows the different problems young people have experienced from different areas. In Sleaford the main problems have been lack of information about post-16 options, cost and transport. In Horncastle the main problems have been transport, cost and distance to nearest learning provider. In Lincoln, cost, transport and lack of information about post-16 options are the main problems.

Problems experienced in accessing post-16 learning by nearest town/city



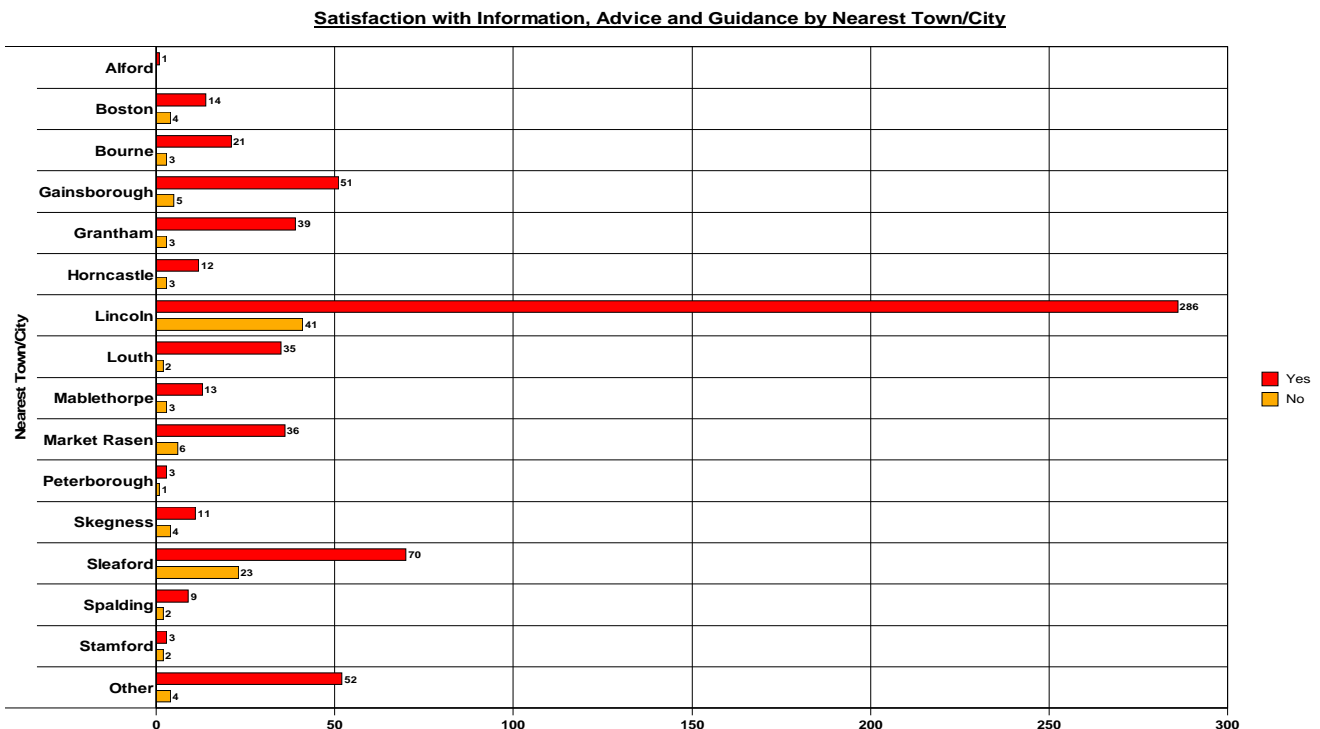
Suggestions for Improving Access to Post-16 Learning

The chart below shows that in Sleaford and Louth, better knowledge or information about post-16 options is needed to improve access to post-16 learning. In Lincoln, Market Rasen, Gainsborough, Grantham and Horncastle, improved transport has been highlighted as being needed to improve access to post-16 learning.



Satisfaction with Information, Advice and Guidance

In the chart below, it highlights that young people in Lincoln, Sleaford, Market Rasen and Gainsborough are least satisfied with the information, advice and guidance they received.



Appendix 5 - Glossary of Acronyms

| | |
|--------------|---|
| AGE | Apprenticeship Grants for Employers |
| ASCL | Apprenticeships, Skills, Children and Learning |
| ATA | Apprenticeship Training Agency |
| CEIAG | Careers Education Information Advice and Guidance |
| CITB | Construction Industries Training Board |
| CfBT | Centre for British Teachers |
| CLAS | Care Leaver Apprenticeship Scheme |
| DfE | Department for Education |
| DTA | Designated Transport Area |
| EBP | Education Business Partnership |
| EET | Employment, Education or Training |
| EFA | Education Funding Agency |
| EMA | Education Maintenance Allowance |
| ENT | Employment with No Training |
| ESB | Employment and Skills Board |
| FE | Further Education |
| ILR | Individual Learner Record |
| IPP | Independent Private Providers |
| ISP | Independent Specialist Providers |
| LLDD | Learners with Learning Difficulties and/or Disabilities |
| LRAC | Lincolnshire Rural Activities Centre |
| NEET | Not in Education, Employment or Training |
| NVQ | National Vocational Qualification |
| RPA | Raising the Participation Age |
| SEN | Special Educational Needs |
| SMEs | Small and Medium Enterprises |
| YPLA | Young People's Learning Agency |

Appendix 6 - Contributors to the Review

The Task and Finish Group would like to extend their gratitude to all the following people/groups who have contributed to this review:

- ❖ John Allen - Member of the Lincolnshire and Rutland Employment and Skills Board, and Principal of Lincoln College
- ❖ Michael Gill - Member of the Lincolnshire and Rutland Employment and Skills Board, and HR Manager of Mortons of Horncastle Ltd
- ❖ Roy Harper - Project Manager for the Lincolnshire and Rutland Employment and Skills Board
- ❖ Vicky Mays – Executive Officer, Bishop Grosseteste University College, Lincoln
- ❖ Jonathan Poxon - Learner Services Manager, National Apprenticeships Service
- ❖ Ged Forster - Head of Sixth Form, Queen Elizabeth's Grammar School, Horncastle
- ❖ Dawn Telford - Head of 14-19, Boston College
- ❖ Martin Schofield - Head of Sixth Form, Queen Elizabeth's Grammar School, Alford
- ❖ Sally Goodacre - Key Stage 5 Administrator, George Farmer Technology and Language College, Holbeach, Spalding
- ❖ Donna Allen - Key Stage 5 Leader, George Farmer Technology and Language College, Holbeach, Spalding
- ❖ Andrew Patience - Principal and Chief Executive, New College Stamford
- ❖ Janet Daniels - Headteacher, Gleeds Girls CAL and Technology College, Spalding
- ❖ Anita Fox - Assistant Headteacher, North Kesteven School/North Hykeham Joint Sixth Form
- ❖ David Allsop - Headteacher, Queen Elizabeth's High School, Gainsborough
- ❖ Wendy Carrick - Principal Designate, Trent Valley Academy, Gainsborough
- ❖ Jane Howson – Business Development Director, Linkage Community Trust
- ❖ Elaine Lilley - Chief Executive, Education Business Partnership
- ❖ Claire Flavell - Work Related Learning Manager, Education Business Partnership
- ❖ Fran Fletcher - Foundation Learning Programme Leader, Children's Services
- ❖ Donella Savage – Manager, Sleaford Foyer
- ❖ Julie Reynolds - Principal Practitioner for Lincoln, Children's Services
- ❖ Mike Cann – Leaving Care Worker, Barnardo's Lincolnshire Leaving Care Service
- ❖ Janet Richardson – Leaving Care Worker, Barnardo's Lincolnshire Leaving Care Service
- ❖ Helen Louth – Leaving Care Worker, Barnardo's Lincolnshire Leaving Care Service
- ❖ Carol Chapman – Leaving Care Worker, Barnardo's Lincolnshire Leaving Care Service
- ❖ Kelly Edwards - Leaving Care Worker, Barnardo's Lincolnshire Leaving Care Service
- ❖ Cindy Cooper - Leaving Care Worker, Barnardo's Lincolnshire Leaving Care Service
- ❖ Alison Buckley-Jones – Transition Support Worker, Action for Children
- ❖ Geoff Middleton – Work Based Academy
- ❖ The 14-19 Strategic Partnership
- ❖ Members of the Youth Cabinet
- ❖ Keith Batty – 11-19 Principal Adviser, CfBT
- ❖ Roy Nelson – 14-19 Planning Manager, Children's Services, Lincolnshire County Council
- ❖ Sue Hutson - The 14-19 Partnership Manager, CfBT
- ❖ Sonia Czabaniuk - 14-19 Planning & Curriculum Manager, CfBT
- ❖ Mark Wilkinson - CEIAG Team Manager, CfBT
- ❖ Justin Brown – Head of Enterprise, Economic Regeneration, Lincolnshire County Council
- ❖ Maggie Freeman - Acting Head of 14 - 19 Planning and Allocations, Children's Services, Lincolnshire County Council
- ❖ Malcolm Ryan – Children's Services Team Manager (Teenage Services), Lincolnshire County Council
- ❖ Alison Braithwaite – EET Manager (NEET/ Sept Guarantee), Teenage Services, Lincolnshire County Council
- ❖ James Thomas - Principal Information Officer, Performance Assurance, Children's Services, Lincolnshire County Council

- ❖ Andrew Garbutt – County Participation Lead, Children’s Services, Lincolnshire County Council
- ❖ Graham Reeves – Participation Officer, Participation and Inclusion Team, Lincolnshire County Council
- ❖ Colin Hopkirk - Principal Participation Officer, Participation and Inclusion Team, Lincolnshire County Council
- ❖ John O’Connor – Head of School Administration, Lincolnshire County Council
- ❖ Councillor Mrs Patricia Bradwell – Executive Councillor for Children’s Services and Adult Learning
- ❖ Tracy Johnson - Scrutiny Officer, Lincolnshire County Council
- ❖ Democratic Services - Lincolnshire County Council

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- ❖ Boston College
- ❖ Boston High School
- ❖ Caistor Grammar School
- ❖ First College, Louth
- ❖ Gainsborough College
- ❖ King Edwards VI Grammar School, Louth
- ❖ Lincoln College
- ❖ Lincoln Christ Hospital School
- ❖ Mablethorpe Learning Centre
- ❖ Newark College
- ❖ North Hykeham Joint Sixth Form
- ❖ North Kesteven Joint Sixth Form
- ❖ Priory Ruskin Academy
- ❖ Robert Manning College, Bourne
- ❖ St George's Academy Joint Sixth Form, Sleaford
- ❖ Spalding High School
- ❖ The Kings School, Grantham

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More Information

If you would like any more information about the work of Overview and Scrutiny at Lincolnshire County Council then please get in touch with the Scrutiny Team by calling 01522 552164 or by emailing the Team at scrutiny@lincolnshire.gov.uk