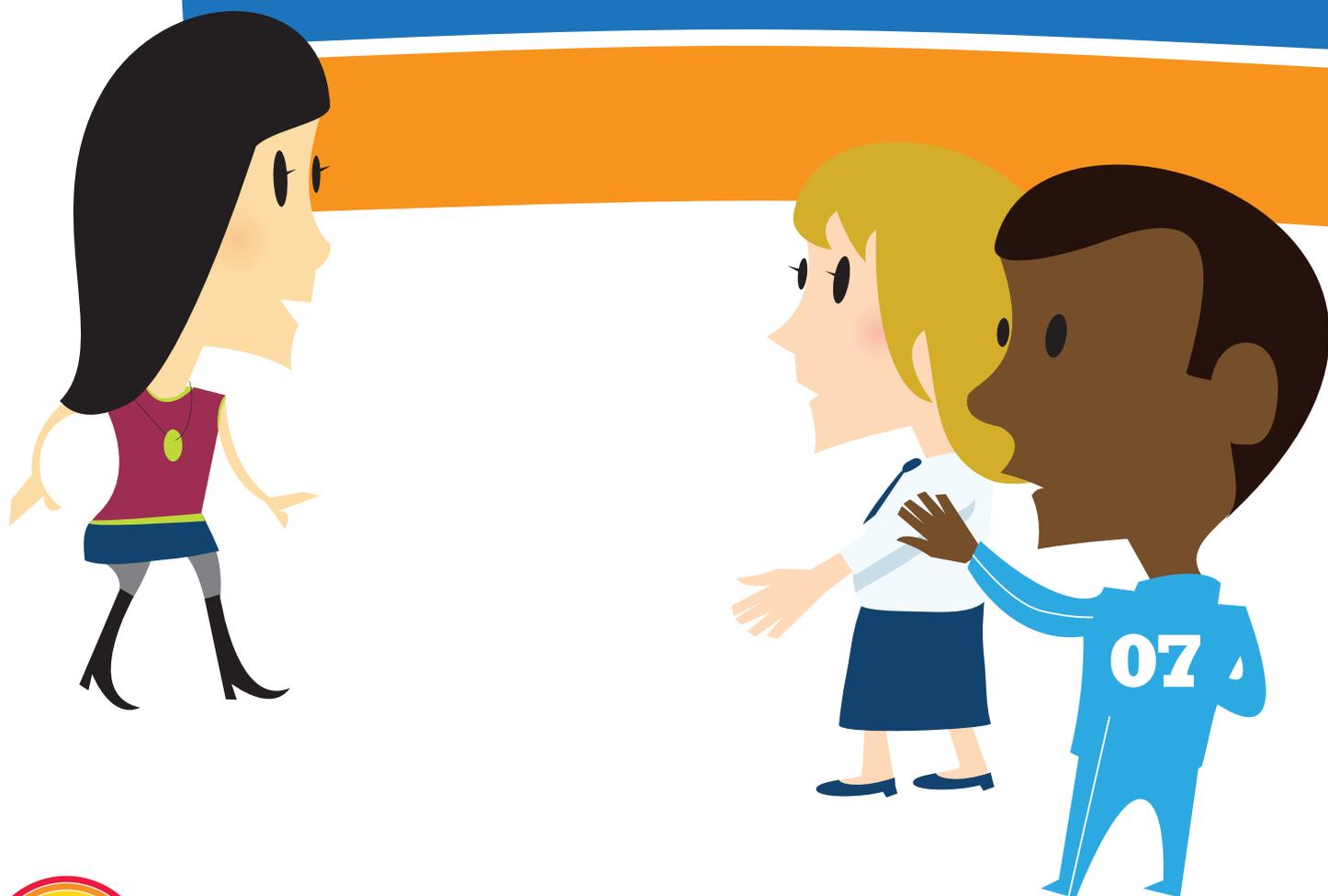


Raising the Participation Age: supporting local areas to deliver



Contents

Ministerial foreword	2
Executive summary	3
Chapter 1: Evidence and analysis	8
Chapter 2: Preparing all children for success	13
Chapter 3: Better options for all young people	21
Chapter 4: Integrated support for all young people	30
Chapter 5: Enabling local areas to deliver	40
Conclusion	48
Annex A: Local actions required to deliver Raising the Participation Age (RPA)	50
Annex B: National actions required to deliver RPA	52
Glossary	54
Links to further information	56

Ministerial foreword



The Raising of the Participation Age (RPA) means that all young people will continue in education or training to 17 from 2013 and to 18 from 2015. This will be the first time in nearly forty years that the education leaving age has been raised. It is one of the most fundamental changes to our education system.

Continuing in education or training until at least 18 needs to be the norm. We no longer live in a time when you could leave school with no qualifications, yet still be attractive to employers – or find your way in adult life. That means raising the aspirations we all have for our young people, preventing them from disengaging from education in the first place, and ensuring they can access jobs with high quality training.

Our preparations for this historic change need to start now. Reducing the number of young people not in education, employment or training (NEET) is an economic and social imperative. We need a renewed and strengthened emphasis on tackling this problem, but also on supporting young people in employment to access accredited training. Outcomes for this group are only marginally better than for the NEET group. Not only is it a waste of young people's potential and their contribution to society, but it can also create a domino effect of economic and social consequences that shape the rest of their lives.

We should be encouraged that already 85% of our 16 and 17 year olds participate in education or work-based learning.¹ This is the highest level of participation this country has ever seen. Our ambitious 14–19 reforms are providing a wider range of exciting curriculum opportunities, and schools and colleges have made a significant contribution to extending education and training opportunities to more young people for longer.

But we all recognise that in today's rapidly changing world, if we do not respond, we – and our young people – will fall behind. Our education system needs to prepare young people for the challenges of the 21st century.

We can only do this by working in partnership at every level – schools, colleges, employers, local authorities and Government departments. Legislation is not enough to end the phenomenon of 16 and 17 year olds NEET, and no one partner can meet the diverse needs of all young people on their own.

I look forward to working with you to make this a reality.

Iain Wright MP

Parliamentary Under Secretary of State for 14-19 Reform and Apprenticeships

¹ 'Education and work-based learning' includes full-time and part-time education, Apprenticeships and Entry to Employment. It is used in this Plan because it is the measure closest to the RPA definition of participation and is currently used to measure the National Indicator Set participation indicator.

Executive summary

There is a compelling case for Raising the Participation Age. This Plan sets out how local areas need to prepare now for this historic change

1. Ensuring all young people continue in education or training is one of the most urgent challenges facing our country today.
2. The UK needs to develop a more highly skilled workforce to compete internationally in a fast changing global economy. By 2020 there will be three million fewer low skilled jobs in Britain than there are today. The current global economic climate makes competitiveness an even more urgent challenge for the developed world than it was just two years ago. Better skills are a crucial part of meeting that challenge. So we need to ensure that every young person is achieving throughout their education to 18 and beyond.
3. By increasing the number of young people who gain higher level qualifications through Raising the Participation Age (RPA), we are making a huge investment in young people's futures. This will yield long term economic benefits for the country.
4. RPA is also about our aim for a fairer and more equal society. There is overwhelming evidence of the negative consequences of leaving education or training at the age of only 16. Such young people are disproportionately from poor families and there is a strong correlation between becoming NEET and engaging in risky behaviours, having poor health and low income. Outcomes for 16 to 18 year olds in a job without formal training are only marginally better than for young people NEET. There are also intergenerational benefits for the children of those who participate in education for longer. RPA is a historic step to ensure all young people have the same opportunities and expectations of success.
5. But continuing in learning until 18 does not mean staying on at school. Young people will be able to choose one of the following routes²:
 - full-time education, such as school, college or home education;
 - work-based learning, such as an Apprenticeship; or
 - part-time training, alongside working or volunteering for over 20 hours a week.
6. Nor is participation an end in itself. We must ensure that through RPA even greater numbers of young people achieve higher qualifications and skills, and progress on to further learning or employment at 18. And we will continue to fund the September Guarantee for school leavers, so that all 16 and 17 year olds who want to stay in learning will have a place in sixth form, college, Apprenticeship or training.

² This Delivery Plan relates to England only. The Education and Skills Act 2008 sets out a procedure to enable corresponding provision to be made in Wales in the future.

7. So we must renew our emphasis on tackling NEET, widen our focus to consider those in employment and prepare now to raise the participation age. This means giving every young person a chance to progress and succeed; breaking intergenerational cycles where these exist; and ensuring that our most disadvantaged young people do not lose out in this fast changing world.

This Delivery Plan sets out the roadmap to successfully raising the participation age from 2013

8. This Delivery Plan brings together key commitments from recent Departmental reports and strategies, and signals the next steps required in preparing for successful delivery of full participation.
9. There is a lot to be done over the next four years. Boosted by the impetus of the September Guarantee, many local authorities and their partners have already driven up participation rates. We will shortly be publishing our strategy to increase the proportion of 16-24 year olds in education, employment or training to continue the immediate focus on this. The current economic picture makes it imperative to link local NEET strategies with an understanding of the group of young people in employment without accredited training. And local areas working with schools also need to improve the experiences of the young people in secondary schools now – in Years 7 and 8 – who will be the first to be affected by RPA.
10. We know that young people who are disengaged in these early years of secondary education often do not re-engage with education. We also know that those whose performance falls between Key Stage 3 and Key Stage 4 are disproportionately likely to leave education or training after 16. This evidence means we must identify and tackle the root causes now. If we do not engage these young people with relevant education or training, we risk losing them forever.

Early educational experiences are vital

11. Chapter 2 of this Plan sets out how young people's experiences in the earlier stages of their education are fundamental to their desire to continue learning. Our vision is that: parents and families are helped to support their children and young people through their education; all young people reach the critical transition points fully prepared; and those young people who are at risk of disengaging – such as during Key Stage 3 – are identified and supported to continue in their education.
12. We also know that transitions between early years, primary and secondary school can be difficult, and that the quality of advice and guidance is important for young people as they choose their options. We set out in this Plan how we want to work with local partners to improve the advice available for young people, explore further the disengagement that can set in during Key Stage 3 and share good practice among schools and local authorities. Parents are also a critical part of the picture and we will provide a range of resources, materials and guidance to support local authorities, schools and colleges to inform parents about post-16 options.

New qualifications and opportunities will motivate all young people

- 13.** One reason young people drop out is that they are not engaged by learning that they do not see as relevant. As they progress through school and beyond, young people's learning opportunities need to be stimulating and stretching.
- 14.** Chapter 3 sets out our vision of these – the 14–19 Reform Programme's four learning suites of Apprenticeships, Diplomas, Foundation Learning and General Qualifications. This will provide a diverse offer for all young people, underpinned by a core of functional skills that develop their ability to use English, maths and ICT in the real world. They will need to be delivered flexibly, and in a variety of settings, to meet the needs of vulnerable groups and to enable young people to learn alongside full-time employment or volunteering.
- 15.** We will also ensure there is a route to prepare young people wishing to do an Apprenticeship who are not yet ready for one, including through personalised work-related learning in Foundation Learning for those below level 2. We will invest a further £20 million in Foundation Learning in 2010/11; and for young people wishing to learn alongside full-time work or volunteering, there will be an appropriate offer that builds on the four routes.
- 16.** Employers will continue to play a fundamental part in our efforts to prepare for RPA. They have a key role in supporting young people to access jobs with high quality training, ideally through Apprenticeships, and in contributing to the development of preparation routes for Apprenticeships. We will work with national employer bodies throughout 2010 to communicate and begin to prepare for RPA, and expect local authorities to engage with and support employers at a local level.

Personalised support to choose options and to help the most vulnerable

- 17.** Our vision in chapter 4 is that every young person has the high quality, personalised support they need to help them choose options and progress in education or training.
- 18.** We must break the link between poor quality Information, Advice and Guidance (IAG) and young people either failing to progress at 16 or 17, or dropping out from a course when they find that it is not what they expected. We need to make sure that everyone is aware of the needs of young people and of the options available to them, so that whomever young people turn to they receive the same standard of high quality and impartial advice.
- 19.** We must also ensure that we enable local authorities to make their current support services as effective and efficient as possible, working closely with other agencies. Drawing on these services, personalised support will need to be delivered by ensuring that every young person who needs one has access to a trusted participation adviser, who works with them to broker a tailored Learning and Support Agreement (LSA).

Local authorities are at the heart of implementing RPA

- 20.** Chapter 5 sets out how local authorities are at the heart of delivering RPA and are best placed to bring in the contribution of a range of partners. RPA provides a real opportunity

for local leaders to join up the services they provide for young people, reaping efficiencies as they do so.

21. The primary purpose of the transfer to local authorities of 16–19 participation funding and planning is to ensure areas have the tools they need to raise the participation age. Local authorities will therefore need to work through their 14–19 Partnerships to deliver a more integrated, responsive and tailored offer to all young people. This requires an open approach to commissioning drawing on those organisations that have significant expertise, for example third sector bodies and work-based learning providers with a track record of delivering for the most vulnerable young people. It will also require integrated working across all local authority functions.
22. Local authorities are the strategic lead in delivering RPA. That is why we have asked 11 areas to lead the way in implementation as part of a group of RPA trials. We will share good practice from this year's trial areas and run a second phase of trials in 2010–11. We will work with local authorities to develop a toolkit in 2010 that sets out the practical steps local authorities need to take to prepare for and deliver RPA.
23. The children and young people's workforce is key – in raising aspirations through high expectations for every young person, and in signposting to sources of information when unable to provide that themselves. We will work with local areas, agencies and front-line practitioners to ensure that all members of the workforce have the skills they need to deliver full participation. We will set up an RPA front-line practitioner working group in summer 2010 to explore the training needs of practitioners.

Success depends on the contribution of a coalition of partners

24. Successful delivery of RPA will depend on effective national and local communications campaigns that inspire and engage young people. Local authorities have an essential role to play here, bringing in the expertise of all local partners within the 14–19 Partnership and the broader Children's Trust.
25. Surveys³ show young people support the Raising of the Participation Age. We want to ensure young people themselves can inform and influence our progress towards 2013. We will therefore hold an annual 'Moving Up' day to raise young people's, parents', practitioners' and the general public's awareness of RPA and to change mindsets in time for this to become the norm for the first young people to be affected. We will work with employers, the third sector, young people and their families to refine our plans for implementation so that these plans are shaped by all involved, consulting annually with young people.
26. We legislated five years in advance in order to allow everyone to prepare thoroughly for RPA. This is a historic moment for the country and the biggest educational opportunity for future generations. We must all get it right. That means acting now.

³ Raising Expectations Consultation Report: www.dcsf.gov.uk/14-19/rpa
Edge Youth Commission Report: www.edge.co.uk/project/edge-learner-forum

Making it happen in local areas – Top Ten checklist for local authorities:

1. Work with parents, schools and local partners to tackle the causes of disengagement in the earlier stages of education – throughout primary and secondary phases and with a particular focus on Key Stage 3
2. Deliver the 14–19 curriculum entitlements by 2013
3. Deliver the September Guarantee and make available quality, flexible and part-time provision to meet the needs of the more vulnerable – and those wishing to study part-time alongside a full-time occupation
4. Work with the National Apprenticeship Service (NAS) to engage with and assist employers to support more young people into an Apprenticeship; to ensure young people in employment are able to access accredited training; and to further develop good education-employment partnerships
5. Ensure guidance services meet the needs of all young people in their area, including challenging stereotypes and delivering effective IAG for those wishing to study part-time alongside a full-time occupation
6. Ensure all young people who need intensive tailored support have a participation adviser and a Learning and Support Agreement
7. Use the opportunity of the 16–19 funding transfer to ensure the knowledge and expertise of all local providers and agencies inform commissioning, through the 14–19 Partnership and 14–19 Plan
8. Ensure the local 14–19 Plan includes participation trajectories to 2013/15 and informs the mix and balance of all 14–19 provision and services to be commissioned
9. Ensure the local workforce has the skills, knowledge and behaviours to deliver full participation
10. Deliver tailored communications to the wide range of local audiences about RPA

Chapter 1: Evidence and analysis

RPA will bring benefits for young people, the economy and wider society. Continuing in learning post-16 means young people are more likely to attain higher levels of qualifications, have increased earnings over their lifetime, better health and improved social skills³. This in turn contributes to a more highly skilled, productive, and internationally competitive workforce, with net benefits estimated at an additional £1.6 billion for each cohort of young people affected by RPA⁴.

Most young people are already choosing positive routes post-16 and we currently have record levels of attainment and post-16 participation. However, we still face high drop out rates – the UK is currently ranked 28th out of 30 OECD countries on participation at 17.

Evidence about the characteristics, aspirations and backgrounds of those who do not participate and what can engage them informs this Delivery Plan. The first cohorts to be affected by RPA are now at secondary school, and their experiences now will play a significant role in determining their future participation.

RPA will bring significant benefits to all of us

- 1.1** Education and training raises the level of human capital in the economy, as well as productivity and national prosperity. Economic benefits are generated when, as a result of continuing in learning, young people achieve a higher level of qualification which in turn increases their employment prospects, their productivity and their wages.
- 1.2** These benefits translate into significant monetary returns for individuals when aggregated over a working life. For example, internal DCSF analysis estimates that the lifetime productivity gain associated with two or more A levels, compared with only reaching level 2, is around £80,000 (in 2008 prices)⁵.
- 1.3** A more highly skilled and productive workforce will also help UK businesses compete internationally. Evidence shows that the UK is still lagging behind other developed countries on participation and has fewer skilled workers than countries such as France, Germany and the US⁶. The economy is changing, with fewer low skilled jobs available and increasing global competition from countries such as India and China. As highlighted in Lord Leitch's 2006⁷

4 DCSF (2007) *Raising the Participation Age: an assessment of the economic benefits* RW026

5 DCSF analysis using LFS 2008/09 and Jenkins, A. Greenwood, C & Vignoles, A (2007) *The returns to qualifications in England: updating the evidence base on level 2 and level 3 vocational qualifications* Centre for the Economics of Education

6 BIS (2009) *Skills for Growth – The national skills strategy: analytical paper*. BIS

7 Lord Leitch (2006) *Skills: Prosperity for all in the global economy – world class skills*

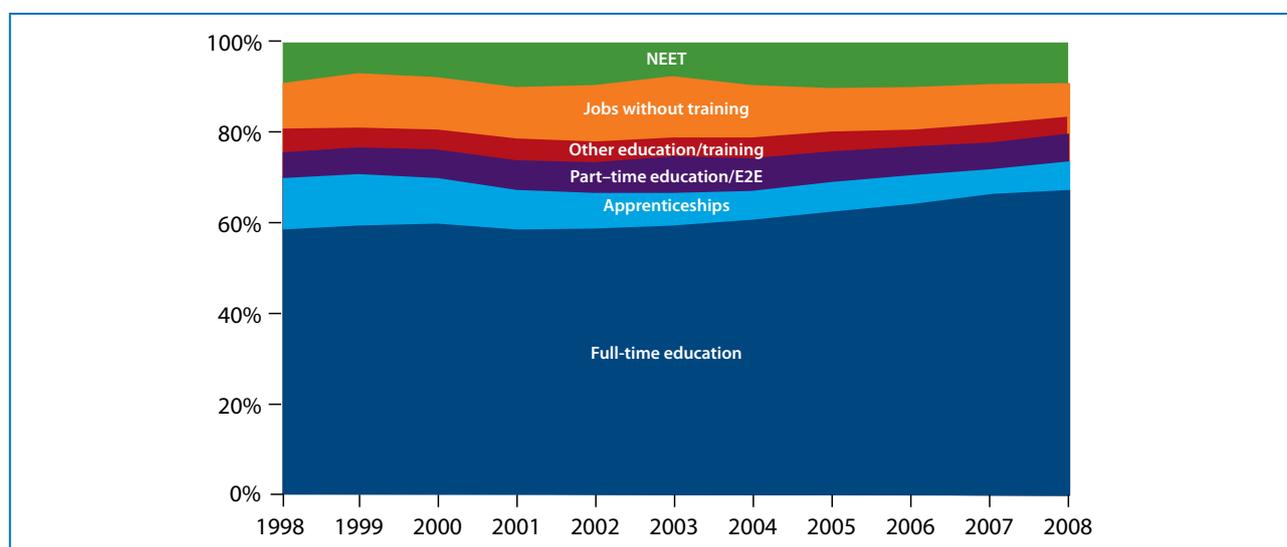
report, and more recently in a report by the UK Commission for Employment and Skills (UKCES)⁸, we need to ensure UK businesses have access to a pool of highly skilled employees.

- 1.4** Alongside the economic benefits, research shows that continuing in learning for longer is associated with a range of social benefits, including reduced likelihood of teenage pregnancy⁹, drug use¹⁰, engaging in anti-social behaviour, criminal activity, depression and obesity. Participation also benefits the next generation, as individuals who do well at school and obtain higher qualifications tend to have children who do the same¹¹.

Participation rates are currently at record levels

- 1.5** Participation rates have been steadily increasing since 2004, and this trend has been matched by increasing proportions of young people attaining at level 2 and level 3 by the age of 19¹².

Figure 1: Participation of 17 year olds in education, training and employment, 1998/2008



- 1.6** Although latest figures show a record 85% of 16 and 17 year olds participating in education or work-based learning¹³ (around 1.13 million young people), there are still too many young people becoming NEET (not in education, employment or training) and entering jobs without accredited training (JWT). In addition, participation at 17 (80%) is much lower than at 16 (90%). Young people who participate at 16 and then leave are just as likely to end up in a job without training or NEET at 19 as those who did not participate at all at 16¹⁴.

8 UKCES (2009) *Ambition 2009: World class skills and jobs for the UK*. UKCES

9 Hosie, A. (2007) *'I Hated Everything About School': an examination of the relationship between dislike of school, teenage pregnancy and educational disengagement*

10 Beinart S et al (2002) *Youth at Risk? A national survey of risk factors, protective factors and problem behaviour among young people in England, Scotland and Wales*. London: Communities that Care

11 Feinstein, L., Duckworth, K., and Sabates, R. (2004) *A model of the inter-generational transmission of educational success (Research Report 10)*. Centre for Research on the Wider Benefits of Learning

12 DCSF (2009) SFR: level 2 and 3 attainment by young people in England measured using matched administrative data: attainment by age 19 in 2008

13 DCSF(2009) SFR: Participation in education, training and employment by 16–18 year olds in England.

14 *Analysis of the Youth Cohort Study, Cohort 12*.

1.7 We need to increase participation rates year on year. However, as the number of young people aged 16–17 falls over the same period, the total number of learners will not increase at the same rate.

Young people who are not in education or training are not a homogenous group

1.8 Young people not in education or training fall into two distinct groups: those NEET and those in JWT. However, these groups are not static or homogenous. Research shows that only 4% of 16 to 18 year olds are NEET for 12 months or more¹⁵. It is not the case that all young people not in education or training are from vulnerable groups or lack qualifications – 16% of 16 year olds NEET have a level 2 qualification¹⁶.

1.9 Young people in JWTs come from a range of backgrounds¹⁷ and work in a range of sectors: 33% are in the wholesale and retail trade, 16% in hotels and restaurants, and around 10% in construction¹⁸. Figure 2 shows that those from routine/lower supervisor occupational backgrounds are most likely to be in a JWT at 17.

Figure 2: Main activity at 17 by characteristics (%)¹⁹

	FT ed	Job with training*	GST**	JWT	NEET
Male	59	10	10	12	8
Female	68	8	5	12	7
White	61	10	8	13	8
Mixed	67	7	4	13	8
Indian	90	2	1	3	3
Pakistani	79	5	3	4	9
Bangladeshi	79	2	4	6	9
Other Asian	89	—	—	—	4
Black African	91	3	1	2	3
Black Caribbean	75	4	3	7	10
Other	84	5	1	4	6
Higher Prof	78	6	5	7	3
Lower Prof	73	8	6	9	3
Intermediate	61	10	9	14	6
Lower Supervisory	50	13	12	17	9
Routine	50	10	9	17	14
Other/ not classified	57	7	7	11	18

*includes Apprenticeships

**Government Supported Training

Rows may not sum to 100 due to separate rounding. Some groups in the 'Other Asian' category are too small to measure accurately.

15 Analysis of LSYPE (Longitudinal Study of Young People in England) and Youth Cohort Study

16 Analysis of LSYPE (Longitudinal Study of Young People in England)

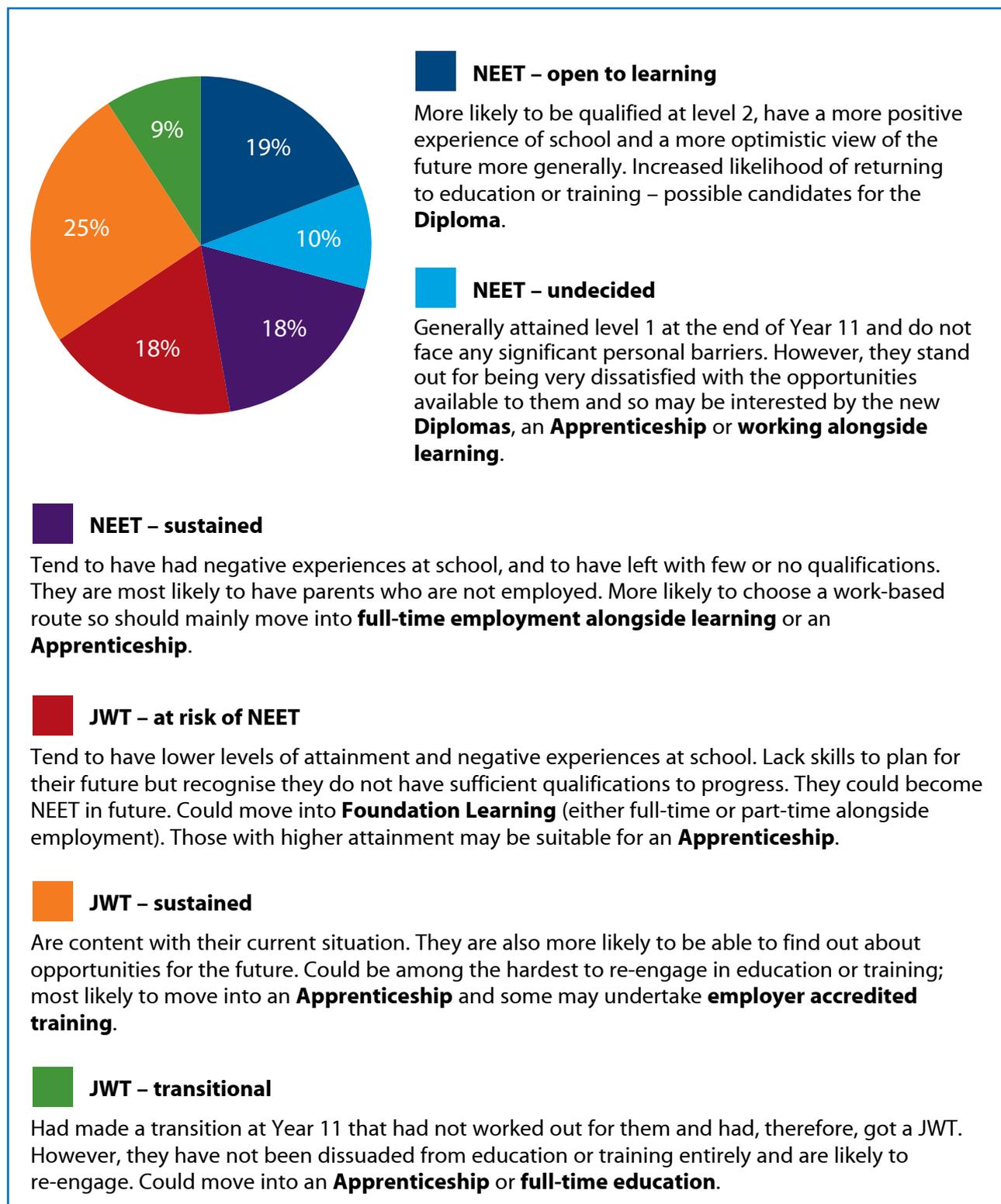
17 Anderson et al. (2006) *Understanding Young People in Jobs Without Training*. DfES RR736.
Hillage et al. (2009) *Activity Agreements Pilots Synthesis Report*. DCSF RR063

18 Analysis of LSYPE (Longitudinal Study of Young People in England)

19 DCSF (2009) *Youth Cohort Study and Longitudinal Study of Young People in England: The activities and experiences of 17 year olds: England 2008*

1.10 Recent research has developed a segmentation of the young people in the NEET and JWT groups (see Figure 3 below), in order to understand their characteristics and attitudes to future learning.

Figure 3: The segments within the 'not in education or training' group²⁰



²⁰ Spielhofer et al (2009) *Increasing Participation Understanding Young People who do not Participate in Education or Training at 16 and 17, using the Youth Cohort Study to segment the NEET and JWT groups*

A range of factors affect young people's participation

- 1.11** Factors which affect young people's participation include attainment at 16, disengagement during secondary school, and under-achievement at Key Stage 4²¹. In addition, those who think they have low academic ability, those who have negative attitudes towards education and those who engaged in risky behaviours are at greater risk of not participating post-16.
- 1.12** Recent research²² has shown that disengagement and under-achievement can be affected by family context. Some young people have described how older siblings who had truanted or dropped out of school impacted negatively on how they viewed school²³.
- 1.13** A recent study segmenting 14–16 year olds revealed a 'disengaged' group of young people who had much lower aspirations, disliked school and were far more likely to play truant. They represented 12% of young people in Year 9, 19% in Year 10 and 20% in Year 11. This evidence also suggests that young people who disengage at the beginning of Year 9 rarely re-engage with education during their last three years of compulsory schooling.²⁴ The causes of this are varied and encompass key factors such as curriculum and learning styles; workload and course work; and adverse life events or family context, for example family breakdown.²⁵

Young people in Years 7 and 8 are already forming opinions about what they want to do

- 1.14** The first cohort to benefit from RPA is currently in Year 8. Research undertaken with them in Year 7²⁶ shows these young people have high ambitions. In particular, 75% of Year 7s want to go to university. And those pupils from lower socio-economic groups are as likely to want to go to Higher Education and pursue high status jobs as their counterparts from higher socio-economic groups.
- 1.15** We know more about the economic and social benefits of education and training than we ever have done. We understand more about young people's motivations and the impact of schooling on performance. And we know about the high aspirations of the cohort of secondary school pupils that will benefit from RPA. This Delivery Plan is based on the evidence we have in these areas and provides the impetus for all of us to tackle these issues now.

21 Analysis of LSYPE (*Longitudinal Study of Young People in England*)

22 NatCen (2009) *Declining attainment between Key Stage 3 and Key Stage 4: Profiles, experiences and impacts of underachievement and disengagement*

23 DCSF (2008) *Youth Cohort Study 13 sweep 1 & Longitudinal Study of Young People in England Wave 4*

24 Ross, A (forthcoming, 2009) *Disengagement from education among 14–16 year olds*, DCSF

25 Callanan, M. et al (2009) *op.cit.*

26 Atherton, G. et al (2009) *How do Year 7 pupils formulate their views about the future*, DCSF RR152

Chapter 2: Preparing all children for success

The early years of secondary school demand a particular focus as this is when some young people start to disengage. RPA requires us to address these problems as a way of preventing more serious disengagement from education and training later on. This means that any problems are identified and tackled early by schools and others working with parents and families.

Our vision is that:

- parents and families are helped to support their children and young people as they progress through their education;
- all young people reach the critical transition points fully prepared, motivated and supported to progress to at least 18;
- those young people who are at risk of disengaging at key points – such as during Key Stage 3 – are identified and supported to stay engaged in their education; and
- the education system ensures that every young person progresses effectively and attends regularly, building resilience and confidence.

Preventing problems in the earlier stages of a young person's education is vital

- 2.1** Chapter 1 demonstrated the need to identify and tackle the root causes of disengagement early in a young person's life. For young people who do disengage, common early warning signs can include: under-achievement in lessons; displays of aggression or misbehaviour; bullying; or absence and truancy.
- 2.2** Therefore early identification, monitoring and support are critical to tackle problems already manifesting, especially in Key Stage 3. This will enable schools and others to act on early signs of disengagement, allowing a more effective allocation of resources to ensure problems can be prevented before they escalate.
- 2.3** There is already some excellent practice in the system of: identifying early when young people might be at risk; providing one-to-one support; tracking the effect of interventions to raise aspirations; and engaging parents in their child's progress. We know that, particularly in deprived areas, peers also play important roles in influencing young people's aspirations and choices. We want to go further to support all schools to use and share this good practice.

Parents and families are helped to support their children through their education

- 2.4** We know that the role of parents and families is crucial in supporting young people's progression and participation, and is particularly relevant for young people from lower socio-economic groups²⁷. Even at the older age range parents remain the strongest influence on young people's choices. Yet a significant number of parents do not feel able to support their child's choices effectively²⁸.
- 2.5** Rapid economic and social change mean the opportunities and choices young people face are often very different from those their parents had. This means it is more important than ever that local authorities, schools and colleges keep parents informed about post-16 options.

Werneth School in Stockport is committed to working with parents and has tried different approaches to support parents and carers to help their child. Demand for practical, accessible, subject-related activities was a key factor in the decision to create a comprehensive curriculum guide for parents and carers, accessible to all. The school decided to focus on Year 7 curriculum plans in English and maths. The aim was to engage parents and to help them to support their children through use of websites, resources and local events in the community. English and maths were chosen in response to requests from parents and also in light of the introduction of 5+ A*-C including English and maths as a key performance indicator.

Now more parents and carers are engaged than before. Early feedback shows that parents feel they have a clearer understanding of what is going on in school and the references they can draw upon to help their children, for example places to take them and activities to share in a fun way. Ofsted has judged the effectiveness of the school's engagement with parents and carers as good.

- 2.6** Young people benefit where schools have a consistent focus on parental engagement. Good practice in this area includes: ensuring that parents are informed about their child's needs and progress; supervision of homework by parents; school tracking systems that assist early identification of problems; and inviting parents into schools – to celebrate success and not just when problems arise²⁹.

²⁷ DCSF (2009) *Youth Cohort Study and Longitudinal Study of Young People in England: the activities and experiences of 17 year olds*, England 2008

²⁸ Blenkinsop, S et al (2006) *Op Cit*

²⁹ LSC (2009) *Identifying effective practice in raising young people's aspirations*

In order to go further in stimulating parental involvement, we are legislating for a Parent's Guarantee to ensure all parents of school age children have:

- opportunities, information and support to exercise choice with and on behalf of their child;
- a Home School Agreement outlining their rights and responsibilities for their child's schooling;

And we will:

- require parents to be consulted in developing local Children and Young People's Plans;
- publish guidance and materials in 2010 designed to assist schools, local authorities and other stakeholders in their engagement with parents;
- provide materials to schools to help them canvass parents' views as part of their regular reviews of careers provision in 2011; and
- in 2011 develop resources to help staff in colleges, Connexions and youth services to support parents in helping their children to make decisions about qualifications, training and careers.

2.7 Families are highly influential in developing aspirations and are often the biggest influence on children's lives. Strong family relationships and a positive home environment are particularly important for the outcomes of children and young people. We are committed to supporting and enabling the choices that families make to help their relationships flourish and put young people on the path to success. As part of this we have driven forward parental engagement in learning by improving access to information through Parent Know How, and by putting Parent Support Advisers in place in many schools to help parents directly.

2.8 Parents and other family members continue to have a big influence on their children as they grow up. We are investing £47 million in Family Learning Programmes in 2009-10 and 2010-11 to create opportunities for parents and carers to learn together with their children. They play an important part in helping parents keep their children engaged and aspiring for the future. Many of these programmes are targeting areas of high deprivation and reaching families with multiple disadvantage.

We want local authorities to:

- build on the 'whole family' approach through the Family Intervention Projects, which work with some of the most challenging families to help them tackle issues such as anti-social behaviour, school absenteeism and underlying intergenerational disadvantage;
- draw on the experience and resource of the Working Neighbourhoods Fund to raise aspirations and break intergenerational cycles of worklessness and low aspirations; and
- learn from those who are already embedding Connexions Personal Advisers and other key workers in deprived neighbourhoods, where they are gaining the trust of local communities and re-engaging not only young people NEET, but their siblings and parents.

All young people reach transition points fully prepared and supported to progress

2.9 All key transition points in a child or young person's educational life are relevant to ensuring they are motivated to stay on in learning until at least 18. However, too many children do not transfer to the next phase of their education successfully. As we raise the participation age, it is even more important to focus on the key transition points in a child's life.

Transition before the age of 11

2.10 We know that good quality early years provision provides the foundation for future success in school and beyond; and that there is a strong correlation between achievement in the early years and later achievement at school. The 3,000 Sure Start centres provide a strong network of health, education and childcare support to around 2.4 million families.

2.11 For some children, starting in a new early years setting or moving between providers – for example from childminder to nursery – is more challenging than for others. As a result, their progress and confidence may falter at this key transition point.

So in order to support better transition we will:

- produce guidance in February 2010 to support transitions from early years settings to school and from Reception to Year 1;
- build on the Early Years Foundation Stage Profile Results approach and information to tailor support for each child as they progress; and
- introduce a 'progress check' assessment in Year 7 in September 2010.

Primary schools will provide one-to-one tuition to pupils who have fallen behind or not made good progress in English or maths from September 2010.

2.12 We have launched Key Stage 2 career-related learning pathfinders exploring how best to support primary school age pupils to prepare for their futures. The pathfinder will run in 38 schools in seven local authorities, for pupils with special educational needs (SEN) and learn from the Achievement for All project to share good practice about transition at Year 7.

A renewed emphasis on transition into, and experience at, Key Stage 3

2.13 Evidence shows a decline in pupil engagement in English, maths and science lessons between Years 6 and 7 that continues into Years 8 and 9. Evidence³⁰ also suggests that it is possible to categorise young people from Year 9 as those who are:

- engaged and continuing to progress and achieve, in line with national expectations;
- engaged but not progressing in line with national expectations. Young people in this category sometimes receive additional support that helps them to move up into the category above. This is critical as under-achievement during Key Stage 3 and 4 is a significant predictor of non-participation post-16;
- disengaged but who are progressing and achieving. This disengagement is often characterised by not having good relationships with teachers and regular misbehaviour;
- disengaged and not progressing. This group are least likely to talk to their parents about school or their future, have good relationships with teachers or participate in positive activities.

2.14 Schools are already doing a significant amount to improve the Key Stage 3 experience. The new secondary curriculum should enable schools to fully personalise learning, for instance by creating time for catch-up in English, maths and ICT and by creating space for pupils to pursue particular interests in more depth. Further important aspects include access to one-to-one tuition and extended services. However, during Key Stage 3 there is a significant increase in the number of young people, particularly from white British working class backgrounds, who lose their commitment to school and education.

³⁰ This draws upon a range of sources including: Ross, A (2009) *Disengagement from education among 14–16 year olds*. DCSF forthcoming.

To smooth transition into, and progress through, Key Stage 3 and improve opportunities for young people, we expect all secondary schools:

- that provide extended services to host a transition information session during the spring term for Year 6 pupils and parents to explain what lies ahead;
- to utilise fully the additional flexibility of the new secondary curriculum and ensure that young people engage and achieve throughout Key Stage 3; and
- to ensure that Key Stage 3 begins with additional support for those who have fallen behind to help them catch up. We will introduce an entitlement to one-to-one or small group tuition.

And nationally, we will:

- encourage schools to offer pupils an 'extended study' which they would begin at primary school and complete at their secondary school, and ensure that all Year 6 pupils spend a short period of time at the end of the summer term at their future secondary school;
- carry out a sample assessment in order to measure the progress that pupils who fell behind in primary schools make in Year 7; and
- commission a school-led review of Key Stage 3 disengagement and identify good practice to tackle it during the spring term of 2010, disseminating findings during the summer and autumn of 2010.

2.15 All services that work with young people must be alert to the risks of disengagement and ready to provide additional support to prevent this. Young people with learning difficulties and/or disabilities (LLDD), those who regularly truant or are excluded and those whose performance deteriorates between Key Stage 3 and Key Stage 4 are at particular risk. The best schools and services are already implementing early identification through a risk matrix approach and collaborate with partners to help young people stay on track.

The Extra Mile programme was set up in September 2008 with a group of secondary schools that were looking to 'go the extra mile' for their most disadvantaged pupils. The aim was to raise the attainment and aspirations of disadvantaged students and to narrow the attainment gap between those pupils and their more advantaged peers. During 2008, each of the 23 trial schools has been trialling activities from a menu of 12 that have been shown to have a particular impact on disadvantaged students. After a year of activity, the schools are already reporting a significant positive impact in terms of attendance, behaviour and attainment and the project has also proved extremely effective at engaging teachers, pupils and parents.

Young people on alternative routes need high quality provision

2.16 Some young people may need to access high quality alternative routes for behavioural or medical reasons, or where they are a new entrant to a local authority awaiting a permanent school place. At any one time around 70,000 children under the age of 16 are in local authority-arranged alternative provision, which could be Pupil Referral Units, independent schools, Further Education colleges, or other private and voluntary sector provision. Currently, outcomes for pupils in alternative provision tend to be poor.

Therefore we:

- are legislating in the Children, Schools and Families Bill to ensure that all young people in alternative provision receive full-time provision, apart from those where this would not be appropriate due to reasons relating to physical or mental health;
- will consult on a suite of guidance that will cover a core entitlement for young people in alternative provision; and
- are supporting areas by investing £28 million to run 'Back on Track' pilots to explore innovative ways of arranging and delivering alternative provision.

We need to ensure that every young person effectively progresses and attends regularly, building confidence

2.17 We know that in schools where there is good behaviour, a broad and personalised curriculum and learners have a voice, young people are more likely to succeed. That is why we are legislating to introduce a Pupil Guarantee, which sets out a number of entitlements to support the ambitions that every pupil will go to a school where:

- there is good behaviour, strong discipline, order and safety;
- they are taught a broad, balanced and flexible curriculum including skills for learning and life;
- they are taught in a way that meets their needs, where their progress is regularly checked and where particular needs are spotted early and quickly addressed;
- they take part in sport and cultural activities; and
- their health and well-being is promoted, they have the chance to express their views and they and their family are welcomed and valued.

2.18 While many schools are already fulfilling all these expectations, it is important to support all schools to continue to improve.

With schools and local authorities, we will:

- enhance the role of the School Improvement Partner (SIP) to meet the needs of the 21st Century School, designing a new SIP accreditation system;
- continue to develop work-related learning and enterprise education as a way of raising aspirations and engaging young people at Key Stage 4 by giving them an insight into the world of employment and self-employment;
- provide intensive support to local authorities with levels of persistent absence – so that by 2011 no local authority will have more than 5% of its secondary pupils as persistent absentees;
- ensure all schools are part of an attendance and behaviour partnership which will report annually to the local Children’s Trust from September 2010; and
- legislate to make Personal, Social, Health and Economic education (PSHE) statutory from September 2011, and consider how RPA can be included as part of the programme of study for PSHE at Key Stages 3 and 4.

2.19 To achieve full participation in learning until at least 18 all young people need to make good progress throughout their education. Schools and others who work with young people need to ensure problems are identified and dealt with early, to prevent them becoming more serious. Families and parents play a critical role in this, and also in determining the future decisions and options young people choose.

Chapter 3: Better options for all young people

Raising participation is dependent on learning that engages and stimulates all young people. The 14–19 reforms will ensure there is a broader set of opportunities for all young people, whatever their background or ability.

Our vision is that:

- every 16 and 17 year old has a guarantee of a suitable place of learning;
- every young person has a high quality and engaging learning offer that prepares them to progress to Further or Higher Education or sustainable employment;
- provision is delivered flexibly in a variety of settings, with clear progression between levels and clearer routes into Apprenticeships;
- young people are enabled to learn alongside full-time work or volunteering; and
- employers are fully engaged in the routes on offer to young people.

Every 16 and 17 year old has a guarantee of a suitable place of learning

- 3.1** Chapter 2 set out how preventing problems in the earlier stages of a young person's education is vital. Schools and guidance services also have an important role to play in identifying those who have not decided what to do, or who have not secured a place in learning by the time they leave school.
- 3.2** The September Guarantee aims to ensure that all young people leaving school in the current or previous academic year have, by the end of September, an offer of a suitable place in learning. In 2009, more than 95% of 16 year olds and almost 90% of 17 year olds received an offer under the Guarantee. We also know that January is a key point when additional support can be needed, as short courses come to an end and some young people realise that their initial choice was not right for them and are at risk of leaving learning. Therefore we will provide every 16 and 17 year old who is not in education, employment or training (NEET) in January 2010 with an offer of an Entry to Employment place, and Education Maintenance Allowance to go with this, giving these young people a further chance to develop their skills.

Every young person has a high quality and engaging learning offer that prepares them to progress

- 3.3** From 2013 all young people will need to participate in learning post-16 and will be able to do so via full-time education; work-based learning, such as an Apprenticeship; or part-time training, alongside working, self-employment or volunteering for over 20 hours a week.
- 3.4** When the participation age is raised, a young person working or volunteering for more than 20 hours per week (and for more than eight weeks) will need to take part-time accredited training for at least 280 guided learning hours (GLH) per year, the equivalent of a day a week (although they could take this training in block periods). We have legislated in the Apprenticeships, Skills, Children and Learning Act 2009 for Ofqual to assign GLH to all qualifications likely to be used by young people in full-time employment.
- 3.5** Our 14–19 qualifications strategy sets out an offer of four pathways:
- **Apprenticeships** – for those who have a clear idea about the type of employment they want to pursue and prefer to learn in a work environment – all suitably qualified 16–18 year olds³¹ (usually those with at least level 1) who want one will be assured of an offer of an Apprenticeship place from 2013;
 - **Diplomas** – offering learners a new blend of classroom study with practical activities where learning is applied so that all learners receive ‘hands-on’ experience that can be related to the world of work. Young people will have a statutory entitlement to a Diploma place from 2013;
 - **Foundation Learning** – provides personalised pathways at entry level and level 1 to support progression to destinations such as Diplomas and Apprenticeships – available in every area from 2010 onwards; and
 - **GCSE/A level** – provide high quality options across a range of subject areas.
- 3.6 Functional skills** underpin all the routes to help ensure all young people develop the skills to operate effectively in life and work. In addition to their place in Diplomas and Foundation Learning, from September 2010 these will be a compulsory part of the Key Stage 4 curriculum and embedded into Apprenticeship frameworks. From 2013 all 16–19 year olds will have an entitlement to study functional skills until they have reached level 2 in each subject.

³¹ And up to age 25 for young people leaving local authority care or subject to a learning difficulty assessment

To help develop our qualifications offer for young people, at a national level:

- we will publish research in January 2010 into providers' and young people's views about how well the current qualifications offer is meeting the needs of young people;
- JACQA's³² 2009 Biennial review assessing the current qualifications offer and progress in streamlining it will be published in January 2010;
- we will distribute £20 million across all local authorities in 2010/11 through the Standards Fund, for the development of Foundation Learning at Key Stage 4;
- we will consult on the precise requirement for full-time education in 2010 and publish guidance in 2011 – our expectation is that full-time education should be a minimum of 16 hours of guided learning per week;
- we will issue statutory guidance on the Diploma Entitlement in spring 2013; and
- we will review all publicly funded qualifications in 2013 to assess how well they are combining to meet the needs of learners, employers and Higher Education.

Provision is delivered flexibly and in a variety of settings

3.7 Ensuring that provision is sufficiently flexible to meet the needs of all young people is vital for implementing RPA.

From 2010, we expect local authorities to commission provision to meet the needs of all learners, including provision:

- with flexible start dates to allow young people NEET to engage quickly and at different times of the year;
- that is part-time, for groups such as teenage parents who need time to care for their child, and those working full-time; and
- with flexible end dates, to allow some learners additional time and support to complete their learning.

3.8 There are some challenges to delivering flexible provision. However, the funding system is structured to take account of in-year recruitment and there are many examples of providers across all routes who do this well.

³² The Joint Advisory Committee for Qualifications Approval (JACQA) is a non-statutory body with a remit to advise the Secretary of State on the funding of 14–19 qualifications. The Committee is jointly owned and chaired by the Learning and Skills Council (to be Young People's Learning Agency) and the Qualifications and Curriculum Development Agency.

The **Bristol College Education Unlimited** programme works with around 500 16 to 18 year olds in Bristol not participating. It employs Young People's Advisers to help connect young people to a number of high quality learning opportunities. These are flexible, tailored programmes starting throughout the year and delivered in partnership with a range of third sector organisations across the city. The Young People's Adviser helps the young person create a learning plan focused on achieving measurable outcomes, which may include basic skills, qualifications, employability awards or work experience. The programme has previously received support from the European Social Fund (ESF) and will continue next year through the college's core funding.

The programme focuses on positive progression into Further Education or work, and during the academic year 2007/08 82% of the young people gained a qualification. Wider benefits for young people participating in the programme include increased self esteem and confidence, increased motivation and raised expectations.

- 3.9** Young people will need to be able to access high quality provision in a setting that suits them. This will often be in mainstream education settings, but RPA will demand that local authorities and their partners explore alternative settings, linked to suitable re-engagement routes. With local authorities, we will also explore how new forms of provision can help in preparing for RPA, such as Studio Schools and University Technical Colleges.

An enhanced role for Foundation Learning

- 3.10** Some young people may need intensive support and provision to re-engage. This should be designed so that they can progress to one of the other learning routes or, where more appropriate, to independent living and/or supported employment.
- 3.11** We are developing Foundation Learning for learners mainly at Entry level and level 1. This is a large and diverse cohort of young people – analysis suggests it is 25%³³ of the overall 14–19 population. Among these learners will be young people who are, or at risk of becoming, disengaged. Foundation Learning offers new opportunities to help these young people via a flexible curriculum based on vocational/subject learning, personal and social development and functional skills. Some Foundation Learning for 14–19 year olds will be delivered in every area by September 2010, and all post-16 provision at Entry level or level 1 should be delivered through this route.
- 3.12** The flexibility of the Foundation Learning curriculum is based on qualifications drawn from the Qualifications and Credit Framework (QCF). Young people can take different levels of qualifications in different areas of learning or even take, for example, some units at level 2 as part of a broader level 1 qualification. Together with a strong emphasis on destinations, this means Foundation Learning enables progression to higher levels of learning – with strong local 14–19 collaboration ensuring the right opportunities are on offer.

³³ DCSF analysis, June 2009, based on admin data for each age-group in 2007/8

To support young people's progression, we expect local authorities and partners to:

- ensure Foundation Learning has clear progression routes, is a core part of the local 14–19 offer and is delivered collaboratively through all schools, colleges and relevant post-16 providers from 2010/11;
- help local third sector organisations to use the development of Foundation Learning to accredit the work they do with young people; and
- ensure that Diplomas are offered to learners who would benefit from the combined approach of classroom learning and practical activity.

To further develop re-engagement provision, at a national level:

- we will work with the Qualifications and Curriculum Development Agency (QCDA) and the Learning and Skills Improvement Service (LSIS) to develop guidance and modelling in early 2010, on effective delivery of re-engagement provision within Foundation Learning – this will set out how to use flexible and inclusive qualifications to recognise learning achievements, some of which may previously have been unaccredited;
- we are integrating a Community Service element within 20,000 Entry to Employment (E2E) places in 2009/10 and 2010/11 (when E2E provision will be delivered as Foundation Learning) to enable young people to combine their learning with practical experience in their communities;
- Ofsted will publish a review of SEN/LLDD provision and support up to the age of 25 in summer 2010; and
- we will, jointly with the Learning and Skills Council (LSC), publish a strategy for addressing attainment gaps between disadvantaged young people and their peers early in 2010.

Clearer routes into Apprenticeships

3.13 Analysis of the characteristics of the jobs without training (JWT)/NEET groups shows that a significant proportion would be motivated by a work-based route. We also know that some employers feel that these young people need to develop their 'work readiness', sector understanding or undertake specific training before they would be appropriate for an Apprenticeship.

3.14 One important element of helping young people prepare for Apprenticeships is enabling those at entry level and level 1 to undertake work-related learning within a programme of Foundation Learning. We are currently piloting this approach across the 14–19 age range. In addition, Young Apprenticeships (YA) may be an appropriate learning route for 14–16 year olds working at level 2. From September 2010 we will be increasing the number of YA pilot places to 10,000 and looking at how we can make the offer more widely available. From September 2010 we will consider how to develop an offer to help prepare young people wanting to move onto an Apprenticeship to meet the standard for entry.

3.15 For young people aged 16–18 we will build on the successful elements of programme-led Apprenticeships to allow, in exceptional circumstances, a period of up to six months of 'Pre-Apprenticeship training' to develop work readiness skills and experience prior to moving into an Apprenticeship³⁴.

To ensure all suitably qualified young people are offered an Apprenticeship place, with partners we will:

- continue to work towards our goal of 21,000 additional Apprenticeship opportunities in the public sector, with a specific focus on health, education, central and local government;
- use procurement (worth £175 billion annually) to increase Apprenticeship numbers among suppliers and contractors for central and local Government, aiming for an additional 20,000 places;
- agree Memoranda of Understanding in 2010 between local authorities and regional National Apprenticeship Services (NAS) covering respective roles, including data sharing on young people in employment without training, to allow NAS to target this group;
- work with the Department for Business, Innovation and Skills (BIS) to consult on regulations on 'Pre-Apprenticeship training', to come into effect in April 2011.

3.16 The ideal learning route for young people motivated by employment would be an Apprenticeship. However we recognise that there may be reasons why a young person is not able or willing to take up an Apprenticeship, in which case they will need to participate in learning part-time, through one of the four learning routes or through employer accredited training.

Young people need to have high quality training opportunities

3.17 Young people learn valuable skills through employment and voluntary service, but this alone does not give them the transferable skills or qualifications needed for sustainable employment. Young people in jobs without training are also particularly vulnerable to changes in the labour market. Encouraging these young people to take accredited training, ensuring qualifications reflect employers' needs and effective working between training providers and businesses will help make sure the learning they are doing is high quality, enables them to progress and ensures their achievements are recognised.

3.18 A young person in employment could choose to undertake employer accredited and funded training, where this is most appropriate to their learning needs. BIS is encouraging employers to engage directly with the qualifications system, by being recognised as awarding organisations providing regulated qualifications or units in the QCF.

3.19 We want to ensure that young people who take up employer accredited training, or qualifications paid for and selected by their employer, do not miss out on a rounded offer of learning and skills that support progression.

³⁴ Through regulations following from the Apprenticeships, Skills, Children and Learning Act 2009

To ensure young people have access to high quality training opportunities at a national level:

- in 2010, we will work with the Young People's Learning Agency (YPLA) to help young people and providers identify and deliver effective combinations of publicly funded qualifications for part-time learners;
- QCDA and the National Employer Service will engage employers with the qualifications systems to support them to accredit their own training; and
- in 2010, we will commission the UK Commission for Employment and Skills (UKCES), working with relevant Sector Skills Councils (SSCs), to consider how we might work with employers and other partners to secure access to the full range of publicly funded qualifications for 14–19 year olds. UKCES will focus first on priority sectors, including distribution, hospitality and retail.

3.20 There are already good examples of young people combining volunteering with accredited training.

The **National Young Volunteers Service**, v, funds and works with over 500 national and local organisations to provide hundreds of thousands of volunteering opportunities to 16–25 year olds in England. One such intervention is v's £10.5 million *vTalent Year* programme, being piloted in 33 local authorities and 28 Further Education colleges. Its aim is to give 2,000 volunteers aged 16–25 the opportunity to directly influence and enhance public sector services and gain skills to improve their employability. At least 60% of the places are going to young people who are not participating in education or employment.

Residential weekends prepare young volunteers for their placements, enable them to undertake a skills audit and encourage young people to develop social networking groups so they can keep in touch with each other during their placements and foster a group identity. The high quality, structured placements in areas such as nursery education, play, youth work and supporter learning last 44 weeks, lead to a minimum of a level 2 qualification and offer personal development grants of up to £1,500 for young volunteers on completion of the programme.

Interim findings from the programme's evaluation will be available in spring 2010, but testimonials from the young people taking part indicate it helps with raising aspirations, building young people's self-confidence and skills, increasing their success at obtaining job interviews and allowing them to build positive networks of peers.

Brokering support for young people learning alongside a full-time job

3.21 There is a range of agencies currently providing support and brokerage services for young people in JWTs, including employment advisers within local authorities. There is also support available from Business Link advisers who work with employers to identify and address the workforce's skills needs and appropriate training solutions. However, a

substantial proportion of young people in employment currently have no access to such support.

3.22 Part of the role of NAS is to work to convert JWTs into Apprenticeships where possible. Therefore we expect NAS to be the lead agency for supporting employers and young people, both in and out of employment, who wish to take up an Apprenticeship. We will work with local authorities, as part of the RPA trials, to explore how they can support young people in employment but not an Apprenticeship to access accredited training.

To support NAS in this role, and to broker support for young people, we will:

- support better information sharing at a local level between NAS and Connexions by developing good practice through RPA trials in 2010–11;
- update Connexions' protocols in 2011 so that they contact young people in JWTs as often as young people who are NEET; and
- build on good practice in different areas by trialling different approaches to brokering support for these young people in RPA trials in 2010–11.

Employers are fully engaged in the routes on offer to young people

3.23 Employers have a crucial role to play in helping young people to learn. There are many ways in which this can take place:

- offering a job with accredited training, ideally through an Apprenticeship;
- supporting all young employees who are not on an Apprenticeship to access accredited training, either as part of their job or alongside it;
- offering placements for teaching practitioners, and work experience opportunities for young people;
- helping shape the design of opportunities, for example through the Diplomas and Apprenticeship frameworks.

3.24 Many employers are already offering Apprenticeships or other training to young people. Employers will gain the benefits of more motivated employees, as well as a direct return on their higher skills levels. We want to work with employers to enable as many of them as possible to do the same, such as through the Backing Young Britain campaign.

We want to engage with the employer community and focus on the practical effects of RPA implementation, mindful at all times of the need to minimise burdens. We will:

- communicate through national employers representative organisations, and with local Education Business Partnership Organisations;
- focus further on the role of public sector employers, using RPA trial areas;
- work with BIS and UKCES to explore how we can recognise employers who support their young employees to access accredited training;
- run regional roadshows for employers in 2010–11; and
- consult on guidance on employer duties under the Education and Skills Act (2008)³⁵ to be published in 2011.

3.25 We expect full participation to mean even better partnerships between local authorities and employers, with local authorities helping employers to provide training opportunities for young people as well as playing their part as employers in their own right.

3.26 Ensuring young people have better learning and employment options will play a major role in delivering full participation. The development of Foundation Learning, Apprenticeships and accredited training are crucial to this, backed by the pivotal role of employers. However, for RPA to be delivered, high quality provision will also need to be backed by a range of support options that young people can access.

³⁵ The Education and Skills Act (2008) includes light touch duties on employers to check young people they employ have made arrangements for training and to agree reasonable hours of work so the young person can attend training.

Chapter 4: Integrated support for all young people

It is essential that all young people receive the advice, guidance and support they need to overcome barriers so they can take up learning opportunities. A wide range of support is already on offer to enable young people to participate in education and training. Providing integrated support to deliver full participation is therefore not about developing new systems, but about joining up existing services and delivering them to young people in more efficient ways.

Our vision of integrated support has three main principles:

- every young person has the support they need to participate and progress, including universal, targeted and specialist support;
- it builds on current services and arrangements, is value for money, comprehensive, flexible, sustainable and reaches the most disadvantaged; and
- it is tailored to the young person's needs, developed by a trusted adult working with the young person.

Universally effective impartial information, advice and guidance

- 4.1** High quality Information, Advice and Guidance (IAG) is essential to ensure all young people are equipped to choose the right option for them, challenge stereotypes and plan smooth transitions in education and training. Poor quality IAG can lead to young people leaving courses which are not what they expected, or not knowing what their options are to re-engage in learning.

In response to this, our strategy, *Quality, Choice and Aspiration*³⁶ set out our actions for delivering IAG that will contribute to full participation. We:

- have an ambition to extend statutory careers education to 17 and to 18 in 2013 and 2015;
- will embed the IAG Guarantee in the new Pupil and Parent Guarantees, to be introduced (subject to legislation) from September 2011;
- will issue statutory guidance for local authorities in spring 2010 setting out a framework for planning, managing and reviewing IAG services;
- will make £10 million newly available through the Youth Sector Development Fund (YSDF) specifically to support the development of IAG that responds to the needs of young people; and
- will conduct a review of the quality and effectiveness of local authorities' delivery of IAG by September 2011.

4.2 At the local level, Connexions services have a key role in helping young people who are NEET or in a job without training (JWT) to participate. In parallel it is essential that schools and colleges provide IAG that is specific to the circumstances of the individual young person and that it is impartial. The impartiality duty on schools introduced by the Education and Skills Act 2008 reinforces this.

Local authorities and their partners need to ensure their Connexions services meet the needs of all young people in their area. In particular RPA requires:

- effective IAG for young people wishing to participate in learning part-time alongside a full-time occupation;
- effective local 14–19 Prospectuses and delivery of a local Common Application Process by 2011; and
- advice and guidance services that make full use of labour market intelligence, working with Jobcentre Plus as necessary.

A personalised approach

4.3 There are four essential functions that need to be in place everywhere to deliver tailored and proportionate support, building on those in the Common Assessment Framework (CAF) and Targeted Youth Support (TYS) arrangements.

Function 1: early identification of risk of, or actual, disengagement

4.4 All those interacting with young people should be in a position to identify those at risk of disengaging and either provide them with the assistance they require, broker it on their behalf and/or signpost them to services.

³⁶ <http://publications.dcsf.gov.uk/default.aspx?DCSF-00977-2009>

- 4.5** Young people already receive a wide range of guidance throughout their school career from teachers, headteachers and mentors. Colleges are also demonstrating increasingly innovative ways of working with their local communities to engage young people who are at risk of becoming, or who have become, NEET.

To enable early identification of risk of, or actual, disengagement:

- from September 2010, every secondary school pupil should receive personal tutoring from a named individual – and act as a first point of contact in case issues arise that could affect their progress;
- 14–19 Partnerships need to establish how young people showing signs of leaving learning such as erratic attendance, behavioural or performance issues, are identified quickly and appropriate support put in straightaway; and
- all providers should notify Connexions services promptly if a young person leaves learning. This will be a statutory duty from 2013.

West Nottinghamshire College runs a small centre for young people in the local community who have disengaged from traditional learning and who have complex needs. They often arrive with previous low academic attainment and negative experiences of secondary school. The centre takes referrals from Connexions and other providers throughout the year and works closely with other agencies including Youth Offending Teams (YOTs), drugs and alcohol agencies and Child and Adolescent Mental Health Services (CAMHS) as well as local employers. A Connexions Personal Adviser (PA) is based there two days a week. They have an identified member of staff who provides learner support including subject coaching. Each student has an Individual Learning Plan and participates in enrichment activities such as volunteering, which has proven extremely successful in raising self-esteem. There is an open door policy for parents and carers. Student numbers have risen from 63 in 2007/08 to 120 in 2009/10. In 2008/09 79% of young people at the centre completed and achieved their courses and 84% of them progressed to further study or employment with training.

Revenue from other parts of the College subsidises this provision.

The success of the centre is exemplified by the experience of one student who arrived having been excluded a number of times, she had no GCSEs and had recently experienced a traumatic event. With the support of the centre, she completed a level 1 Fashion and Design course. From there she progressed on to level 2 in the main College and is now studying for level 3. She has great hopes to work within the fashion and design industry and has shown more than enough potential to achieve her goal.

'I came with nothing and left with qualifications, confidence and self esteem and a future!'

Functions 2 and 3: assessment of need and brokering appropriate learning and support services with a participation adviser

- 4.6** Good practice from the CAF, Integrated Youth Support Services and Activity Agreement Pilots has demonstrated the importance of a trusted adult or lead professional who can co-ordinate and personalise support and learning packages for young people³⁷.
- 4.7** This **participation adviser** could be from a range of professional backgrounds and sectors, such as a:
- Connexions Personal Adviser;
 - Targeted Youth Support 'lead professional';
 - care leaver's key worker;
 - youth worker;
 - provider-based Personal Tutor; or
 - substance misuse worker.
- 4.8** While ongoing informal and pastoral support can prevent many young people from disengaging, in some instances it may be appropriate to establish a focused *agreement* with the young person with the clear objective of participation in education and training. The Education and Skills Act 2008 enables local authorities to use **Learning and Support Agreements** (LSA). These can bring together in one place the young person's learning goals, how their needs will be met, the contribution of the different agencies involved and the actions the young person will undertake. Where other personalised plans are already in place, such as an Individual Learning Plan, the LSA should be based on these and not duplicate them. A list of vulnerable groups most likely to benefit is at 4.21 below.
- 4.9** We want the LSA to build on the Activity Agreements and Entry to Learning pilots' good practice. The LSA could include additional requirements, for example financial support to address specific needs or barriers, childcare to enable teenage parents to participate, CAMHS and transport. The content of LSAs should inform the support and provision that the local authority commissions. By 2013 we expect the content of the LSA to be delivered through mainstream funding.
- 4.10** For those young people who have a range of needs and so would benefit from the more holistic assessment the CAF offers, the LSA should be part of the CAF delivery plan. The CAF can currently be used for young people up to the age of 18, and beyond when appropriate. Where a common assessment is already in place, there is likely to be a lead professional who might be best placed to take on the participation adviser's functions. If a separate participation adviser is more appropriate, they should be a part of the CAF 'Team Around the Young Person'.

37 Hillage et al. 2009, Maguire et al. 2009

Function 4: review of progress

4.11 The LSA should be constantly reviewed and allow for a phased return into formal learning where necessary, for example where non-formal learning will provide a valuable step on the way to a young person's engagement. Ideally, participation advisers will remain in contact with the young person they are working with to ensure they are progressing even once they have entered learning – especially if the provision they embark on is a short course.

In preparation for 2013, local authorities and their partners will need to ensure that all young people who need them have:

- a chosen participation adviser; and
- an LSA setting out their learning and support needs and goals, and the contribution of each agency to delivering these.

To deliver this personalised approach, at a national level we will:

- use RPA trials to explore the more frequent use of CAFs for young people aged 14 and over;
- continue the Activity Agreement pilots in 2010–11 to further refine the model, creating the most effective and efficient basis for the LSA; and
- issue guidance on the role of the participation adviser and the skills required to fulfil this role in early 2011.

Fairbridge in Greater Manchester has been working closely with Trafford local authority to support 16–18 year olds who are not participating to re-engage with learning. The local authority commissions a set number of places each financial year and young people are referred through Connexions Personal Advisers, who identify those who are most likely to benefit from the support offered by Fairbridge.

Young people take part in intensive activities starting with the Fairbridge 'Access Course', which involves a range of challenging activities and an overnight residential element. These activities are used as a means to identify the specific barriers to participation facing young people and the skills they need to work on to overcome them. Young people then move into the 'Follow On' element of Fairbridge's programme, where they play a central role in shaping their own personal development plan, which identifies the core challenges they need to address. The tailored and intensive nature of this support allows young people to develop the personal and social skills that underpin successful engagement with learning.

Fairbridge then works with young people to identify suitable destinations to move into. Their model has achieved a great deal of success with 90% of young people engaged in 2008/09 moving on into Further Education or some form of government training scheme.

This programme has successfully run in Trafford for the past four years and Fairbridge has recently improved the programme by agreeing a model that ensures the local authority contributes a significant percentage of the cost of a young person progressing through the Fairbridge programme.

Participation is a central objective in all support services

4.12 Successful introduction of RPA will depend upon further embedding participation in education or training as a key outcome of support services for young people. There are already good examples of this in practice for looked after children, young mothers, young people in the youth justice system and young carers.

However, the challenge of delivering RPA means we need to go further. At a national level, we will:

- ensure CAF lead professionals are aware of RPA and LSAs and involve participation advisers where necessary, subject to the young person's consent;
- work with the Youth Justice Board to refresh guidance to YOTs during 2010 to cover the new requirement to participate in learning until age 18;
- work with the Children's Workforce Development Council (CWDC) on revised guidance on the CAF being published in January 2010 to highlight participation as a key outcome; and
- ensure local areas continue to embed the TYS approach so that all preventative services provide vulnerable young people with the help they need to remain engaged in education or training.

Integrated working and effective use of information technology

4.13 Bringing the commissioning of all learning and support services for 0–19 year olds (and 19–25 year olds if they have a learning difficulty assessment) into the local authority from 2010 presents a huge opportunity to deliver support and learning services in a more integrated, efficient way.

4.14 One of the benefits of more integrated working is the appropriate sharing of information across providers and support services, so that young people at risk can be identified earlier. Through the Education and Skills Act 2008, local services will be able to share relevant and proportionate information about a young person if this will help him or her to participate in education.

4.15 Better use of technology can also help local practitioners support young people effectively. Research³⁸ tells us it can re-engage significantly disaffected students and help those with disabilities and learning difficulties.

³⁸ Bradbrook, G., et al/Citizens Online (Becta, 2008), *Meeting their Potential: the role of education and technology in overcoming disadvantage and disaffection in young people*; Passey, D., et al (Becta, 2008), *Assessing the potential of e-learning to support re-engagement amongst young people with NEET status*.

To deliver integrated working and ensure the effective use and sharing of information required to deliver RPA, local authorities and their partners will need to:

- analyse all relevant local information to identify the specific characteristics and needs of young people who are NEET or at risk of becoming so;
- ensure their Client Caseload Information System (CCIS) contains accurate and up to date records of all young people;
- work with other local authorities to ensure young people moving across borders are not lost from the system – the Education and Skills Act 2008 includes provisions to allow information to be shared between local authorities (and Connexions services) in different areas; and
- maintain relationships with families who are home educating so that they know who is fulfilling their RPA duty.

And we will:

- disseminate good practice from the RPA trials on information sharing between providers and local authorities that helps to bridge transitions at 16 in 2010;
- continue to develop the CCIS to perform the main role of identifying young people under RPA with revised specifications in place by April 2011;
- subject to legislation, implement a new registration system for young people who are educated at home pre-16; and
- ask Becta as our lead agency for learning technologies to develop a plan to ensure that technology is used to best effect to underpin the delivery of RPA between now and 2015.

Young people shaping their support

4.16 The measures in this Plan will only work effectively where young people themselves see the value of engaging in education and training. To achieve this, young people should have the opportunity to actively shape both the design and the delivery of their support and learning.

4.17 Many young people are already involved in decisions affecting their communities, for example the *myplace* programme where young people participate in the development, design and running of local projects. Many local authorities also use the National Youth Agency's (NYA) 'Hear by Right' standards, developed with the Local Government Association, to ensure young people are effectively engaged in influencing services and decisions that affect them.

For implementation of RPA, we need to explore further models and so in the lead up to 2013, at a national level:

- we will publish annually a leaflet for 16–19 year olds who are NEET –*Taking Control of Your Future*, setting out the range of learning and support options available;
- the NYA and Young People’s Learning Agency (YPLA) are jointly developing a specialised ‘Hear by Right’ tool for 14–19 learning; and
- from April 2010, we will trial a ‘young person as a budget holder’ model that will enable young people to direct their notional individual budget to access the services they choose, with the aid of an adviser. This will build on the existing DCSF/ Department of Health *Aiming High for Disabled Children Individual Budgets* pilots³⁹, currently running in 6 local authorities from 2009/2011, and in the first instance be aimed at 16–18 year olds with learning difficulties and/or disabilities.

Financial and travel support for young people

4.18 We have said that the Education Maintenance Allowance and Care to Learn childcare scheme will continue when we raise the participation age. Through the cross-Government review of financial support, which will report by summer 2010, we will consider whether any changes should be made to improve current arrangements from 2013. From 2013 and 2015, the participation in education and training conditions attached to the receipt of Child Benefit and Child Tax Credits and the RPA definition of full-time participation will be aligned as far as possible.

4.19 Under RPA, local transport needs to give all young people reasonable opportunities to choose between different establishments at which education or training is provided. This needs to be done alongside the Education and Inspections Act 2006 duty on local authorities to promote sustainable school travel and transport.

In February 2010 we will issue guidance to local authorities to help them to satisfy their duties in respect of post-16 transport.

Local authorities will also need to:

- ensure their 14–19 Prospectus provides information about post-16 transport arrangements from 2010;
- provide details of post-16 transport arrangements to Year 11 learners from September 2010; and
- commence the ASCL Act requirement from the academic year 2010/11 to consult young people and parents on the local transport arrangements and arrangements for financial assistance to support access to post-16 learning.

³⁹ In these pilots, the local authority provides young people with learning difficulties and/or disabilities with a practitioner to help them clarify their support needs; design and cost their personal support plans (which could include cash or services in kind) and help them manage their individual budget.

Support for our most vulnerable young people

4.20 We recognise that there may be specific times when young people are unable to participate, such as if they have just had a child. However, we are committed to enabling all young people to participate and benefit from RPA.

4.21 Particularly vulnerable are likely to be young people⁴⁰ who have persistently truanted or been permanently excluded pre-16; teenage parents (or who are pregnant) or those with other caring responsibilities; learners with learning difficulties and/or disabilities; those with physical or mental health difficulties; young people in, or leaving, the Criminal Justice System; those in care and care leavers; Gypsy, Roma or Traveller (GRT) young people; and homeless young people. Our most vulnerable young people can already access support from a range of sources.

However, the participation rates among these vulnerable groups tells us we need to go further and so, at a national level, we will:

- expand the testing of Family Nurse Partnership programmes to a further 10 areas from January 2010, helping vulnerable first time mothers, mostly under the age of 20, to participate in learning when they are ready;
- ensure all teenage parents aged 16 and 17 in publicly funded housing receive support alongside accommodation to promote engagement in education and training;
- develop successful approaches to tackling the housing issues faced by teenage parents through the Teenage Parent Supported Housing pilot and publish an evaluation report on this pilot in 2011;
- revise the statutory guidance on S139A learning difficulty assessments; and
- issue statutory guidance for local authorities, to be consulted on and issued in 2010 on the ASCL Act provisions for learning of young offenders.

Local authorities and their partners will need to:

- ensure that a Looked After Child's personal education plan is maintained as part of the statutory pathway plan for 'care leavers' that must be in place following a looked after child's 16th birthday;
- give children in care priority over others to get into the school most suited to their needs; and ensure every school has a designated teacher to support them;
- sign up to the 'From Care2Work' programme to make sure that every young person in care has the opportunity to go into employment or further training after leaving school (see case study below);
- fulfil their legal duty to provide young people in Young Offenders Institutions (YOIs) with IAG;

⁴⁰ Analysis of NEET and JWT groups show a prevalence amongst these groups and these are the eligible groups for targeting of Activity Agreements

- ensure YOT workers and Connexions work together to ensure young people leaving youth custody receive the right assistance to continue participating when they are released;
- from September 2010, implement the provisions of the ASCL Act in relation to learning for young people in youth custody – this includes, for example, duties on local authorities to secure suitable education and training and promoting the fulfilment of young people’s learning potential whilst in custody and on their release;
- ensure 16 and 17 year olds for whom the local authority is providing accommodation are allocated a social worker/personal adviser to assess their needs and plan their care to meet their education or training needs;
- meet the needs of all GRT young people in their area, for example through raising awareness in GRT communities about the benefits of continued participation; and using the Traveller Education Support Services to provide training to those interacting with GRT young people.

Creating bright futures in Lancashire – Care2Work

This new Apprenticeship project for young people at risk of exclusion is run by Lancashire Council’s economic development department and helps young people gain employment opportunities and small employers to find dedicated apprentices.

The project has supported more than 60 young people from vulnerable groups, with a priority going to those from care backgrounds. Apprentices are matched and placed with small businesses in Lancashire which have growth potential. During the course of the two-year Apprenticeship, both the apprentice and employer receive a comprehensive package of support.

The project has enabled young people to overcome some major hurdles to living independently and develop the skills to achieve an Apprenticeship. The employer has benefited from: an individually tailored support package to meet the demands and needs of the business; marketing of vacancies through Connexions centres across Lancashire; financial wage subsidies for two years; and added value to the business through a well-trained, highly productive and motivated employee.

- 4.22** Multi-agency working, for example, between Connexions, health services and learning providers will be crucial to ensure all young people, including the most vulnerable, receive the help they need to participate. For some vulnerable young people making the transition to adulthood, links with adult services such as adult social care will also be important.
- 4.23** RPA is a historic opportunity to provide better opportunities for the most vulnerable young people in our society. For many young people who currently do not participate, there are a range of barriers that support services need to help them overcome. This includes consistently high quality impartial advice and personalised support, so that every young person who needs one has access to a trusted participation adviser and a tailored LSA. It is only by having this assistance in place that those who stand to gain the most from RPA will do so.

Chapter 5: Enabling local areas to deliver

Our aim is that every area is on trajectory for full participation. Legislation will not on its own deliver this – successful implementation depends on local authorities translating this Delivery Plan into action in their local area.

Our vision is that:

- local authorities are at the heart of delivering RPA and bring in the contribution of a coalition of partners to do so;
- all members of the workforce are clear on their roles and responsibilities in delivering full participation and have the skills they need; and
- everyone understands how RPA affects them and behaviours change as participation in education and training until at least 18 becomes the norm.

Local authorities are at the heart of delivering RPA

5.1 RPA will have a significant and powerful impact on local areas. It will help Local Strategic Partnerships to deliver key priorities for their areas, for example in relation to economic development. Over time it will contribute to efficiencies, by reducing the need for high cost interventions for young people who leave learning. Local authorities have a critical role to play in bringing in the expertise of all local partners, within Local Strategic Partnerships.

5.2 The transfer to local authorities of 16–19 participation funding and planning gives them the tools they need to deliver optimum outcomes for young people and to support the wider Every Child Matters agenda. The new system, in combination with a new approach from local authorities, will help to:

- lay the foundations for the successful raising of the participation age;
- make sure that the right provision is in place to allow every young person to access their entitlements to learning, including Diplomas and Apprenticeships, and deliver the September Guarantee;
- make sure that provision supports the achievement of all of the five Every Child Matters outcomes; and
- provide opportunities so that every young person can participate in learning and prevent them from suffering the long term effects of not being in education, employment, or training.

5.3 The new approach from local authorities to support the delivery of these needs to include:

- strong leadership to ensure the provision of a coherent learning and support offer for young people, through strategic integrated commissioning;
- provision which is flexible enough to meet the needs of some young people who need to re-engage in learning at different times of the year, including young people who are leaving youth custody and enabling those in employment without accredited training to access learning and training alongside their job;
- assuring that Information, Advice and Guidance (IAG) is sufficient, effective and relevant to school, college and labour market needs;
- an approach which takes a critical look at the mix and balance of provision and the support needed to meet the needs of all young people.

Local authority preparations need to start now**5.4** Delivery of the September Guarantee shows that there are different starting points across the country. The number of additional learners expected as a result of RPA will vary by area, depending on local participation rates and anticipated population changes.

Compared to the national figure of 85% in education or work-based learning, local participation rates of 16 and 17 year olds currently range from around 70% to over 90% and population projections range from a fall of 27% to a growth of 12%.

5.5 Local authorities will play the leading role in responding to local circumstances in order to deliver full participation. Working together in consortia and through their 14–19 Partnerships they are already:

- engaging the knowledge and expertise of local providers and agencies in order that all sectors inform commissioning through the 14–19 Plan. Having the Head of Integrated Youth Support Services as a member would better facilitate integrated commissioning of learning and support;
- focusing particularly on the needs of the most vulnerable young people and those in jobs without training;
- ensuring the 14–19 Plan reflects participation trajectories to 2013/15 based on a robust analysis of data; and
- ensuring the Plan informs the mix and balance of all 14–19 provision and services to be commissioned – and makes sure that the full range of learning routes will be in place in the right volumes for all young people.

5.6 Working across their sub-regional grouping, local authorities will need to ensure their 16–19 commissioning plans support their trajectory towards full participation.**5.7** A range of programmes and funding streams across local authorities will contribute to delivering RPA. In addition to the 16–19 participation budget (from April 2010), which will cover the costs of post-16 participation, there are a wide range of funding streams that will help increase participation post-16. These include the Dedicated Schools Grant for 14–16 learning including earmarked funding for practical learning; One-to-one Tuition;

the Youth Opportunity Fund; the 14–19 Prospectus and Common Application Process; Consortia Support and Diplomas. In order to give local authorities the opportunity to deliver services in a more integrated way, the following funding streams that support full participation are included in the area-based grant:

- Connexions;
- Positive Activities for Young People;
- Teenage Pregnancy;
- Flexible 14–19 Partnerships funding;
- Youth Taskforce.

The third sector will have a vital role to play

5.8 The third sector often leads the way in providing flexible provision that engages those young people who have disengaged from formal learning.

Every 14–19 Partnership should already have third sector representation. To support the third sector further, from April 2010, local authorities:

- need to engage with third sector providers in the commissioning process to ensure they have the capacity to help deliver full participation;
- need to ensure the commissioning process is transparent, fair and compliant with the principles in the Compact⁴¹; and
- may decide within a sub-regional grouping to have a lead local authority commission from third sector providers⁴².

At a national level:

- by March 2010, the LSC will produce a toolkit of information for local authorities on the range and depth of third sector provision available;
- from April 2010 the YPLA will work with third sector organisations and 14–19 Partnerships in those areas without a representative to see how this can be addressed; and
- by April 2011, the YPLA will produce updated good practice guidance on commissioning from the third sector.

⁴¹ <http://www.thecomcompact.org.uk/homepage/100016/home/>

⁴² See the Annexes of the National Commissioning Framework for further guidance – <http://publications.dcsf.gov.uk/default.aspx?DCSF-00933-2009>

In November 2008, **Bristol City Council commissioned voluntary sector organisations** to come together as a consortium to provide prevention and early intervention services for young people likely to become 'at risk', in order to improve and expand this type of provision. The Council offered potential providers training and support, which encouraged organisations to tender. Four voluntary sector organisations joined up to form a consortium to bid for this work, agreeing how they could add value in the project intervention and how they would work together if the tender was won.

The consortium was notified that it had been successful in April 2009. Through legal arrangements the consortium ensured that all four had a legal obligation to deliver project targets.

Bidding as a consortium was quicker and more efficient than applying through grant applications. By delivering as a consortium, the partners were able to provide a multi-faceted service to meet the varying needs of young people and have increased their reach as individual organisations. For instance one of the partners increased its reach from approximately 40 young people per year to 100–150 per year.

We will support local authorities in their strategic leadership role

5.9 The YPLA will be able to support local authorities to commission effectively to deliver participation for every young person. It will:

- provide a strategic data and analysis service to support local analysis;
- make commissioning expertise available to local authorities, working with Government Offices (GOs) and other improvement support agencies to help progress towards RPA;
- work with relevant local authorities where Regional Planning Groups find commissioning plans do not meet the tests of: affordability, sufficient quality, quantity and diversity of provision secured; and supporting learner choice, to meet the needs of all young people. The YPLA will work on improvement activity as a whole and is focused on engagement and support with formal intervention being a last resort; and
- publish a National Commissioning Framework in April 2010 as statutory guidance – currently out for consultation.

5.10 GOs already have a key role supporting and challenging local authorities to ensure that the 14–19 reform programme is delivered in each region. This includes building local authorities' capacity to prepare for RPA.

5.11 In addition, the Commissioning Support Programme, which runs until April 2011, is providing tailored support for local partnerships to achieve a coherent commissioning strategy for all services.

At a national level:

- in January 2010, DCSF and the React programme will review local authorities' readiness to take on their new 16–19 responsibilities and ensure action to address issues where appropriate;
- updated guidance to Regional Planning Groups in January and April 2010 will reflect their role in supporting local authorities to develop strategic capability in respect to commissioning;
- the YPLA will review the National Commissioning Framework by April 2012 to support the delivery of full participation alongside consideration of the funding formula; and
- from 2012, the YPLA will produce six monthly 'state of the region' reports in order to inform commissioning and summarise local capacity to deliver entitlements and full participation.

Local trials will support preparations for RPA

5.12 We know that many local areas are already planning how they will achieve full participation. A key part of the rationale for legislating for RPA five years in advance was to have time to develop good practice and approaches to inform implementation. RPA trials are leading this work in 11 areas⁴³ looking at better IAG, improved re-engagement of disengaged young people and area-wide strategies to deliver full participation.

To further support sector-led learning to deliver RPA, we will:

- provide a toolkit on implementation in March 2010, drawing on the lessons learnt from the trials and share good practice from these;
- expand the trials through a second phase in 2010–11, including a small series of learning visits to support areas with the greatest distance to travel, and subject to resources, run a third phase in 2011–12;
- publish statutory guidance for local authorities in January 2011 on their duties in relation to RPA; and
- run national conferences in March 2010 for local authorities to help assess progress towards RPA.

The accountability system will support areas to achieve full participation

5.13 The accountability system increasingly reflects the importance of post-16 participation in education and training:

⁴³ The 11 areas are: Barnsley, Cumbria, Derby, East Sussex, Greater Manchester, Hertfordshire, Lambeth, Newcastle, Staffordshire, Swindon and Wandsworth

- Ofsted inspections of schools and post-16 learning providers look at the use of partnerships to offer a broad curriculum that meets the needs of all students – they also have a renewed focus on IAG;
- Ofsted’s Common Inspection Framework for post-16 providers also now prioritises support for those ‘at risk’ and social inclusion;
- the Framework for Excellence (FfE) provides a basis for assessing post-16 providers’ performance including the quality of the information and advice delivered, and includes learner destinations;
- a number of indicators in the National Indicator Set contribute to RPA; and
- the Comprehensive Area Assessment (CAA) includes Ofsted’s annual rating of the performance of the local authority’s services for children and young people.

5.14 Moving forward, we intend for Ofsted’s new partnership grade to be included in the School Report Card (SRC) when it is introduced. The SRC consultation is also looking at the inclusion of parental feedback on IAG and measures of young people’s progress post-16. These will show post-16 participation and attainment levels. In addition, the local authority’s forthcoming statutory duties to secure sufficient and appropriate provision and to promote effective participation of all young people in their area will be within the scope of the CAA.

All members of the workforce are clear on their roles and responsibilities in delivering RPA and have the skills they need

5.15 In the context of the 2020 Children and Young People’s Workforce Strategy,⁴⁴ the workforce will need to prepare for the different context RPA creates. They will need to enable every single young person to continue in learning post-16, equip them to make informed choices and raise aspirations. They will need to work with those who have not continued in learning before, and those who wish to learn alongside full-time employment.

5.16 We have already worked with a range of national partners to support the workforce in the roll out of 14–19 reform. We will continue to explore how best to facilitate the school and post-compulsory education workforces in working across sectors to support the delivery of RPA, including with the Department for Business, Innovation and Skills on the Further Education workforce. In addition, the Young People’s Workforce Reform Programme⁴⁵ is focused on the professionalisation of the workforce, the development of a common platform of skills and training and better recruitment and retention.

⁴⁴ <http://www.dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy/>

⁴⁵ [1] The Programme Board consists of representatives from the Association of Directors of Children’s Services; CWDC; Creative and Cultural Skills; General Teaching Council for England; Institute for Learning; Life Long Learning UK; National Council for Voluntary Youth Services; National Youth Agency; Skills Active; Skills for Health; Skills for Justice and the TDA

Local authorities and partners need to:

- consider the implications of RPA as part of the requirement on Children's Trusts to develop a Children and Young Person's Workforce Strategy;
- consider how to support local sharing of good practice and approaches as part of their strategy;
- support local practitioners from different services to understand each others' roles and support each others' professional development, through e.g. secondments and work-shadowing; and
- ensure that all people who could take on the participation adviser role have the skills to do so as soon as possible.

At the national level, we will:

- work with CWDC over the next two years to reflect RPA in its review of the youth workforce; and to ensure RPA is part of the review of the common core of skills;
- set up an RPA front-line practitioner working group in summer 2010, to explore the training needs of practitioners;
- ask CWDC and Lifelong Learning UK (LLUK) to complete a review of the qualifications for careers specialists by the spring term of 2010 and report on the Task Force on the Careers Profession in summer 2010, as set out in our IAG Strategy; and
- by 2013, have an extensive workforce knowledge bank that provides the whole workforce with the excellent practice required for successful delivery of RPA, including from the third sector.

Everyone understands how RPA affects them and behaviours change as this becomes the norm

- 5.17** The communication of RPA is fundamental to its success. Communications need to address misconceptions to gain further support for the change and give people the information they need to deliver successfully.
- 5.18** We will support local authorities and other local networks to engage audiences in their local area, so that messages are given local relevance. 60,000 members of the workforce have been reached in person through our 14–19 briefings hosted by schools, colleges and local authorities. Feedback suggests these have been important in giving the fundamentals of the 14–19 reforms and RPA.
- 5.19** For the last two years we have also communicated to Year 7s as they transition to secondary school by producing and distributing a 'Moving Up' magazine. And as set out in the IAG strategy, we will launch a major cross-government communications campaign to inspire young people to consider different careers and see entry to the professions as an option that can be within their reach.

We want the many and varied national and local partners of this historic reform to shape our plans for implementation. We will therefore:

- hold an annual 'Moving Up' day to raise awareness of young people, parents, practitioners and the general public, working with local authorities and schools;
- work with the 14–19 learner panel, the Edge Foundation, the National Union of Students and others to communicate RPA to young people; and
- in 2010, provide a toolkit covering learning from the RPA trials and support for local authorities on communications.

With the communications toolkit at their disposal, local authorities and partners will be able to lead on tailored communications to the wide range of local audiences, as part of delivering RPA.

Trialling RPA communication activity in East Sussex

As one of the RPA trial areas, East Sussex is setting up a learner focus group of 15 Year 7s and 8s, nominated from three schools. The purpose is to give young people a voice by testing RPA implementation plans with them, including on the provision, IAG and support they need to continue in learning post-16, and on how best to communicate with young people. East Sussex will track them to 2013 in order to establish whether their perceptions have changed, local implementation is effective and whether there are any remaining gaps in service delivery. In parallel they are bringing together the parents of these young people as a focus group and intend to train them to be ambassadors to parents in other schools.

Conclusion

- 6.1** This Delivery Plan sets out the next steps that we all need to take to prepare for full participation in education or training. Annexes A and B separate this for different constituencies. There is more to be done nationally and locally to ensure every young person is on the path to success from an early age and as they grow up has access to a full range of options and the necessary support.
- 6.2** This cannot be achieved in a one-off document. It needs to be an ongoing conversation within local areas, between local areas and between government and stakeholders. We will review progress against the commitments in this Plan on an annual basis towards 2013, and will publish a refreshed plan during 2011 to share evidence on progress and good practice; and update partners on the further actions required.
- 6.3** We also want to know how you are progressing, questions you may have and feedback on this plan – you can contact us at: raisingtheparticipationage@dcsgsi.gov.uk

Annex A: Local actions required to del

	Jan – June 2010	July – Dec 2010	Jan – June 2011
National Targets		<ul style="list-style-type: none"> Reduce proportion of 16–18 NEET by 2% points by 2010, from a 2004 baseline of 9.6% – summer 	<ul style="list-style-type: none"> Persistent absence amongst secondary school pupils below 5%
Preparing all children for success	<ul style="list-style-type: none"> Local areas continue to develop family wide approaches to supporting children and young people to participate in learning 	<ul style="list-style-type: none"> All schools to be part of a behaviour and attendance partnership – September 	<ul style="list-style-type: none"> Implement a... for young pe... pre-16 (subj)
	<ul style="list-style-type: none"> All secondary schools providing extended services host a transition information session during the spring term for Year 6 pupils and parents to explain what lies ahead 	<ul style="list-style-type: none"> One-to-one catch up tuition offered to all Key Stage 2 and Year 7 pupils behind and falling behind – September 	<ul style="list-style-type: none"> All secondary schools ensure KS3 begins with a... behind and falling behind – September
Better options for all young people	<ul style="list-style-type: none"> LAs commission flexible provision to meet the needs of all learners – from April 2010 		<ul style="list-style-type: none"> LAs ensure 14–19 Foundation Learning is delivered collaboratively
	<ul style="list-style-type: none"> LAs help third sector organisations use the development of Foundation Learning to accredit the work they do with young people 		
	<ul style="list-style-type: none"> January Guarantee delivered for all 16 and 17 year olds 		<ul style="list-style-type: none"> September Guarantee delivered for all 16 and 17 year olds
Integrated support for all young people	<ul style="list-style-type: none"> LAs ensure guidance services meet the needs of all young people in the area – including those wishing to participate part-time 		
		<ul style="list-style-type: none"> LAs implement standards for 14–19 prospectus and Common Application Process – September 	
		<ul style="list-style-type: none"> Every secondary school pupil receiving personal tutoring – September 	
	<ul style="list-style-type: none"> LAs take over responsibility of education and social care for LLDD learners 19–25 – April 	<ul style="list-style-type: none"> Information about post-16 transport arrangements is provided to Year 14–19 prospectus – September 	
	<ul style="list-style-type: none"> LAs publish post-16 transport policy statements – May 	<ul style="list-style-type: none"> Consult young people and parents on local post-16 transport and financial... – September 	<ul style="list-style-type: none"> LAs publish post-16 transport poli... – September
			<ul style="list-style-type: none"> Revised CCIS
Enabling local areas to deliver	<ul style="list-style-type: none"> 16–19 Transfer to LAs – April 14–19 progress checks – spring 		<ul style="list-style-type: none"> 14–19 progress checks – summer
	<ul style="list-style-type: none"> 14–19 Partnerships engage the knowledge of all local providers and agencies and maintain good communication channels in order that all sectors inform commissioning t... 		
	<ul style="list-style-type: none"> Local 14–19 Partnerships Plan reflects participation trajectories to 2013/15, based on robust analysis and informs the mix and balance of all 14–19 provision and services... 		
	<ul style="list-style-type: none"> 14–19 Partnerships engage with existing third sector providers in the commissioning process to ensure they have sufficient capacity to h... 		
	<ul style="list-style-type: none"> Local authorities take steps to develop a more diverse provider base and to ensure commissioning systems in compliance with Compact –... 		
	<ul style="list-style-type: none"> 16–19 Commissioning Plans reflect 14–19 Partnership plans and meet needs of all young people – from April 		
<ul style="list-style-type: none"> Directors of Children's Services self-assess their progress towards RPA in preparation for conferences in March 2010 	<ul style="list-style-type: none"> 14–19 Partnerships agree distribution of consortia support grant – summer 	<ul style="list-style-type: none"> Government offices agree priorities with LAs for next financial year – autumn 	<ul style="list-style-type: none"> Every LA has access to quality Education Business Partnership – March
	<ul style="list-style-type: none"> Children's Trust Board on statutory footing – April 		<ul style="list-style-type: none"> Children's Trust... consults parent... for the local w...
	<ul style="list-style-type: none"> Local authorities consider approaches to sharing good workforce development practice locally 		
	<ul style="list-style-type: none"> Local authorities offer secondments and work shadowing to enable practitioners in different agencies to understand each other's roles and identify shared objectives 		
	<ul style="list-style-type: none"> Local authorities ensure that all people who could take on the participation adviser role have the skills to do so 		
		<ul style="list-style-type: none"> 'Moving Up' day to raise awareness – September 	
	<ul style="list-style-type: none"> LAs and partners lead on tailored communication to the wide range of local audiences as part of delivering RPA 		

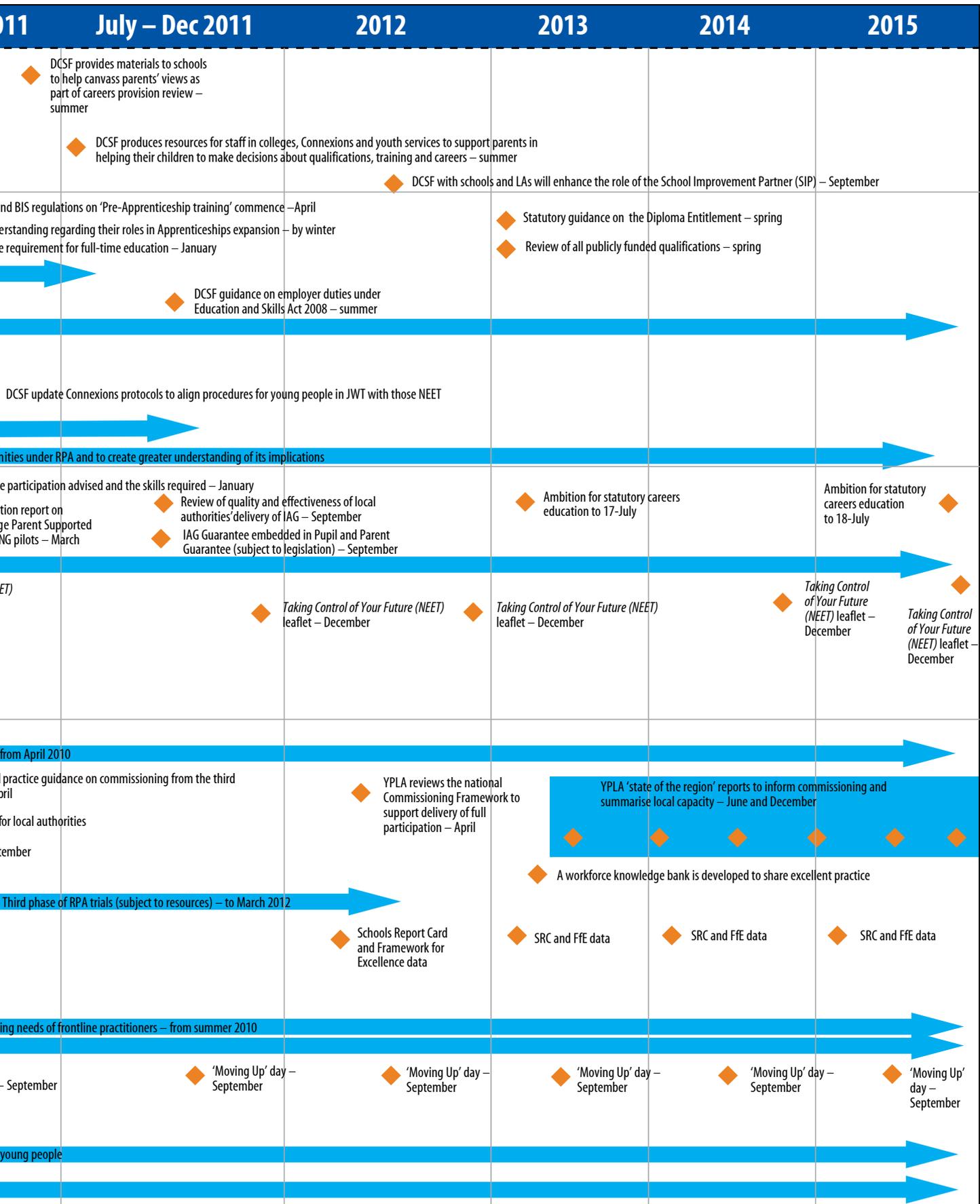
iver RPA

1	July – Dec 2011	2012	2013	2014	2015
<ul style="list-style-type: none"> 82.5% of 19 year olds achieve level 2 and 54.1% of 19 year olds achieve level 3 – summer 61% of young people in receipt of Free School Meals reach level 2 by age 18 – summer 53% achieve A*– C or equivalent including English and Maths at Key Stage 4 – summer 			<ul style="list-style-type: none"> Participation to 17 		<ul style="list-style-type: none"> Participation to 18
<ul style="list-style-type: none"> new registration system people educated at home ect to legislation) – April 	<ul style="list-style-type: none"> PSHE statutory – September (subject to legislation) All young people in alternative education receive full-time provision except where not appropriate – September (subject to legislation) Pupil and Parent Guarantee in place – September 				
<ul style="list-style-type: none"> Additional support for those who have fallen behind pupils who are 	<ul style="list-style-type: none"> All parents have a Home School Agreement and the information and support to be involved in their child’s learning (subject to legislation) – September 				
<ul style="list-style-type: none"> through all schools, colleges and relevant post-16 providers – building up provision and learner numbers from September 2010 					
			<ul style="list-style-type: none"> 14–19 entitlement in place including statutory Diploma and Apprenticeship entitlements – September 		
	<ul style="list-style-type: none"> September Guarantee delivered for all 16 and 17 year olds 	<ul style="list-style-type: none"> September Guarantee delivered for all 16 and 17 year olds 	<ul style="list-style-type: none"> September Guarantee delivered for all 16 and 17 year olds 	<ul style="list-style-type: none"> September Guarantee delivered for all 16 and 17 year olds 	<ul style="list-style-type: none"> September Guarantee delivered for all 16 and 17 year olds
	<ul style="list-style-type: none"> Local areas deliver Common Application Process for all Year 11s – September 		<ul style="list-style-type: none"> Statutory duty on providers to notify Connexions if a young person leaves learning – July 		
<ul style="list-style-type: none"> 11 learners and included in the financial assistance arrangements (ASCL Act 2009) – September cy statements – January specifications in place – April 	<ul style="list-style-type: none"> LAs publish post-16 transport policy statements – January 	<ul style="list-style-type: none"> LAs publish post-16 transport policy statements – January 	<ul style="list-style-type: none"> LAs provide all young people who need one with a participation adviser and a Learning and Support Agreement LAs publish post-16 transport policy statements – January 	<ul style="list-style-type: none"> LAs publish post-16 transport policy statements – January 	<ul style="list-style-type: none"> LAs publish post-16 transport policy statements – January
<ul style="list-style-type: none"> body establishments (ASCL Act 2009) – September – spring 	<ul style="list-style-type: none"> 14–19 progress checks – spring 	<ul style="list-style-type: none"> 14–19 progress checks – spring 	<ul style="list-style-type: none"> 14–19 progress checks – spring 	<ul style="list-style-type: none"> 14–19 progress checks – spring 	<ul style="list-style-type: none"> 14–19 progress checks – spring
<ul style="list-style-type: none"> through the 14–19 Plan – from now to be commissioned – from now help deliver full participation – from April 2010 from April 2010 					
<ul style="list-style-type: none"> a high ness 	<ul style="list-style-type: none"> 14–19 Partnership Plan refreshed to inform commissioning – summer 	<ul style="list-style-type: none"> 14–19 Partnership Plan refreshed to inform 16–18 commissioning – summer 16–19 Commissioning cycle begins (for Sept 2013 start) – August 	<ul style="list-style-type: none"> 14–19 Partnership Plan refreshed to inform 16–18 commissioning – summer 16–19 Commissioning cycle – August 	<ul style="list-style-type: none"> 14–19 Partnership Plan refreshed to inform 16–18 commissioning – summer 16–19 Commissioning cycle – August 	<ul style="list-style-type: none"> 14–19 Partnership Plan refreshed to inform 16–18 commissioning – summer 16–19 Commissioning cycle – August
<ul style="list-style-type: none"> st Board publishes Children and Young People’s Plan, nts in developing it and considers the implications of RPA orkforce as part of the CYPP – April 					
	<ul style="list-style-type: none"> ‘Moving Up’ day – September 	<ul style="list-style-type: none"> ‘Moving Up’ day – September 	<ul style="list-style-type: none"> ‘Moving Up’ day – September 	<ul style="list-style-type: none"> ‘Moving Up’ day – September 	<ul style="list-style-type: none"> ‘Moving Up’ day – September

Annex B: National actions required to

	Jan – June 2010	July – Dec 2010	Jan – June 2011
Preparing all children for success	<ul style="list-style-type: none"> DCSF guidance to assist schools, LAs and other stakeholders in their engagement with parents – spring DCSF guidance to support transitions from early years settings to school and from Reception to Year 1 – February DCSF school-led review of KS3 disengagement and good practice in tackling it – spring 	<ul style="list-style-type: none"> DCSF introduce a 'progress check' assessment in Year 7 – September 	
Better options for all young people	<ul style="list-style-type: none"> DCSF, QCDA and LSIS guidance and modelling on effective delivery of re-engagement provision within Foundation Learning – spring Research published on how well the current qualifications offer is meeting the needs of young people – January DCSF guidance on Foundation Learning for 2010/11 – January/February DCSF publishes <i>Breaking the Link</i> on good practice for 14–19 narrowing the gap – January JACQA 2009 Biennial review reports – January DCSF and LSC publish strategy for addressing attainment gaps – January 	<ul style="list-style-type: none"> DCSF distributes £20 million across all local authorities for Foundation Learning at KS4 – for 2010/2011 Ofsted review of SEN/LLDD provision and support up to the age of 25 – summer DCSF supports better information sharing at local level between NAS and the Connexions service through RPA trials – April 2010 – March 2011 DCSF, BIS and UKCES explore how to recognise employers who support young employees to access accredited training – spring Regional road shows for employers – April 2010 – March 2011 	<ul style="list-style-type: none"> DCSF and LAs agree Memoranda of Understanding – summer DCSF guidance on the precise requirements for Foundation Learning – summer
Integrated support for all young people	<ul style="list-style-type: none"> IAG Quality Standards statutory guidance and directions – spring 2010 Teenage Parent Supported Housing Pilots – to March 2011 Activity Agreement Pilots – to March 2011 RPA Trials explore the more frequent use of CAFs for young people aged 14 and over – to March 2011 Post-16 transport guidance published – February Revised CWDC guidance on the CAF published – January Becta develops a plan to ensure technology is used to best effect for the implementation of RPA DCSF expand Family Nurse Partnership programmes to a further 10 areas – January 		<ul style="list-style-type: none"> Guidance on the role of the Youth Panel – summer Evaluation of Teenage Parent Supported Housing – summer <i>Taking Control of Your Future</i> (NEET leaflet) – December
Enabling local areas to deliver	<ul style="list-style-type: none"> DCSF and REACT review local authorities' readiness to take on their new 16–19 responsibilities – January Updated guidance to Regional Planning Groups – January First Phase of RPA Trials – March 2010 RPA Implementation and NEET Toolkit – March CWDC review of common core of skills – March 2011 DCSF works with CWDC to relect RPA in its review of the youth workforce CWDC and LLUK complete review of qualifications for career specialists – spring DCSF and BIS explore how to facilitate the workforce to work across sectors – by March 2010 National conferences for local authorities on delivering RPA – March DCSF works with LAs and stakeholders to communicate RPA effectively 	<ul style="list-style-type: none"> LSC toolkit for local authorities on third sector provision and commissioning – March YPLA works with third sector and 14–19 Partnerships in areas without a representative to see how this can be addressed – to September 2010 YPLA operational – April Guidance to Regional Planning Groups – April Second phase of RPA Trials, including small scale learning visits programme – 2010/11 Evaluation of the first phase of RPA trials – April Report on Task Force and the Careers Profession – summer 	<ul style="list-style-type: none"> YPLA good practice report – April DCSF statutory guidance on RPA duties – January New work experience standard introduced – September DCSF sets up RPA front-line practitioner working group to explore the training needs of RPA – summer Cross-Government Review of financial support reports – summer 'Moving Up' day to raise awareness – summer DCSF works with the 14–19 learner panel, Edge Foundation, the National Union of Students and other groups representing the voice of young people to communicate RPA to young people – summer

deliver RPA



Glossary

ASCL	Apprenticeships, Skills, Children and Learning Act 2009
Becta	Agency for promoting the use of information and communications technology
BIS	Department for Business, Innovation and Skills
CAA	Comprehensive Area Assessment
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CCIS	Client Caseload Information System
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
EMA	Education Maintenance Allowance
E2E	Entry to Employment
FE	Further Education
FfE	Framework for Excellence
FL	Foundation Learning
GRT	Gypsy, Roma and Traveller
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
JACQA	Joint Advisory Committee of Qualifications and Approvals
JWT	Job without accredited training
Level 2	5 A*-C GCSEs or equivalent
Level 3	2 A levels or equivalent
LLUK	Lifelong Learning UK
LLDD	Learners with Learning Difficulties or Disabilities
LSA	Learning and Support Agreement
LSC	Learning and Skills Council
LSIS	Learning and Skills Improvement Service

NAS	National Apprenticeship Service
NEET	Not in education, employment or training
NYA	National Youth Agency
OECD	Organisation for Economic Co-operation and Development
Ofqual	Office of the Qualifications and Examinations Regulator
PSHE	Personal, Social, Health and Economic Education
QCF	Qualifications and Credit Framework
QCDA	Qualifications and Curriculum Development Agency
React	Raising Expectations Action programme
RPA	Raising the Participation Age
SEN	Special Educational Needs
SIP	School Improvement Partner
SRC	School Report Card
TYS	Targeted Youth Support
UKCES	UK Commission for Employment and Skills
WBL	Work-based learning
YA	Young Apprenticeship
YOI	Young Offenders Institutions
YOT	Youth Offending Team
YPLA	Young People's Learning Agency

Links to further information

DCSF website: www.dcsf.gov.uk/14-19/rpa

Or email us at raisingtheparticipationage@dcsf.gsi.gov.uk

Moving Up booklet: http://kids.direct.gov.uk/resource_areas/html/moving.aspx

Teaching resources for RPA: <http://rpa.ssatrust.org.uk>

Every Child Matters: www.ecm.gov.uk

Parent Know How directory: <http://www.dcsf.gov.uk/parentknowhow/directory.shtml>

New Secondary Curriculum: <http://curriculum.qcda.gov.uk>

Further research and analysis: <http://www.dcsf.gov.uk/rsgateway/>

Provision

Guidance on providing flexible provision: www.dcsf.gov.uk/14-19/documents/NEET%20flexible%20provision.doc

The Compact: <http://www.thecompact.org.uk/homepage/100016/home/>

Information and support on 14–19 reforms including Foundation Learning: www.14-19support.org

Resources to support planning and delivering of Foundation Learning:
www.excellencegateway.org.uk/foundationlearning

Foundation Learning qualifications catalogue: www.qcda.gov.uk/flqcatalogue

One to One tuition: <http://www.teachernet.gov.uk/teachingandlearning/onetoone/>

Key policy documents and reports

14–19 Partnerships and planning guidance:

www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=580&ctype=None&ptype=Contents

Delivering 14–19 Reform: Next Steps: www.dcsf.gov.uk/publications/14-19nextsteps

Quality, Choice and Aspiration – A strategy for young people’s information, advice and guidance

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009>

Your child, your schools, our future: building a 21st century schools system: White Paper and Implementation Plan

www.dcsf.gov.uk/21stcenturyschoolssystem/

2020 Children and Young People’s Workforce Strategy <http://www.dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy/>

Building Stronger Partnerships:

www.dcsf.gov.uk/14-19/documents/building_stronger_partnerships_employers.pdf

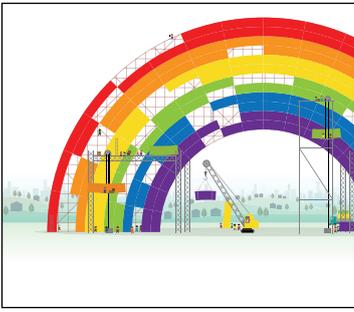
Delivering 14–19 Reforms in Rural Areas: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=390&lid=474&l4id=174&ptype=Single&ctype=Text

ASCL publication *Achieving more together: adding value through partnership:* www.ascl.org.uk

NFER report *National Evaluation of Diplomas: Preparation for 2008 Delivery:* www.nfer.ac.uk

New Ofsted inspection framework: www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Framework-for-the-inspection-of-maintained-schools-in-England-from-September-2009

Ofsted thematic Reports on Implementation of 14–19 Reforms: www.ofsted.gov.uk



You can download this publication or order copies online at www.teachernet.gov.uk/publications

Search using ref: DCSF-01134-2009

Copies of this publication can be obtained from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

Please quote the ref: 01134-2009DOM-EN

ISBN: 978-1-84775-595-7

D16(8539)/1209

© Crown copyright 2009

The text in this document (excluding the Royal Arms and other departmental or agency logos) may be reproduced free of charge in any format or medium providing it is reproduced accurately and not used in a misleading context.

The material must be acknowledged as Crown copyright and the title of the document specified. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

For any other use of this material please contact the Office of Public Sector Information, Information Policy Team, Kew, Richmond, Surrey TW9 4DU or e-mail: licensing@opsi.gsi.gov.uk.