

# Supporting your students to make successful transitions

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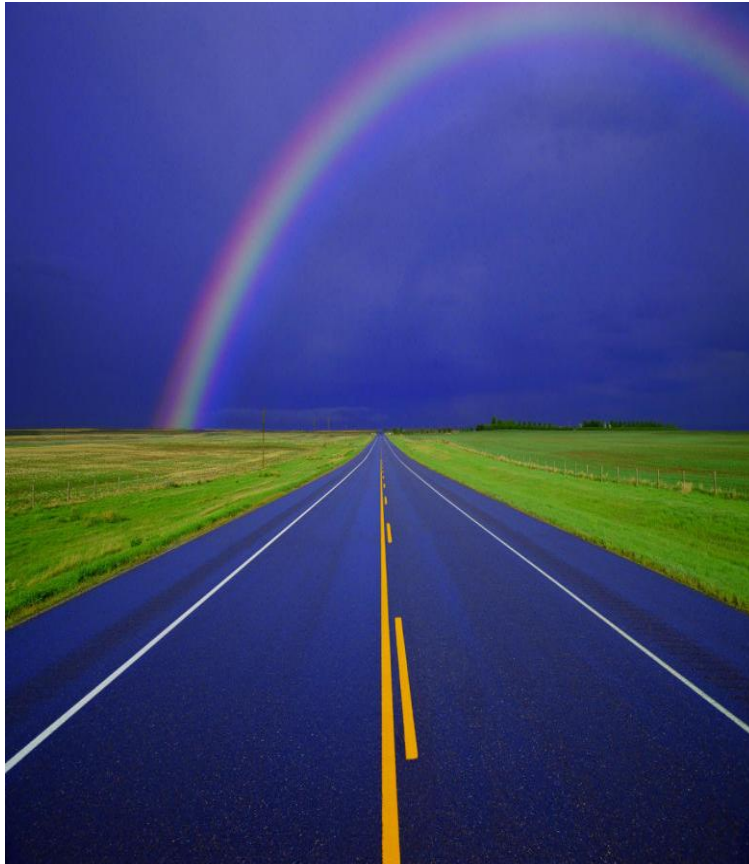
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# The Big Picture 14-19

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Young people  
build on earlier  
learning, prepare  
for adult life &  
employment –  
but too many do  
not make this  
transition well

# Education and Skills Act

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- **Functional** Literacy & Numeracy
- **Broader** curriculum: Diploma, Project, Foundation Learning Tier
- Updating strengthening **existing routes** & qualifications
- Increase **numbers** staying in learning
- Raise **attainment** levels

# Delivering 14-19 Reform: Next Steps

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- A commitment from The Children's Plan
- 3 goals:
  - Participation up to 18
  - Young people have knowledge & skills that employers & the economy need to prosper in 21st century
  - To close the achievement gap

# Next Steps

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## The 14 - 19 Learning Entitlement

- New Secondary Curriculum - 4 learning routes (incl. Diplomas)
- High quality IAG including a Personal tutor for all by 2010
- September Guarantee

# Implications for Education

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- Individual Planning at Key Stage 3
- Greater flexibility at Key Stage 4
- Greater emphasis on variation in pace
- Greater collaboration
- More focus on the needs of the economy
- More and better IAG & individual support

# Why Diplomas?

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- Tomlinson Report
- Leitch Skills Review
- 14-19 agenda -personalising, progression, engaging
- Opportunity to nail the academic vocational divide
- Employment related learning not job related training

# “The Right Support”

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- By 14 every young person should have received **good quality information** from a trusted source.
- They should understand the **different learning providers & opportunities** and have experienced different possibilities before making a choice.



*“Information, advice and guidance is a **key element** of Local Authority integrated youth support services. It is an umbrella term. It covers a **range of activities and interventions** that help young people to become more self reliant and better able to manage their personal and career development, including learning.”*

Quality Standards for Young People’s Information, Advice and Guidance  
(DCSF Oct 2007)

# IAG: Information, Advice and...

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- **Information** on opportunities, progression routes, choices, where to find help and advice, and how to access it
- **Advice** through activities that help young people gather, understand and interpret information and apply it to themselves

# Guidance

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**Guidance** is impartial, specialist support to help young people understand themselves, confront barriers, resolve conflicts, develop new perspectives and progress

# Whose Responsibility?

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*“Responsibility for the delivery of the standards falls to Local Authorities, learning providers and external information, advice and guidance providers working together collaboratively under the leadership of the Local Authority.”*

Quality Standards for Young People’s Information, Advice and Guidance  
(DCSF Oct 2007)

“Young people who have received an effective careers education programme delivered through the curriculum, alongside impartial advice and guidance from external guidance specialists, make the best transitions at age 16 and are less likely to switch or drop out of courses in Year 12”

14-19: Extending Opportunities and Raising Standards DfES 2002

# What the law says:

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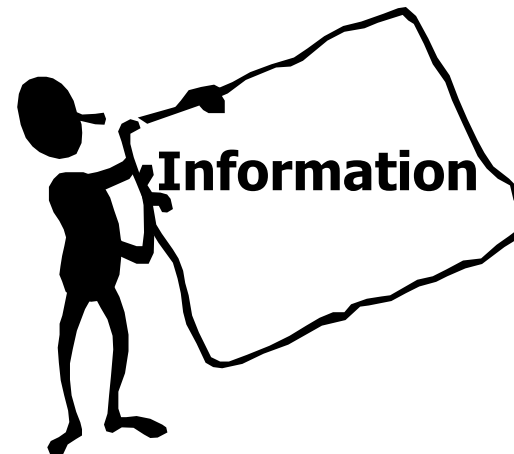
1988 requires schools to prepare students for “the opportunities, roles and responsibilities of adult life”

1997-first legislation relating to careers education and the curriculum

1. Schools and colleges **must work with the careers service**, providing facilities, and information about students
2. Schools and colleges must ensure that **impartial information** is made available to young people about educational choices
3. Schools must provide a **programme of careers education** in years 7-11

# Also.....

- Schools must publish information about their careers education and advice arrangements in their prospectus
- Schools are required to provide information about FE as well as 6<sup>th</sup> form courses to all students in year 11



# The Connexions Strategy

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Aims to:

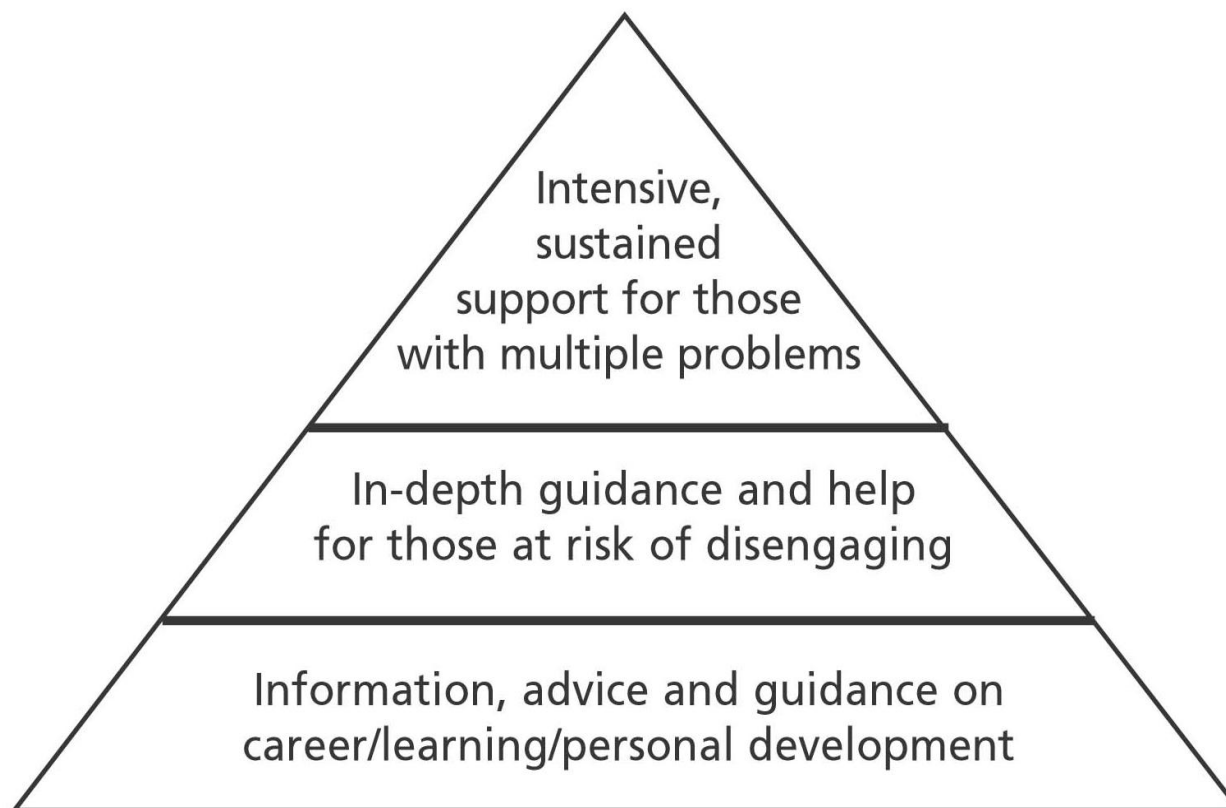
“Provide a radical new approach to guiding and supporting all young people through their teenage years and in the transition to adulthood and working life.” (Connexions 2000)



# Levels of intervention

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# Guidance from tutors

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- Tutors are the frontline guidance providers
- Giving young people time and attention to discuss aspirations and plans
- Refer young people for specialist support
- Act as advocates with parents and others
- Becoming more important as the government implements plans for a more coherent 14-19 phase of education

# Year 11 – Key Learning Outcomes as described in the National framework

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- To understand the post 16 pathways
- To be able to present themselves well in both an application form/CV, and in an interview
- To be able to make plans for post 16
- To be able to understand that circumstances change and to be able to plan for change
- To be aware of the sources of help and guidance and be able to access these.

# Employment

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- Connexions offers a placing/matching service
- Low numbers find employment, without training this is likely to be low level retail, catering, manufacturing and care homes
- Some young people use job agencies
- Potential employees may also be entitled to time off for study
- Minimum wage at 16/17 is:- £3.00, this will rise to £3.30 in October 2006

# Apprenticeships

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## Available at 2 levels

- Apprenticeships (NVQ 2)
- Advanced apprenticeships (NVQ 3)

available in 80 occupational areas

# Training

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- Highly competitive
- Young people need to realise that they are often asked to find their own placements.
- In 2004 71 School Leavers indicated Bricklayers and Masons as their first preference choice for work based training. Only 25 actually achieved this goal – less than 1 per school across the Bradford district.
- A back up option is vital!

- Level 1 provision
- Combination of job tasting/personal and social skills/key skills.
- Individual programme.

# Career Levels and Qualifications

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Career Levels	NVQ Level	Vocational Qualification	General Qualification
Professional Higher Level Technician	NVQ Level 4	Degree BTEC Higher National Diploma or Certificate	Degree
Technician	NVQ Level 3	GNVQ Advanced or BTEC National Diploma or Certificate	2 GCSE A Levels (AS+A2) or equivalent
Skilled Worker	NVQ Level 2	GNVQ Intermediate	4-5 GCSEs at grades A*-C or equivalent
Semi-Skilled Worker	NVQ Level 1	GNVQ Foundation	4 GCSEs at grades D- G or equivalent



# Changes to Training Allowance and EMA

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- From April 2006 no Training Allowance will be paid by providers
- All pupils will have to submit an E.M.A Form through parents
- Parents will be eligible for Child Tax Credits if applicable
- If parents are in receipt of benefits these should not be affected.

# HOW MUCH EMA WILL YOU GET?

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- The amount of EMA you get depends on the amount of household income that came into your household in the Tax Year 2005/6
- If the household income is less than £20,817 a year you will receive £30 per week.
- If the household income was between £20,818 and £25,521 a year you will receive £20 per week.
- If the household income was between £25,522 and £30,810 a year you will receive £10 per week.
- If the household income was more than £30.810 a year, you do not qualify for EMA

# Destinations 08 Trends in Leads

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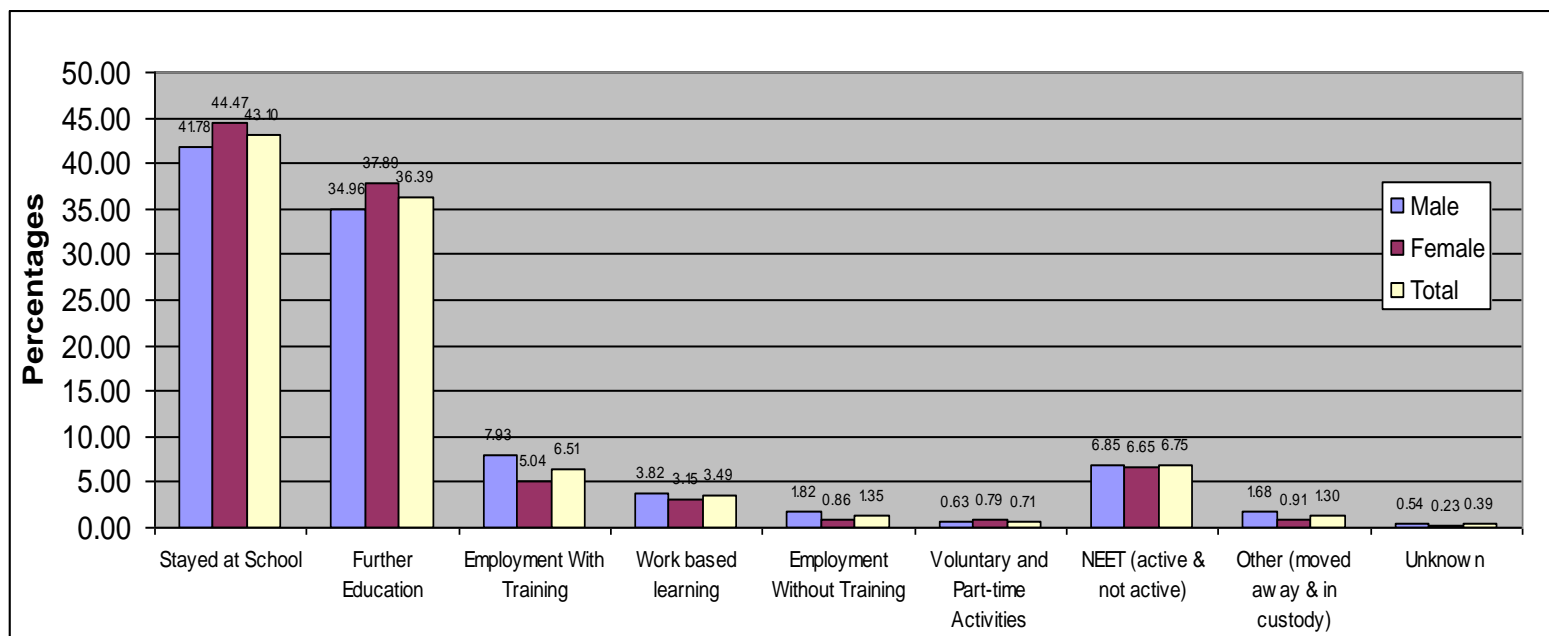
## Changes since 2007

- Overall, the proportion of those who were in full-time education has increased by 4.59 percentage points
- Employment with and without training has decreased
- Work-based learning has increased by 0.89 percentage points
- The proportion of those who were NEET has decreased, by 0.68 percentage points
- The not known figure has decreased by 0.41 percentage points.

# Destinations by gender

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# By gender

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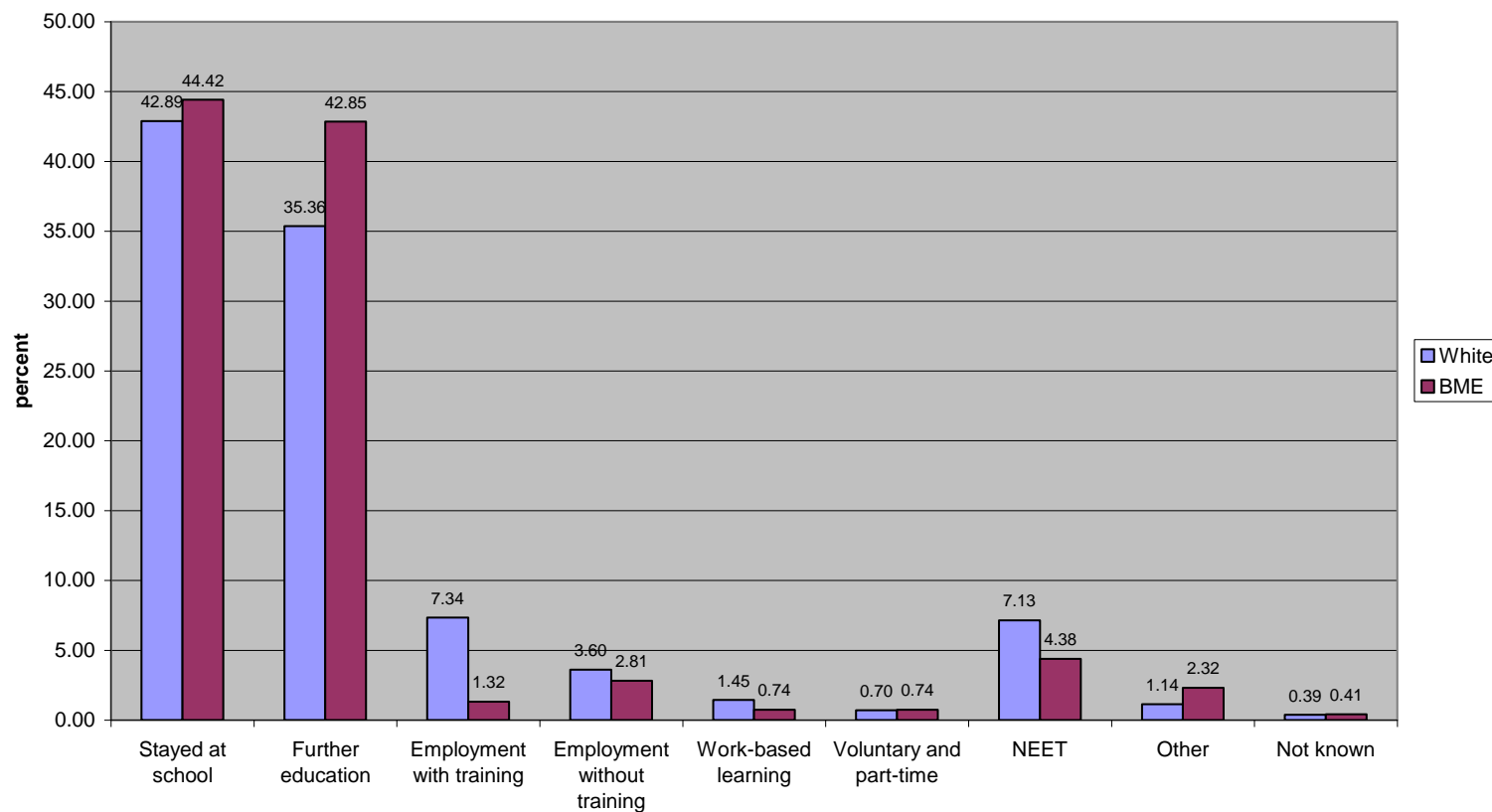
- The gap between males and females on sixth form courses was narrowed. There were proportionally more females than males by 2.69 percentage points, compared with 5.27 percentage points in 2007
- There were also proportionally more females than males in further education colleges, by 2.93 percentage points. This too was a reduction on the 4.55 percentage points difference in 2007
- A greater proportion of males than females went into employment with training, by 2.89 percentage points – also narrowing the gap in 2007, which was 5.81 percentage points

# By ethnicity

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Comparison of White and BME destinations



# By ethnicity

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- Overall a lesser proportion of the white group continued in full-time education. The proportion of other ethnic groups in 6th form was greater than the white groups, by 1.53 percentage points. A greater proportion of the other ethnic groups entered further education, by 7.49 percentage points. These differences were less than in 2007.
- The proportion of the white groups entering employment or training was greater than the other groups by 6.02 percentage points.
- A greater proportion of white groups became NEET, by a difference of 2.75 percentage points. This difference was less in 2007, when it stood at 1.34 percentage points.
- The difference between the unknown groups was negligible.

# In terms of jobs

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Compared with 2007 destinations:

- Computing and IT was up from 4 in 2007 to 17
- Personal and other services was up by 5.04 percentage points
- Preparatory training was up by 6.51 percentage points
- Retail was down by 2.3 percentage points, 45 in number
- Engineering was down as a proportion by 3.73 percentage points
- Six females entered building and construction, compared with one in 2007
- Overall number in construction and engineering were down by 51 and 64 respectively



# Top 20 jobs

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- Hairdressers, barbers
- Sales and retail Assistants
- Motor mechanics,
- auto engineers
- Plumbers,
- heating and ventilating engineers
- Beauticians and related occupations
- General office assistants/clerks
- Carpenters and joiners
- Bricklayers
- Electricians, electrical fitters
- Nursery nurses
- Retail cashiers and check-out operators
- Childminders and related occupations
- Building labourers
- Other construction trades
- Armed forces
- Painters and decorators
- Process operatives
- Waiters, waitresses
- Elementary cleaning occupations
- Information and communication technology

# What do we know about the characteristics of NEET?

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- We know that young people requiring intensive support are much more likely to become NEET
- We know that young people requiring extra support are much more likely to become NEET
- We know that young people with LDD are much more likely to become NEET

- We know that children in public care are more likely to become NEET
- We know from YOT data that young offenders are more likely to become NEET
- We know that there are vast differences in NEET for individual schools and areas of residence.
- We know that children from PRUs and who have disrupted education are more likely to become NEET

- We know that in terms of ethnicity, white, shared heritage, Black Caribbean and Bangladeshi groups are more likely to go into NEET
- We know that boys are more likely to go into NEET than girls

**In addition:**

- Research shows that one quarter of the NEET group have no qualifications and half have qualifications at level 1. We know that many live job and training vacancies are at level 3

# Summary

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- Tutors and subject teacher play vital role
- Awareness of vulnerability
- Awareness of routes
- Awareness of how to get support for students