



NOTICE OF MEETING

ECONOMIC DEVELOPMENT, CULTURE & LEISURE SCRUTINY PANEL

TUESDAY, 1 APRIL 2014 AT 6.00 PM

CONFERENCE ROOM B - CIVIC OFFICES (FLOOR 2)

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Membership:

Councillor Matthew Winnington (Chair)

Councillor Phil Smith (Vice-Chair)

Councillor Mike Hancock CBE MP

Councillor Darron Phillips

Councillor Will Purvis

Councillor Steve Wemyss

Standing Deputies

Councillor Margaret Adair

Councillor David Fuller

Councillor Jacqui Hancock

Councillor David Horne

Councillor Luke Stubbs

Councillor Alistair Thompson

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

AGENDA

- 1 Apologies for absence**
- 2 Declarations of Interests**
- 3 Minutes of Previous Meeting - 24 February 2014 (Pages 1 - 12)**

Minutes of 24 February 2014 are attached for approval.

RECOMMENDED that the minutes of 24 February 2014 are approved as a correct record and signed by the Chair.

- 4 Review 'Pathways into work for Young People' - Sign off of report (Pages 13 - 78)**

The panel's final report will follow, to be available for sign-off at this meeting.

RECOMMENDED that the panel officially sign off their report for submission to Cabinet on 9 June 2014.

Agenda Item 3

ECONOMIC DEVELOPMENT, CULTURE & LEISURE SCRUTINY PANEL

RECORD OF DECISIONS of the meeting of the Economic Development, Culture & Leisure Scrutiny Panel held on Monday, 24 February 2014 at 6.00 pm at the Civic Offices, Portsmouth

Present

Councillor Matthew Winnington (in the Chair)

Councillors Phil Smith
Darron Phillips
Steve Wemyss

7. Apologies for absence (AI 1)

These had been received from Councillor Mike Hancock who was unwell and from Councillor Will Purvis who was absent on other council business.

8. Declarations of Members' Interests (AI 2)

When there was mention of Solent, NHS Councillor Smith made a declaration in that his partner is a director.

9. Minutes of Previous Meeting - 30 January 2014 (AI 3)

RESOLVED that the Minutes of the Panel Meeting held on 30 January 2014 were approved as a correct record.

10. Review: Pathways into work for young people (AI 4)

The Chair welcomed all the witnesses to the meeting which was expected to be the last evidence gathering exercise for the Panel.

(a) Lyn Exley, Post 16, Education Adviser, Portsmouth City Council

Panel Members have been circulated a draft copy of the 'post-16 curriculum plan for 16-19 year olds and up to 25 young people with special educational needs for the academic year 2013/14 and 2014/15 (Version 4)'. She circulated updated pages on the consultation feedback on current provision as well as charts which were the appendices outlining the exact provision of vocational courses, traineeships, academic courses and outlining organisations that work with young people and support access to an engagement with education, training or employment in the local area. It was stressed that this is a consultation document that was to be discussed with schools and the post-16 providers to see where there was over provision or gaps and to look at the support available on the courses. This was in tandem with the ITYSS tracking and outlined the main organisations that young people progress onto and the predicted numbers there. The consultation

process was on-going and the plan would be sent to all schools the following day to ask them to sign up to this as well as consulting with the post-16 providers. Lyn presented the updated key pages 8-10 of the document.

Over Provision Identified

- (a) A Levels - there was a concern that with the growth in availability it will be difficult for the providers to offer a full range of subjects with sustainable student numbers which might have an impact on the offer to young people after they have begun their programme.
- (b) Some BTECs - poor progression opportunities beyond one year courses have been identified as an issue where numbers on courses within an individual provider, may not enable progression to a full two year programme and therefore limit progression to higher education and employment.

This may lead to further discussion with the colleges regarding the need to pool for certain A Levels or BTECs to give provision for these courses. This would help address the risk when starting the first year of a course that the second year may not be viable and enable students to complete.

Insufficient Provision and/or Gaps in Provision

The identified insufficient provision particularly for work-based programmes such as traineeships and apprenticeships is not about the lack of post-16 providers as they were willing to offer the identified provision, instead this is dependent upon the ability to find employers willing and able to offer work experience, internships and employment which are required by these programmes.

The lack of entry level provision especially hit hard the Harbour School pupils. There is a concern on the vocational programmes at entry level that with poor English and Maths skills students cannot progress to level 1 or 2.

Whilst traineeships are limited numbers for occupation areas this was a growing area. An identified problem was that the young people wanted payment for placements, as are available for apprenticeships.

For apprenticeships Level 2 (Intermediate) and Level 3 (Advanced) there is a reliance upon business engagement; without employers offering the placements young people cannot access these programmes.

There are also gaps in apprenticeships opportunities at Level 2 and 3 and Art Design & Visual merchandising and some specific construction areas.

A key area of concern was the bridging programmes for young people that cannot progress from a Level 2 to a Level 3 apprenticeship. These are often 17 and 18 year olds who do not have English and Mathematical skills to progress to Level 3. Where they struggle to progress to their second and third year this affects the NEET figures.

Special Needs: There were also gaps in specialist provision for profound and multiple learning difficulties, particularly post-19 and for pupils with behavioural, emotional and social difficulties (BESD), and those young people with mental health issues. Lyn did report that the Education Department at PCC had successfully bid for funding to reduce these gaps. Highbury College gained capital funding to refurbish Arundel Street accommodation to provide high end BESD provision from September 2014. At Portsmouth College from September 2015 a small facility will be available for those with profound multiple learning difficulties.

Regarding BESD it was reported that the NEET figure for the Harbour School was approximately 50%. Special provision was desired for these students wishing to have practical/workshop courses rather than classroom learning, however there are high costs associated with providing for this with the and supervision required.

Discussion with the post 16 providers and Education Funding Agency will follow the agreement of what is needed for Portsmouth but it will also need further engagement with employers. The findings in relation to employers supports the Apprenticeships report later presented by Penny Lane.

The other areas of support identified as a need included:

- the earlier identification of dyslexia while at school before post-16 education
- increased number and range of taster days at colleges
- increased work experience opportunities for 14-16 year olds to a wider range of vocational projects
- increased work experience opportunities for under 18s to sit alongside full time programmes or to form the basis of a learning programme where full time education is a barrier to engagement
- opportunities for information on recruitment to the police, fire service and other uniformed services
- support for learner transition from Year 11 to Year 12, then increased from Year 12 to Year 13 when there is considerable disengagement and the NEET figures increase significantly. Also from Year 13 onto higher education, apprenticeships, further education or employment.

On 8 May there would be a seminar for schools and providers and it was hoped that the final document would be published there. In the meantime this was an evolving document.

(b) Mark Rodwell, Young Person Support Team Manager and Tessa Bailey, Interim Commissioning Manager for Children's Social Care, Portsmouth City Council regarding the New Belongings project

Mark Rodwell explained that the Young Person Support Team supports the Looked After Children (LAC) from the age of 14 to 17 years and care leavers from the age of 18 until 21 years of age, or until 25 if they remain in higher

education. The support consists of preparing young people into independent living, assess and assistance into accommodation, with finances, health needs as well as employment education and training opportunities. The team case loads are approximately 120 Looked after children and 80 Care Leavers.

NEET Figures

Care leavers are over represented in Portsmouth and nationally in the NEET figures as well as doing less well in a number of outcomes. National average for all young people NEET is 15.1% (ONS 2013)

Looked After Children aged 16 and 17 years of age are closer to the Portsmouth average for being NEET, but still higher; the average for all 16/17 year olds in Portsmouth is approximately 5.9% (Jan 14).

The figures below show the NEET figures for Looked After Children and Care leavers

Month	LAC 16/17 Year olds	Care Leavers 18 +
April 13	4%	38%
May 13	12.3%	37.2%
June 13	11.2%	35%
July 13	12.6%	36.8%
August 13	18.5%	36%
September 13	5.5%	35.3%
October 13	6.4%	36%
November 13	6.4%	41%
December 13	7.8%	43%

In the month of November 2013 the care leaver cohort was separated in to the following categories:

- 26 Care leavers at college
- 4 Care leavers completing apprenticeships
- 2 Care leavers with a training provider
- 5 in work
- 32 NEET = 41% of the care leaver cohort.

In addition Care leavers fall behind the national average for those young people who progress in to higher education. At the start of 2014 8 care leavers in Portsmouth were attending University. This equates to approximately 5% of care leavers (18-25 year olds) continuing on to Higher Education, the national average is 49% of the total young person population (DfE 2011-2012).

It was further reported that the Looked After Children (LAC) do not do well academically compared to their peers so can struggle to find work, 24% achieving 5 A-C grades (the city average is closer to 60%). The Panel would be interested to find out further information regarding how long these children have been in care to see what impact the local authority are having, but this information was not available at this time. It was reported that when they

come into a care system there is disruption in their education, those in stable foster placements will have better results as they are more supported in their education. Many of these young people are articulate and bright but have missed out on formal education and Social Care would like more discussions with colleagues in Education to allow some flexibility for the LAC to access appropriate courses to help them with their pathways into employment.

New Belongings

Tessa Bailey then introduced the New Belongings project which offers an exciting opportunity to improve employment, education and training opportunities of PCC care leavers. The project brief was circulated; this is a live document which is subject to regular updates. The New Belongings project is a national project, run by the Care Leavers Foundation and funded by the Department for Education, which aims to create a 'gold standard' in supporting care leavers. It is aligned with and supports other key national developments aiming to improve the lives of care leavers such as the Care Leavers Strategy and Access All Areas.

Portsmouth is one of 9 local authorities (there are 6 pilot areas with some covering more than one local authority area) which has been chosen to pilot the programme and the PCC successful bid lasts from October 2013 to October 2014. On average PCC supports 80 care leavers at any given time (78 at the start of New Belongings). Of these 78 care leavers, 8 are at University (this care leavers up to the age of 25), 26 are at college, 4 are completing apprenticeships, 2 are with a training provider, 5 are in work, 32 are NEET.

Accommodation - PCC care leavers tend to go in supported lodgings/hostels or shared housing for the aim to allow access to support for these vulnerable young people. The Housing Department is looking at the provision of smaller hostels. It was noted that this accommodation was often in the city centre although supported lodgings could be spread around the city. PCC is also looking at private landlords to help, with the local authority giving support. Work was taking place for the post-18 age group to stay with their current foster carers when they are in education and it was hoped that this could be extended for those starting traineeships.

Progression to Further/Higher Education

One of the outcomes the Project was seeking to achieve was to see improvements in the take-up of education and employment opportunities for LAC, with progression through and beyond further education. One of the 6 areas of development within the action plan relates to further education employment and apprenticeships for the 16+ age group and to encourage further education establishments to sign up for the Frank Buttle UK Quality Kite Mark. It was reported that Guildford College was now asking some of our care leavers to attend their courses as part of the Buttle accreditation. There was also work with the University of Portsmouth to develop an interim support programme for care leavers wishing to attend higher and/or further education.

Lyn Exley reported that there is the aspiration to give more opportunity and support on re-takes of examinations at the local colleges.

The DfE published data of GCSE English and maths retakes for the KS4 year 11 leaving in 2009/10 who had failed to achieve an A*-C grade. When completing their KS5 in 2011/12 there are major variations between colleges locally particularly for the numbers entered for retakes. Gaining a GCSE in these key subjects are seen as key for our young people both for being able to progress to a Level 3 programme or into work where employers recognise GCSEs.

Discussion took place as to whether those colleges with very high achievement rates may be risk adverse in entering students for these qualifications when nationally the achievement rate is 50% and this was a challenge for the project.

Data was given for our 4 local colleges which have the majority of our Portsmouth students. Members were advised that the data related to the whole cohort within the college not just Portsmouth residents and the make-up of each college will be different.

GCSE English (11/12)

	Highbury	Portsmouth	South Downs College	Havant
% Retakes registered	2%	64%	24%	83%
% Achieved	1%	34%	13%	71%
% who entered college with a Level 1 D-G grade	81.5%	84%	96%	94%

GCSE Maths (11/12)

	Highbury	Portsmouth	South Downs College	Havant
% Retakes registered	3%	41%	15%	68%
% Achieved	1%	18%	9%	34%
% who entered college with a Level 1 D-G grade	85%	88%	96%	94%

Pupil premium rates stop at 16 but now with the government extending the age of school attendance, added funding will be required to give them this support. It was also reported that the University of Portsmouth were offering a mentoring and support programmes for care leavers interested in higher and further education.

PCC's Role

Portsmouth City Council as a large employer and a corporate parent has a duty to provide opportunities. As part of the New Belongings project it was intended to have a part-time post taken by a care leaver in a keeping-in-touch role. This post would inform others of open days, apprenticeship opportunities, newsletters and use of 'apps'¹ technology in informing each other. Each care leaver should have a transparent entitlement pack. The role of the Children in Care Council would be encouraged to expand.

Specialist Support

Another challenge was for the mental health services to take up the responsibility for care leavers aged 18-25 who should have assessments for mental health needs. This would be discussed further with the commissioners. Solent NHS have the contract for Child & Adolescent Mental Health Services (CAMHS); there is further work needed to develop this relationship with the health bodies.

(c) Penny Lane, Strategic, Intelligence & Information Manager, Portsmouth City Council

Penny Lane presented the draft findings and priority themes for the report entitled 'Delivering Apprenticeships for Portsmouth'. Findings were from the draft report which had not yet been approved by the city council's cabinet but had come from the regeneration ambitions for the city looking at the skills of the workforce and population. This recognises that regeneration projects should be accompanied by social benefits for local residents. The Business Growth & Skills Plan had identified the need to undertake a programme of work to:

- increase the number of apprenticeships and traineeships available in the city
- ensure that apprenticeships in the city meet current and future employment demand
- promote apprenticeships as an equal alternative to other progression routes

The draft report identifies 4 priority themes:-

¹ Short for 'application' a computer programme designed for use on mobile devices (smartphone/tablets)

i) Engaging Employers

Employers need to be engaged to understand the direct benefits to their organisations; encouraged to recognise the importance of delivering skills in a growing economy; and supported to access information and practical help to establish apprenticeships within their organisations.

(Thereby apprenticeships should be seen as a positive not detrimental to their business)

ii) Raising Awareness and Promoting Opportunities

Potential apprentices and their advisers, parents and schools, need to be fully informed of the range and extent of the opportunities available, and have an understanding of what an apprenticeship is and the benefits it brings.

(It is recognised that parents and carers are the primary source of information on careers for pupils in the city so they need to be fully aware of the opportunities available)

iii) Shaping Provision and Ensuring Access

Employers and providers need to ensure that there are enough advanced and higher level apprenticeships to match the increased labour demands for higher level skills, particularly in key growth sectors. Sufficient entry level provision including traineeships and pathways into work will be central to ensuring that all future opportunities can be accessed by all.

iv) The City Council and Partners - Raising Our Game

The council and its partners have a key role as employers to ensure a sufficient number and range of apprenticeships within their own workforces. As an influencer and policy maker the council also has a central role to play in encouraging and supporting the development of increased opportunities across the city.

The report had accompanying suggested actions which are aspirational at this stage but would need an accompanying framework to offer more opportunities for apprenticeships.

Panel Members had been advised by the Hampshire Chamber of Commerce that some of the small medium enterprises had the problems not in paying for apprentices but in the associated time resources devoted to training them. It was felt that this would vary between size of business and type and it was important to share the success stories by those businesses taking on apprentices.

(d) Local Student

Unfortunately the student who had been intending to come to meetings was not available.

All the witnesses were thanked by the Chair for coming in and giving such interesting presentations.

(e) Written Evidence

Supplementary evidence was circulated:

- (i) Leone Hill, Job Centre Plus giving an update on the latest figures. They currently have 865 18-24 year olds showing a downward trend. It was clarified that JCP see any young people who are claiming benefits that could be Job Seekers Allowance, Employment Support Allowance or Income Support (ie lone parents).

When someone claims benefit they are allocated an adviser (soon to be called work coaches). There is a team of advisors who only deal with the 18-24 age group. The advisers see young people weekly or more often if it is necessary. They provide customers with their contact details so if someone needs to come in and see an adviser they can call and arrange this or alternatively speak over the phone or via email.

- (ii) Intensive Support Programme

Lisa Wills, Strategy & Partnership Manager within Community Safety at PCC had provided supplementary information on the submission process for funding from the Office of the Police & Crime Commissioner.

- (iii) South Downs College

Amanda Percy the Assistant Principal Admissions, Progression & Marketing and Jane Lamer the Head of Employer Engagement and Business Development have submitted the following summary of initiatives at SDC:

The **Careers and Employment Zone** is open for drop-in from 9.00 to 4.30pm every day. This is at the front of the College – employers can also visit and we have an Employment board advertising part time and full time opportunities (although obviously we speak to students prior to the referral for full time roles as they are on course as we are committed to ensuring their achievement). Full time opportunities will include Apprenticeship and Traineeship opportunities and we accept referrals off the street and the Careers team support application to College for full time and Apprenticeship positions.

Preparing for work: In addition to drop in careers advice there is a specialist service for students seeking employment on completion of their course. The service includes job search, CV, application advice and interview techniques.

We are working to extend this service with a “**Talent Bank**” for students wishing to register for suitable vacancies. We are currently working with employers who are considering work experience linked to priority for employment – many of these as paid college experiences to support students on programme

Work Experience is also based in this area and the College is very successful in placing students for their work experience. This work is being extended with an **Internship Programme** for students in the summer of between their first and second year at College. Currently offering approximately 2700 opportunities – many course have this as a requirement but we also support students who are seeking to develop their CV to support progression and UCAS applications

The College organises a wide range of **employment events** to support this work and these include subject specific employment fairs including Engineering, Hospitality and Catering and STEM. This includes Employers all having stands and speaking to students about working with them, they recruit from this, but also

In addition there is a “**Not going to Uni**” fair specifically for those students seeking training schemes, Apprenticeships and Employment on completion of their course. This is an annual day event where there are stands and the opportunity to speak to employers about other high quality options – all of whom include continued learning. This is in addition to our occupational events and include Apprenticeship providers, Armed forces and local employers including BAE, Vector Aerospace, Rolls Royce, IBM and career/job search agencies. There was the opportunity to speak to employers and apply for jobs starting after students courses.

Staff teaching on vocational courses have strong **employer links** which support this work. We also do CPD with employers so that our staff are realistic about the needs of local employers and can embed employability within a wide variety of courses. Considering progression into traditional and non-traditional routes

Hospitality, Catering and Travel is a particular flagship area for the College. Their Students’ progress to a wide range of employment including very prestigious employers. We also have an **employers’ focus group** that meets termly – this allows us to obtain real employer feedback on the provision and how we

develop. This has helped us to develop our curriculum to meet local employers needs, and massively developed the work experience opportunities that we can offer our students. For the last 3 years this has included the wonderful “Hotel Takeover” of the Langstone Hotel on Hayling where over 40 Students take the key roles and the full time staff take the weekend off. An amazing opportunity which has strengthened students CVs and understanding dramatically.

Apprenticeships – the College was amongst the top 3 in the Country for Apprenticeship delivery in 2011/12 (last published rating) and maintained outstanding results. The delivery includes Design and Media Apprenticeships, AAT, Childcare, Management, Equine, Business Admin, Enterprise, Hair Dressing and Professional Cookery.

Traineeships – supporting young people overcoming the barriers to achievement of an Apprenticeship this flexible and individual programme is roll on roll off and tailored to the individual, including between 5 weeks and 5 months work experience. All Apprenticeship areas covered but this is designed for young people who need some support into Apprenticeships and not hard to reach NEET learners

Young Consultants – The Solent LEP Internship project with the 7 GFE Colleges. South Downs College are leading this project between the 7 GFE Colleges in the Solent LEP area (Fareham, IoW, Sparsholt, Highbury, Southampton City, Eastleigh, Fareham and South Downs) to develop our work with employers. This is a paid work experience model delivered during the Summer break for continuing students, offering employers the opportunity to work through a specific project using the unique skills of our highest quality students. Recruited on a competitive basis these unique opportunities will allow business and students to gain real benefit and hopefully extend the career opportunities for the young person. Our Principal Lyn Surgeon will be launching this project at the Solent LEP’s Skills Summit in March.

11. Date of next meeting (AI 5)

It was agreed that there should be an informal meeting on 11 March at 6 pm and hopefully the report will be signed off at a full meeting on Thursday 20 March at 6 pm.

The meeting concluded at 7.30 pm.

Councillor Matthew Winnington
Chair



Portsmouth
CITY COUNCIL

Economic Development, Culture & Leisure
Scrutiny Panel

A REVIEW OF PATHWAYS INTO WORK FOR YOUNG PEOPLE

Date published: 1 April 2014

Chair's Preface

The object of the Economic Development, Culture and Leisure's scrutiny in the 2013-14 municipal year has been 'Pathways into Work for Young People'. We as a Panel decided that due to the issues with youth unemployment in light of the economic crisis since 2008 and the ongoing issue of sustainable employment for young people in the city it would be right for us as a Panel to come up with recommendations to enable Portsmouth City Council to best respond to those challenges. Within the recommendations there is a particular focus on the important role of apprenticeships and relevant qualifications in achieving the sustainable employment future for our young people and well as the important role of the involvement of employers at an early stage via schools.

To do this we took evidence from a number of individuals from, among others, schools, colleges, local businesses, University of Portsmouth, training providers, UNISON, social workers and council officers engaged in training, education and engagement strategies.

I would like to thank personally then all of those who attended on behalf of Department for Work and Pensions, Portsmouth Craft and Manufacturing Industry, Skills Funding Agency, Troubled Families, Mayfield School, Admiral Lord Nelson School, Catch 22, Highbury College, Portsmouth College, South Downs College, University of Portsmouth, Motiv8, Education Business Partnership, Portsmouth City Council officers responsible for Education and Looked After Children and those managing work placements at the Council and the delivery of apprenticeships in Portsmouth, BAE Systems, Hampshire Chamber of Commerce, National Apprenticeship Service, and UNISON for taking the time to give evidence to the Panel and without whose knowledge and experience which we would have not have been able to come up with this report and the recommendations that come out of it.

I would also like to give my great thanks to my Portsmouth City Councillor colleagues John Ferrett (Paulsgrove), Darron Phillips (Baffins), Will Purvis (Milton), Phil Smith (Central Southsea) and Steve Wemyss (Drayton and Farlington) for the non-partisan, thoughtful and dedicated way they have approached this topic and come up with an excellent set of recommendations that will serve Portsmouth well. I would like particular thank Councillor Smith for his chairing of the evidence given by my work colleagues from the Department for Work and Pensions. I'd also like to thank Councillors David Horne (Paulsgrove) and Luke Stubbs (Eastney and Craneswater) for their contributions in the meeting they each attended as standing deputies.

My final thanks goes to the two people without which this report would literally not exist, the Panel's initial Local Democracy Officer, Karen Martin, who left for pastures new early on in the review and her able replacement, Joanne Wildsmith who sifted through very large amounts of evidence to write this report. Joanne was also invaluable in interpreting the panel's conclusions and recommendations from the discussions we'd had.

I commend this report to the Cabinet, the Council and the People of Portsmouth.

Councillor Matthew Winnington
Chair, Economic Development, Culture & Leisure Scrutiny Panel
Date: 1 April 2014

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1. EXECUTIVE SUMMARY

1.1 To understand the impact of recent changes to the funding and resources available to help tackle barriers to training for employment or employment for young people

The panel heard that whilst there is currently a downward trend in the number of 18-24 year olds claiming Jobseekers Allowance, this still accounts for approximately 900 young people in Portsmouth. There are various initiatives to help them find or return to work, such as the Work Programme and Youth Contract, and the Jobcentre Plus (JCP) works with individuals to give them personal assistance in preparing them to have the necessary skills to both find and undertake work. Specialist disability support programmes are also available – the Work Choice programme and the Access to Work Fund.

There are some employment sectors that have higher vacancy rates, such as social care and construction, in which links between agencies such as JCP and the local colleges are important in providing suitable training opportunities and pre-employment training can give more information on these areas of work. There are also nationally backed promotional events, such as 'Feeding Britain's Future' that raises the profile of the food and grocery industry, with associated workshops run by the Co-operative Group.

Multi-agency work is also taking place between the DWP, Portsmouth City Council (PCC) and employers to encourage youth employment. Intervention work with young people and their families is important in raising aspirations and the DWP encourages mentoring and volunteering opportunities and the use of work trials. City Deal funding will bring employment opportunities and PCC has the potential to use its commissioning powers to invoke social inclusion clauses.

PCMI is part of PCC and delivers a range of employment and personal development focused programmes, such as Youth Contract, giving key worker support to 16-17 year olds in partnership with funding agencies. PCMI also work closely with the Integrated Targeted Youth Support Service (ITYSS) and the Youth Offending Team. Work also takes place with 14-18 year olds identified as being at risk or of being 'Not in Employment, Education or Training' (NEET). Multi-agency work with troubled families (through the developing 'Positive Family Steps') tackles issues such as absenteeism from school and encourages and supports better parenting skills.

1.2 To undertake a mapping exercise to understand the services, interventions and training opportunities available to young people locally as they seek work and to identify gaps/overlaps in provision

Effective careers guidance at school is seen as key to raising aspirations and in providing information on the range of employment opportunities available and the variety of routes to secure them. The panel heard from representatives from local schools where there is good practice and partnership work is taking place with the University of Portsmouth, 6th form colleges and local employers. Mayfield School (who pay for an Education Business Partnership careers advice package) and Admiral Lord Nelson School (one of 5 schools who have this traded service with PCC) provided evidence of a range of initiatives such as enterprise days, business ambassadors, work placements, mock interviews and attendance at careers fairs. The transition from school to college can present difficulties, with links needing to be maintained to help track pupils, but there is a diverse and varied post 16 curriculum on offer at the local colleges.

A consultative document on the post 16 curriculum plan (for 16-19 year olds/up to 25 for young people with special education needs) was shared with the panel, that mapped the exact provision of vocational and academic courses as well as traineeships on offer for Portsmouth students. This identified areas of over-provision where colleges may need to pool resources for some A Level and BTEC courses to be provided, and where there are gaps or insufficient provision. Traineeships are limited but expanding and young people seek to be paid for these in the same way as for apprenticeships. The offering of apprenticeships is reliant upon employers being willing to offer placements. There are also gaps in specialist provision for pupils with profound and multiple learning difficulties and for those with behavioural, emotional and social difficulties for which PCC is seeking funding for schemes, working with Portsmouth and Highbury colleges and the Harbour School. There are also currently significant variations between the colleges in levels of exam retakes.

PCC has mapped the NEET figures for the city for 16-18 year olds at approximately 350. There are also 200 pupils being home educated in the city. Tracking of pupils has been complicated by the raising of the age of participation to 18. PCMI and Catch 22 both provide employment and education based programmes and apprenticeships for NEETs. Catch 22 seeks to help steer their clients away from crime and substance misuse.

The panel also heard from representatives from local colleges that have a broad academic and vocational curriculum. Highbury College's Employment Careers Service is run in partnership with Reed/NCFE to link directly with employers to secure jobs for its students. There is close liaison with local schools with motivational presentations being given to year groups 9, 10 & 11 as well as college staff attending year 8 & 9 school option events to provide progression information. The college students are also encouraged in their course progression to secure future employment and the Higher Education Fair was extended to representatives from professions. There are close links with local employers and effective work placements as well as overseas work exchanges.

Portsmouth College's curriculum has broadened from traditional subjects in response to the changing employment opportunities with students being made aware

of today's range of destination routes from university (for which the numbers attending is in decline) to apprenticeships and work placements, with some sandwich courses being offered. The college is represented at employment events and employment skills days. South Downs College has a range of links with employers: a Careers & Employment Zone (this advertises vacancies, apprenticeship and trainee opportunities), development of a Talent Bank for students to register with, a work experience and internship programme, a 'Not Going to University Fair' and an Employers' Focus Group.

The University of Portsmouth's (UoP) Purple Door seeks placements for their students into graduate employment and the university is also heavily involved in education liaison and outreach work with local schools (from year 5 upwards) and colleges. UoP seeks to increase applications from under-represented groups and to ensure potential students can make informed decisions about whether progress to higher education is right for them. It recruits a team of student ambassadors and mentors, has campus tour days for primary and secondary schools, taster sessions and 'Up for Your Future' talks are offered for school and colleges and at higher education and careers fairs.

The panel also considered the specialist provision taking place with more vulnerable groups, such as the work of Motiv8 with young people identified as being at risk and in need of support. This includes targeted work with the ITYSS and the Intensive Support Programme for a limited number of young people in the criminal justice system. Motiv8 offer volunteer opportunities and has its own apprenticeship scheme, and its own social enterprise Bicycle Recycling Scheme has proved successful in training young people and this is expanding.

Looked After Children (LAC) are an area of both concern (with lower take up numbers for apprenticeships, lower educational attainment levels and proportionally higher NEET figures) but also of optimism with PCC's 'New Belongings Project' seeking to tackle these inequalities in preparing the young people for independent living and giving access to employment, education and training opportunities. The Young Persons Support Team work with approximately 120 LAC and 80 care leavers. PCC as a corporate parent has a role in the provision of opportunities for these LAC and it is intended that a care leaver be employed in a post to liaise with LAC to raise their awareness of employment events and opportunities.

1.3 To understand issues and barriers experienced by employers in relation to employing young people

During the review process the panel were aware of instances of a divergence of expectation between young people in the recruitment process and employers' expectations of them. The Portsmouth & South East Hants Education Business Partnership (EBP) acts as a link between business and education to help prepare young people for the work environment, but funding changes have required it to charge schools for services, such as organising work experience, which has led to a decrease in schools providing this valuable opportunity. PCC itself offers work placements across a range of departments. PCC also offers social work degree student placements as the learning in practice part of their course. PCC's PCMI offers both work placements and traineeships.

An example of a local business providing full graduate and apprenticeship schemes was given by BAE Systems Maritime Services; BAE provide their own in-house training. To encourage suitable apprentices the negative image needs to be countered so that it is seen as a successful way to progress in employment. It was noted that a barrier to being taken on as an apprentice was a young person's criminal record; the intervention of central and local government is needed to encourage employers to be more socially aware and to take a shared risk approach.

The Hampshire Chamber of Commerce members reported on their concerns of young people's expectations; they were not always willing to work shift patterns, they were not always aware of the range of apprenticeships on offer and there is a lack of preparation for interviews. There is better interaction between businesses and colleges than with schools and there is an academic target culture that can inhibit suitable pupils being guided towards apprenticeships. The National Apprenticeships Service's event at Fratton Park was an example of the varying level of participation by local schools. Some of the young people at the event had explained that there can be financial difficulties for them (and their families if on benefits) in taking up placements.

The initial findings of PCC's own draft report 'Delivering Apprenticeships in Portsmouth' had identified the need to further engage with employers to see the benefits of taking on apprentices and to raise the general awareness of these opportunities – especially to parents/carers who are the primary source of careers information to young people. There is also the need for PCC and its partners to take a central role in encouraging, promoting and supporting the development of increased apprenticeship opportunities across the city.

2. CONCLUSIONS

2.1: PCC has responsibility for local authority controlled schools and there is a need to encourage these schools to create links with businesses as well as pursuing academic targets. Whilst some schools are actively attending events such as the Opportunities Fair and Apprenticeships events, others are noticeably absent. (sections 7.7, 7.8)

2.2: PCC has a responsibility to promote positive examples of employment opportunities and role models, particularly regarding apprenticeships. (sections 7.1.1, 7.4)

2.3: PCC should be promoting the good practice of apprenticeships and explore the possibility of including appropriate terms within contracts. (sections 5.2.4-6, 6.12.6)

2.4: Some young people struggle to find the initial money to fund their transport costs to attend work placements and apprenticeships and the loss of benefits to their parent/carer(s) can be a disincentive to taking up these opportunities. (section 7.8)

2.5: The value of educational attainment in securing future employment has been highlighted by the schools, further education representatives and local employers. (section 7.7)

2.6: The mapping of post 16 curriculum provision and the concerns raised on attainment levels for Looked After Children and care leavers both show that there is a surprising variation between the approaches taken by local colleges regarding retaking of important examinations. These core subjects of English and Maths are crucial to future employment opportunities as well as eligibility for apprenticeship schemes. The cause of this can be consideration of league tables to the detriment of the young peoples' future job prospects. (sections 6.5.6-8)

2.7: The New Belongings Project is being successfully implemented by PCC's Social Care team as an exemplar pilot authority, giving greater support and encouragement to care leavers with associated training and employment opportunities. (sections 6.13.8-14)

3. RECOMMENDATIONS

3.1: That LA schools be challenged to appoint business mentors and that the Education Department sets up events to bring schools and local employers together. The governors are asked to appoint a responsible link person to act in this co-ordinating role and there should be a report back mechanism for this. Governors' Support at PCC should incorporate business awareness for the appointed link governor. (conclusion 1)

3.2: That articles regularly appear in the council's own publications (Flagship, Housetalk, Term Times and the website) to promote and signpost young people (and their parents/carers) to the range of employment and training opportunities. (conclusion 2)

3.3: PCC's procurement of contracts should have regard to the provision of all appropriate learning and training programmes, such as apprenticeship schemes. (conclusion 3)

3.4: That a letter be sent to The Secretary of State to raise concerns about these potential barriers that occur to families dependent on benefits and also to address the issues where the young person is struggling to find the initial funding to enable them to attend their placements. (conclusion 4)

3.5: PCC and multi-agency Troubled Families/Positive Family Steps work should continue to promote good parenting skills and parents/carers' engagement with the educational system to improve chances of employment for young people. (conclusion 5)

3.6: Encouragement should be given to all further educational colleges in the Portsmouth area to give young people opportunities to retake exams in core subjects (English and Maths) to help enhance their employability. (conclusion 6)

3.7: All parts of the City Council should be aware of, and give support to, the New Belongings Project for care leavers to its conclusion and beyond, to build on its success. A report on this should be taken to the Cabinet Member for Children & Education to highlight the outcomes of the scheme. (conclusion 7)

4. PURPOSE, OBJECTIVES AND TIMESCALE

The Economic Development, Culture & Leisure panel aims to present their report and recommendations to Cabinet on 9 June 2014 (whilst this is outside of the usual 8 weeks' guideline for scrutiny reports to be presented to Cabinet this will be the first available meeting scheduled for the 2014/15 municipal year). The panel's recommendations outline suggested areas to encourage employment opportunities for young people in Portsmouth.

The full objectives are set out within the scoping document, Appendix B, attached to the report. Information relating to the composition of the panel and the meetings held in the 2013/14 municipal year (listing witnesses) is set out in Appendix C.

5. To understand the impact of recent changes to the funding and resources available to help tackle barriers to training for employment or employment for young people (Objective 1)

In considering the funding and resource implications for training and employment opportunities being encouraged locally the panel heard from agencies working closely with young people seeking employment.

5.1 Leone Hill the Employer Account Manager at Jobcentre Plus (JCP), Portsmouth explained how JCP work with customers in the 18-24 year old age bracket. (Those on the Work Programme are dealt with via A4E (and their sub-contractors Learning Links and PCMI) and CDG/Maximus. Her role is to work with employers with an emphasis on encouraging young people into employment and she had worked with the city council's Linda Taylor (Employment Initiatives Manager) over many years on joint initiatives.

5.1.1 **Statistics** - over 5,000 people in Portsmouth claim Jobseeker's Allowance (JSA). 8,000 people receive health related benefits because they have a disability or health condition that affects or limits the work they can do. There are approximately 2,000 lone parents receiving Income support who have children under 5 and approximately 1,500 carers.

5.1.2 The 18-24 year old age group make up about a quarter of JSA claimants: **995 young people** (as reported on 17 October 2013) which decreased to **865¹** (updated in February 2014). This is approximately 400 down on the previous 6 months which was a promising trend. A third of these young people would be on a Work Programme because they have had been unemployed for 9 months or more.

5.1.3 JCP can see any young person who is claiming benefits; this could be Jobseeker's Allowance, Employment Support Allowance or Income support (i.e. lone parents). The claimant is allocated an adviser/work coach. There is a team of advisers which only deals with the 18-24 age group. The advisers see young people weekly or more often if necessary. They provide customers with their contact details so if someone needs to come in and see an adviser they can call and arrange this or alternatively speak over the phone or via email.

5.1.4 JCP aim to give a tailored approach looking at the individuals' situations and any barriers they were experiencing. Their dual role was both to help and challenge in helping find work. There was encouragement of up-skilling so that applicants could search for jobs effectively on line. Jobcentre Plus was also in partnership work with other organisations including the city council and the provision given was a mix of voluntary activities and mandatory activities e.g. IT skills, increased literacy and numeracy skills, English as a second language. There is access to a funding stream, Access to Work to help disabled people get into a job which could help with those on JSA, such as clients with dyslexia or needing special aids or equipment, adaptations to

¹ These figures are from NOMIS the labour market statistics

premises or other support at work. The Skills Funding Agency has specific funding to support unemployed adults which are arranged through Chichester College (but held in Portsmouth). Highbury and Portsmouth Colleges also offer free training to unemployed adults.

5.1.5 The Young Persons' Advisers work with the 18-24 year olds, there is also work with troubled families and lone parent advisers work with young parents; some of these workers are based in the Children's Centres. A specialist team of advisers deals with claimants with health conditions and disabilities to help them prepare for returning to work and to help people improve their skills, confidence and motivation.

5.1.6 **Youth Contract** - The Department for Work & Pensions (DWP) funded initiatives for 16-24 year olds (for which the PCMI delivery in Portsmouth is explained further in section 5.3) include:

- Voluntary work experience
- Wage incentive (this effectively covers the national insurance bill for the employer for 12 months)
- Apprenticeships grants for employers taking on apprentices for the first time
- Traineeships - these were a very new initiative as are a 'pre-apprenticeship' programme linked to employers
- Programmes for NEET 16 and 17 year olds
- Mandatory work activity - these are placements for those not engaging and there have been some successful local community placements

5.1.7 There had been some adverse local publicity surrounding Portsmouth Football Club having placements and whether or not they were utilising young people for jobs that would otherwise be undertaken by paid employees. JCP's mandatory work activity programme was for a small number and had been managed by a training provider. Placements were predominantly with charities or where there was a community interest; and there had been offers of employment as a result.

5.1.8 **Skill building:** The Jobcentre Plus' main areas of skills support are in functional skills: building employability skills to build confidence and motivation, to help improve in the job search skills. They run sessions regarding options available to young people and these are often attended by employers. Occupational skills are also encouraged, with courses providing certificates and qualifications in areas such as first aid, health & safety, food hygiene and in construction. These were delivered by local providers, the colleges and employers.

5.1.9 **Vacancies** - In Portsmouth the main sectors with vacancies are:

- Adult Social Care
- Retail
- Call Centres
- Hospitality, catering and hotels
- Security

5.1.10 It is hoped that with planned developments in the City, construction work will increase. JCP links with Highbury College regarding suitable training opportunities in the construction field.

5.1.11 **Work with Employers:** JCP had been involved in a recent successful local recruitment opportunity for The Range store on the Eastern Road for which 50 of the 90 employed there via Jobcentre Plus had been unemployed, a lot of whom were young people. The next such project would be recruitment for Unbeatable Car on the Eastern Road which would be another example of large recruitment for a new employer filling multiple vacancies. Jobcentre Plus also organise or attend local job fairs and careers events such as the recent one in Cascades geared towards the Christmas employment market.

5.1.12 The National Careers Service (NCS) have careers advisers based in all job centres. The NCS role is to:

- Help develop CVs
- Improve interview and presentation skills
- Understanding the local job market
- Finding the right learning and training
- Finding out about funding to support learning

5.1.13 **Partnership Work:** This is taking place with the city council through 'Shaping the Future of Portsmouth²'. JCP contributes to the Employment and Skills Plan and in implementing the Section 106 planning agreements for employers to offer local jobs and other opportunities during the construction of developments and with end users.

5.1.14 **Voluntary Work Experience:** JCP believe that this unpaid work experience is one of the most successful ways of helping young people into work and JCP try to source different sectors to give 2 to 8 weeks experience which replicates the real working environment. This then helps young people put something on their CV which in turn helps them have something to talk about in interviews, as well as increase their motivation, skills and confidence. JCP have many examples of this leading on to employment. This includes employers who offered placements but did not have current vacancies. Feedback from customers has been good and they realise the value and benefit of work experience placements.

5.1.15 If JCP found cases where placements were being used in place of using an employee it would stop using these employers. JCP do monitor placements and undertake a visit during the process.

5.1.16 **Pre-employment training** - this is arranged with local providers and colleges for introductory courses to help provide more information about a sector. This has been successfully used in the Adult Social Care field with a BTeC Level 2 Introduction to Adult Social Care course being run regularly in Portsmouth.

² This is an affiliation of business people in the city supporting the Council's aspirations - see website <http://shapingportsmouth.co.uk/>

This set out information such as the terms and conditions that would be expected for a job in this field. There are other examples of sector based work training, such as introduction to coach and bus driving, an introduction to retail, contact centres, hospitality, construction and administration.

5.1.17 The city council's Integrated Targeted Youth Support Services (ITYSS) produce local bulletins each week regarding apprenticeship vacancies for 16-24 year olds.

5.1.18 **Feeding Britain's Future** - This is a national event each September for local employers to promote opportunities in the food and grocery industry. Locally in 2013, Morrisons had 6 opportunity placements and 4 people were employed at the end of this, the Southern Co-op had made 2 job offers after 15 opportunities and the Co-operative Group had held 2 one-day workshops for 40 young people.

5.1.19 **Specialist Disability Support** - JCP look at early intervention to help build confidence and look to secure specialist training for those with specific issues such as learning difficulties. They also work with the Portsmouth Learning Disability Board. The Access to Work Fund helps support those with disabilities to help provide practical support e.g. interpretation, taxis or specialist software as appropriate and help support work experience. PCMI and Careers Development Group (CDG) offer a specialist programme called Work Choice for disabled people with more complex needs, to give support to return to work.

5.1.20 Other help available from Jobcentre Plus includes: work trials, work with the Princes Trust and support for people wanting to start their own business, partnership work with Housing Associations such as First Wessex.

5.2 Judi Strange MBE, Relationships Manager, Department for Work and Pensions, Greater Wessex (DWP)

Against a background of the welfare reforms, which had presented issues for claimants, she felt that it was also an exciting time for the department with a lot of new things happening with the reforms to the welfare system. There was a need to ensure that help was given to the most vulnerable who were affected by the changes and there is an awareness of the funding available.

5.2.1 Judi Strange works mainly within the two unitary authority areas of Portsmouth and Southampton; there is a joint responsibility with the DWP, health authorities, schools and employers in tackling youth employment. Whilst there is lot of good work being undertaken but there are still **troubled families** that needed assistance for whom patch up solutions would not work, and partnership working was crucial to this. PCC's Troubled Families Co-ordinator highlighted problems in fitting criteria to access the benefits and services needed by these key families. (Further information on the work of the Troubled Families Unit is given at Section 5.4)

5.2.2 **Early intervention** is a key issue is especially where there were some schools where high proportion of parents were not in employment and would

not necessarily encourage their children to work and she felt that work needed to be undertaken with parents as parenting is crucial in giving aspirations to young people. The DWP themselves were already working in children's centres to ensure accessibility to the local communities.

- 5.2.3 **City Deal**³ would give exciting opportunities for the maritime city and there was a need for employers to be socially aware. By encouraging the starting of work it would reduce benefits.

Role of Local Authorities and Social Inclusion

- 5.2.4 Commissioning powers could be used by councils in the way that section 106 agreements were used there should be consideration to social inclusion clauses. The DWP would encourage PCC and its partners to work to reassure employers, be part of a "mentoring team" and encourage volunteers who could be trained by a third party to have a dual role of supporting the employee and employer. A local talent bank of volunteers could help with the "soft skills" which would help increase employability of young people.
- 5.2.5 Some employers in the private sector would not be able to offer up social inclusion posts whilst others may only be interested if some form of inducement were offered to benefit them. Such placements could also be used for work trials and the volunteers could go in and give training to the young person which would increase their chances of being taken on permanently. The DWP already gave wage incentives (of over £2,000) but employer take-up was insufficient. It would be advantageous for employers to come together to discuss such employment issues and opportunities.
- 5.2.6 Costs to the local authority could be addressed by the right use of commissioning and where employment problems were solved there would be savings to education and health and the young people themselves would have greater self-esteem, encouraging more social responsibility. PCC is working with Southampton on the implementation of City Deal to look at how to maximise local economic benefit through procurement and purchasing undertaken by the local authorities and government agencies (initially the Highways Agency).
- 5.2.7 Local labour issues would be tackled through the LEP4 and by bringing people into the city to live here to spend their money, as well as working locally would benefit Portsmouth economically and environmentally. This was being encouraged through the redevelopment of the Tipner site with the provision of housing, 40% of which was 3 bedroom plus. The local naval base commander had made public his views that there were not enough skilled people locally which would need to be addressed. Some local firms are outsourcing their HR and which may result in some local young people being filtered out of recruitment processes and part of the LEP's remit could be to address this issue.
- 5.2.8 There are local companies acting as good role models and an example was given from the DWP/PCMI work choice programme for disabled youth where

³ The City Deal government investment (potentially £953m and 17,000+ jobs) for Portsmouth and Southampton was announced on 12 November 2013.

⁴ Local Enterprise Partnership (LEP) - locally-owned partnership between local authorities and businesses

intensive support had been given to the participants who were employed by a local hotel.

DWP/PCMI Case Study - Work Choice Placements - May 2013

CB (aged 20) and MP (aged 22) are both celebrating their new jobs as kitchen porters at a prestigious Hampshire hotel – thanks to the support of Work Choice.

Both young men, who have learning difficulties, started their 16-hour a week jobs at the hotel, after impressing on a job trial arranged for them by their advisor at PCMI, part of Portsmouth City Council.

For both CB and MP the job offers marked a happy end to periods of disappointment and frustration in their search for employment in a competitive jobs market.

Before joining the Work Choice programme at PCMI, MP had lost a job while on his probationary period at a West Sussex store and had experienced a series of knock backs and rejections with his job applications.

CB had found earlier employment in January 2013 with the support of his PCMI advisor – only for the employer to lay him off completely “out of the blue” due to what his new employer said were cash-flow issues on a business contract.

The hotel’s general manager was impressed by their determination, spirit and enthusiasm – and offered each a one-month job trial to prove they had what it took to be offered a job in a busy hotel kitchen.

The trials proved a great success – and they both accepted job offers at the hotel, starting their new jobs in late May. The Employer was able to take advantage of the Youth Contract Wage subsidy for 18-24 year olds and under an agreement with the hotel manager, PCMI supported both MP and CB to take – and pass – a food hygiene course held for them at PCMI in early June.

Brookfield Hotel restaurant manager Keith Adams said: “Work Choice is a great programme to get involved with. We had the opportunity to trial both CB and MP before committing to employment offers. This is helpful to an employer. They have both proved to be great workers.”

MP said: “It is good fun working here. Everyone is supportive and friendly.”

CB said: “I really enjoy my time here. I have gained more confidence and have also learned new things.”

MP, CB and their employer will continue to be supported by the PCMI Work Choice Adviser for up to 2 years.

- 5.3 Liz Crate, PCC Contract Manager (Employment & Training) and Sharon George, PCC Youth Commissioning Manager addressed the panel on local initiatives, including the Youth Contract, delivered by PCMI in the city.
- 5.3.1 The **Youth Contract** was launched in April 2012 in response to the government announcement of £1bn to help young unemployed people get a job aimed at 16 and 17-year-olds. It is designed to support disengaged young people to move into education, training or employment with training. This programme of additional support is focused on young people who are 'NEET'⁵.
- 5.3.2 The eligibility criteria for the programme is for 16- and 17-year-olds who are NEET and fulfil 1 of the following:
- have 1 GCSE grade A*-C
 - are in care or are care leavers
 - are young offenders released from custody or serving community sentences
- 5.3.3 Whilst funding is available it is the strict criteria that presents a problem. It was reported that this year there were 65 starters whereas there should be over 100, with those being excluded who needed the programme and support but couldn't access it to get the necessary skills.
- 5.3.4 The **wage incentive** is available for employers taking on 18-24 year olds who are employed for 16 hours or more each week in a job lasting more than 26 weeks. There are two rates:
- for part-time work between 16 and 29 hours a week – £1,137.50
 - for full-time work of 30 hours or more a week – £2,275
- 5.3.5 This will be paid 26 weeks after the employee starts work. Small businesses with fewer than 50 employees can claim a part payment eight weeks after the employee starts work.
- 5.3.6 PCMI operates as part of Portsmouth City Council, within the Corporate Assets, Business and Standards Service. The primary function of PCMI is to manage and deliver a range of employment and personal development focused programmes in partnership with Prime Contractors appointed by Department for Work and Pensions (DWP), Skills Funding Agency (SFA), Education Funding Agency (EFA) and the European Social Fund (ESF).
- 5.3.7 PCMI from its training premises in Cosham delivers 5 Employability Programmes
- The Work Programme – DWP funded, sub contract to A4e
 - Work Choice – DWP funded, sub contract to CDG Wise-Ability
 - Positive Directions (The Youth Contract) funded by EFA and DWP, subcontract to Skills Training UK

⁵ NEET = Not in Education, Employment or Training

- Phase2 NEET (or at risk of NEET) provision for 14-18 year olds funded by SFA/ESF, sub contract to Barnardo's
- Progress for troubled families DWP/ESF funded, sub contract to Skills Training UK

Youth Contract for 16-17 year olds - Positive Directions

5.3.8 The aims of the programme are to re-engage the participants in sustainable employment with part time training, an Apprenticeship, full time education or training which leads to an accredited qualification. The participants are supported by a Key Worker for one year.

5.3.9 The main source of referrals are expected to come through Local Authorities and PCMI have in particular successfully worked with the Integrated Targeted Youth Support Service (ITYSS) and the Youth Offending Team

Activities that are carried out are:

- Support from a Key Worker
- Career Advice
- Confidence building and motivation
- Help writing a CV and job search
- Short vocational courses such as Health and Safety, First Aid and Food Hygiene
- CSCS training
- Functional skills
- Work experience
- Volunteering opportunities

5.3.10 PCMI partners with other local organisations to deliver some of the above and additional bespoke courses such as Sports Leadership and Pre Apprenticeship courses. The main barrier to the success of the Positive Directions is the strict eligibility criteria.

5.3.11 **Phase2 NEET programme** this has similar aims to Positive Directions but for 14-18 year old NEET or at risk of becoming NEET. The 3 year contract ends in December it has supported 220 young people over the life of the project.

5.3.12 The **Work Programme** delivered by PCMI is currently supporting over 100 18-24 year olds

5.3.13 **SFA/ESF NEET programme** PCMI (as the sub-contractor for Barnardos) was announced as the successful bidder in September 2013 for the programme until July 2015 for Hampshire. This is for 14-19 year olds and programmes will be similar to Positive Directions and Phase2 with an emphasis on delivering functional skills. NEET hotspots have been identified in the following wards: Paulsgrove, Charles Dickens, St Thomas and St Jude (see the NEET map in section 6.6.4).

5.3.14 With such a range of programmes members identified the importance of mapping to know what was available and to ensure that there was not

competition amongst providers. Jobcentre Plus locally was reporting that young adults were finding it hard to find the right training opportunities. There was also a marketing issue where employers should also know the benefits that were available for them.

Skills Funding Agency (SFA) and Apprenticeships

5.3.15 The submission from Fiona Wilmot, the Head of Relationship Team (South Hampshire) explained that the SFA manage apprenticeships for 16-18 year old learners funded by the DFE. These apprenticeships are fully funded so that the employer does not pay anything towards the training but they pay for the apprentice's wages. Over the last couple of years the government's ambitions for this age group has, at times, out-stripped demand for apprenticeships. The SFA have worked with The National Apprenticeships Service to run campaigns to drive up demand from young people for apprenticeships as well as to encourage more employers to come on board. Hampshire local authority and Portsmouth College are cited as examples of where the SFA has helped to develop a 16-18 apprenticeship offer.

5.4 Troubled Families/Positive Family Steps

James Hill, Troubled Families⁶ Co-ordinator at Portsmouth City Council, submitted evidence on the multi-agency approach being taken in working with key families. The addendum relating to parenting skills was seen as of particular relevance to this review, as these are an important factor in preparing families for work.

5.4.1 PCC's 'Positive Family Steps' work forms part of 'Priority B' (focusing on families with multiple problems) in conjunction with the Safer Portsmouth Partnership and the Children's Trust Board. The services in Priority B include: Barnados Family Intervention Service (Barnados deliver the Family Intervention Project), Multi-Systemic Therapy Service, The Roberts Centre Family Intervention Service and Families Moving Forward. Of the 109 families that are currently being worked with by Barnados/MST services, 78 families meet the worklessness criterion (71.5%).

5.4.2 All partner organisations operate on the basis of a focus on the parents' and carers' skills to empower them to be able to sustain the change in the family. The eligibility criteria will see a mix of issues within the family household and some will be triggered by the behaviour of the adults and the children. The initial engagement work from the service will seek to understand the whole issues. The keyworker will generally be the lead professional for the family and will liaise with agencies and services to coordinate a joint multi-agency approach to the issues in the household framed around a shared plan.

5.4.3 Issues related to the education of the children e.g. absenteeism is a good example where the service will work with the parents and carers to leave them in a position where they sustain the change. The initial work may focus on

⁶ Government pledge of August 2011 to tackle troubled families to turn around their lives; PCC signed up on 30 April 2012 to appoint a co-ordinator and committed to work with 555 families by March 2015.

correcting the immediate issue by providing practical hands on support to get the children into school, getting uniforms etc. but will move to working with the parents for them to take responsibility for the changes. Often the impact of poor routines at bedtimes for children is seen to lead to poor morning routines to get the children up, fed and dressed in time for school. Supporting the parents to establish normal routines is often a key area of focus and has a positive impact on the attendance of children at school on time.

- 5.4.4 The multi-agency approach is assisted by the co-location at the Navigators Centre of the Barnados Family Intervention Service (FIP) and Multi-Systemic Therapy (MST) Services (including a DWP Jobcentre Plus worker secondee). PCMI Progress also have office space at the centre and provide progress courses from the centre. Although the service provides outreach support the centre provides accessible meeting room space for multi-agency meetings.

6. To undertake a mapping exercise to understand the services, interventions and training opportunities available to young people locally as they seek work and to identify gaps/overlaps in provision (Objective 2)

In looking at the services available to young people locally the panel heard from local educational representatives to receive evidence of the guidance given at local schools, colleges and agencies to encourage early consideration of career opportunities and pathways into employment.

6.1 Ofsted report 'Going in the Right Direction'

The key findings of this national report⁷ were of particular interest in helping to put into context the evidence on careers advice given by local schools and colleges. These findings included:

- Only one in five schools were effective in ensuring that all its students in Years 9, 10 and 11 were receiving the level of information, advice and guidance they needed to support decision-making. The highest priority was given to providing careers guidance to Year 11 students and to focusing support for vulnerable students.
- Too few of the schools visited had adequate arrangements to provide an individual careers guidance interview by a qualified external adviser to all the students in Years 9, 10 and 11 that needed one.
- In the weakest provision, teachers ... had not had sufficient training or briefing on the range of career options available. As a result, students did not have opportunities to explore their ideas thoroughly or have access to enough information.
- A small number of the schools visited demonstrated that it is possible for any type of school to provide very effective careers guidance. In these schools, leaders and governors had made careers guidance a high strategic priority.
- Links between careers guidance and local employment opportunities were weak. Too few schools used partnerships with employers, local enterprise partnerships and other organisations to ensure that the career guidance given to students was in line with the broad range of career pathways available locally and nationally. Employer networks were not taking enough initiative in making links with schools. Very few of the schools visited had local or national employers on their governing bodies.
- The extent to which schools promoted opportunities available at other providers, including vocational training and apprenticeships, varied considerably. While some schools provided a wide range of taster courses

⁷ <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>
Going in the Right Direction - Careers guidance in schools from September 2012 (published September 2013)

and well-planned visits by post-16 external education and training providers, others only disseminated the dates of a local college open day. The promotion of other post-16 options was particularly weak in many 11 to 18 schools.

6.2 Shirley Sliwinski, Co-ordinator for Work Related Learning, Mayfield School

Changes in school funding had meant that there was less financial assistance available although there was more responsibility for careers intervention and guidance by schools. Mayfield School's aim is to ensure that all pupils leave in Year 11 better able to access further education, training and employment or higher education.

- 6.2.1 A range of activities include enterprise days in conjunction with Portsmouth University and the Education Business Partnership (EBP) to promote teamwork, leadership, creativity and a 'can do' attitude. There was also use of business ambassadors to help inspire pupils and enterprise skills are also embedded into the curriculum. The business ambassadors coming in to speak to pupils had been successful in helping overcome barriers and the fear of the future and gave access to speak to adults. The Ignite group for able and talented pupils mainly promotes the STEM⁸ skills.
- 6.2.2 Mayfield School pays for an EBP package with careers advisers coming in two days a week to fit in with the timetable for the Year 10 and 11 pupils and the adviser works with pupils on work placements and goes out to visit them offering a personal service. There is also collaboration with other schools and attendance at the Careers Education Information Advice and Guidance Group.⁹
- 6.2.3 There is a difficulty with responsibility for pupils as when they leave the school to go to college the school is still accountable and it is hard for teachers to undertake this role. Relations with between schools and colleges need to continue to develop so that there is a close dialogue when pupils are transferring. This requires time and meetings to ensure that all are aware of pupils' movements.
- 6.2.4 Year 11 pupils have a programme of career interviews and are helped to develop an action plan (run by EBP). Some pupils are offered extended work placements and the aim is to start to offer interviews to Year 10 pupils. The school welcomes talks by its previous alumni; the colleges will tell the school how pupils have progressed and those that have gone to Russell Group universities.
- 6.2.5 Mayfield School enjoys good links with Portsmouth Aviation, offering work experience and some engineering apprenticeships.

⁸ STEM subjects are science, technology, engineering and mathematics

⁹ CEIAG is made up of schools, colleges, post 16 training providers, University of Portsmouth, EBP , Local Authority staff mainly from ITYSS and other stakeholders, and administered by PCC's post-16 education adviser.

6.2.6 There is not just liaison with the local colleges but further afield to ensure that the pupils are looking at the right courses to be successful. Mayfield's Co-ordinator for Work Related Learning (with the SENCO¹⁰ if appropriate) would visit the college to talk through issues especially where there are risk factors associated with the pupil. The aim is to try to help the pupil choose a course where they can achieve rather than a choice based on friends and therefore early careers guidance at school is vital.

6.3 Kim Rayner, Director of Alternative Curriculum Provision, Admiral Lord Nelson School (ALNS)

ALNS has three aims - to produce confident individuals, successful learners and valuable citizens. A lot of work is undertaken in the Aspiring Futures projects and PSHEE¹¹ includes work related fields such as trips to Portsmouth, Southampton and Chichester universities. In Year 9 there is a focus on option choices and apprenticeships not just the route to university and there are personal development days for each of the year groups. There are talks with colleges and two weeks work experience placements.

6.3.1 The school co-ordinator finds placements. In Year 10 personal development days are work related looking at finance, university, military training and other employers come into the school. The PSHEE course for Years 10 and 11 is called 'Aspiring Futures' and is mostly work related. The careers advice service at the school is commissioned through Portsmouth City Council so the school has maintained its previous adviser who gives impartial advice to Years 10 and 11. Work takes place with pupils at risk of permanent exclusion to offer them careers advice not just anger management and emotional intelligence solutions.

6.3.2 At Key Stage 4 there are a range of pathways and the school aims to keep the number of pupils that are classed as NEET very low. There had been a blip in 2010 when there had been a significant increase in the number of teenage pregnancies to a level of seven so PCC's sexual health education had been commissioned and there had been zero teenage pregnancies in the last two years. It is also important for pupils not to change schools too often as this could lead them to being vulnerable to becoming NEET.

6.3.3 This year's careers fair, attended by employers and further education colleges, had been attended by Years 9, 10 and 11 pupils. There were also pathways for vocational apprenticeships. The school has maintained vocational subjects such as hairdressing even though this did not attract performance points. The view of the school was that it was important for the children to leave with the skills that they needed. ALNS also support an alumni service and offers careers advice to ex-students who are emailed to check that they have gone into further education or into a job.

¹⁰ SENCO = Special Educational Needs Co-ordinator; a SENCO is responsible for the day-to-day operation of the school's SEN policy

¹¹ PSHEE =Personal, social, health and economic education - subject within the school curriculum

6.4 Mike Stoneman, Strategic Commissioning Manager, Education, Portsmouth City Council

Portsmouth City Council as the local authority do not have sixth form provision (except for the specialist provision at the Mary Rose School) so funding for post-16 education was not through the local authority. However PCC do work with the providers and are looking at the provision in the city mapping the areas of local provision and where there are gaps.

6.4.1 Work takes place with Highbury College from September 2014 with learners with social and learning difficulties and at Portsmouth College from September 2015 with learners with severe physical difficulties to support them into employment.

6.4.2 The NEET figures in the city for 16-18 year olds had stayed at around 7% where pupils find it hard to either find or stay in post-16 provision. The responsibility for careers advice and guidance where there is the risk of poor outcomes lies with the Integrated Targeted Youth Support Service (ITYSS). Lyn Exley, PCC's post-16 education adviser had been providing administrative support for the Careers Education and Information Advice & Guidance Group (CEIAG) which involves all schools. The CEIAG reports to the 14-19 Partnership Board where there is a focus on the outcomes for vulnerable young people.

6.4.3 Whilst there can be difficulties with the transition from school to college there is a good post-16 offer by colleges in Portsmouth (and travel to learn area) with a broad and varied curriculum.

6.4.4 The school and college representatives accepted that there were some difficult transitions for students going from school to college and those who dropped out did not always tell their colleges. Phil Harris, Portsmouth College Vice-Principal, stressed that they were welcome to come back and asked that if schools are aware of such instances they make contact with the college so the colleges know that the student is leaving. Helen Brennan, Head of Student Services, reported that if a pupil indicated they wished to leave Highbury College there would be a panel review to examine what had gone wrong and to see if they needed to come back on a different course.

6.4.5 The local authority had bid for funding for where there were gaps in provision for those with emotional and behavioural difficulties and a capital funding for refurbishment at Harbour School would be undertaken.

6.5 Lyn Exley, PCC's Post 16 Education Adviser shared a consultation copy of the 'post-16 curriculum plan for 16-19 year olds and up to 25 young people with special educational needs for the academic year 2013/14 and 2014/15 (Version 4)'. The report's appendices outlined the exact provision of vocational courses, traineeships, academic courses and the identified gaps in provision for young people. It also outlines organisations that work with young people and support access to an engagement with education, training or employment in the local area. Local schools would be asked to sign up to this

document prior to the seminar for schools and providers on 8 May 2015, ready for discussions and implementation.

6.5.1 **Over Provision Identified:**

- A Levels - there was a concern that with the growth in availability it will be difficult for the providers to offer a full range of subjects with sustainable student numbers which might have an impact on the offer to young people after they have begun their programme.
- Some BTECs - poor progression opportunities beyond one year courses have been identified as an issue where numbers on courses within an individual provider, may not enable progression to a full two year programme and therefore limit progression to higher education and employment.

6.5.2 This may lead to further discussion with the colleges regarding the need to pool for certain A Levels or BTECs to give provision for these courses. This would help address the risk when starting the first year of a course that the second year may not be viable and enable students to complete their course.

6.5.3 **Insufficient Provision and/or Gaps in Provision**

The identified insufficient provision, particularly for work-based programmes such as traineeships and apprenticeships, is not about the lack of post-16 providers able and willing to offer the identified provision. There are a range of reasons but predominantly it is dependent on the ability to find employers willing and able to offer work experience, internships and employment as required by these programmes. This is as much a problem below level 2 as it is at level 3 and level 4. Concerns include:

- Vocational programmes at entry level across a range of occupational areas to engage young people who know the vocational area they wish to study in but need significant support in English, mathematics and employability skills. Particular focus on young people who do not want to continue a classroom based form of study but want a practical environment for learning.
- Further Level 1 vocational programmes to expand their availability in areas such as Retail, Outdoor Adventure, horticulture and music.
- Pre Apprenticeships at entry and level 1 to re-engage young people and enable progression to apprenticeships or employment with training. The growth of Traineeships may replace this as a specific gap in provision.
- Traineeships - there are currently a limited number of occupational areas on offer from a limited number of providers.
- Apprenticeships at Level 2 (Intermediate) which are employer led and related to local labour market needs, particularly for school leavers where this is seen as a gap.
- Apprenticeships at Level 3 (Advanced) as a progression from full time education or a Level 2 Apprenticeship.
- Apprenticeship opportunities at Level 2 and 3 in Art, Design and Visual Merchandising and some specific construction areas.

- Apprenticeships at Level 4 (Higher) in a wider range of occupational areas to enable progression from Level 3 and meet the local labour market needs.
- Bridging programmes for young people that cannot progress from a Level 2 to a Level 3 Apprenticeship. These are often 17/18 year olds who do not have the English and mathematical skills to progress to Level 3 or where the framework is not appropriate to their employment. In addition where the year's work experience has ended and they cannot therefore continue in their workplace or training.
- Local Portsmouth provision for Profound and Multiple learning difficulties - particularly post 19.
- Specialist provision for those not ready for full time provision or at the right level with Behavioural, Emotional, Social and Difficulties (BESD).
- Specialist provision for young people with mental health issues.

6.5.3.1 Insufficient Support across Current Provision

Insufficient support for some young people where there are existing programmes but specialist help is required and without this there is a barrier to participation and continued engagement. These cover existing groups already identified above:

- Profound and Multiple learning difficulties - particularly post 19
- Specialist provision for those not ready for full time provision or at the right level with Behavioural, Emotional, Social and Difficulties (BESD)
- Access to provision but because of physical or mental health problems requires part or all of the teaching outside of an educational setting
- Significant support for young people with extreme behaviour problems on mainstream courses. They have the academic ability but require significant pastoral input as high risk behaviour can be triggered by social or emotional factors
- High support for young people with Non-Verbal Communication who require support plus specialist input (e.g. Makaton, PECS) and consideration of safety and social needs.

6.5.4 Special Needs

There were also gaps in specialist provision for profound and multiple learning difficulties, particularly post-19 and for pupils with behavioural, emotional and social difficulties (BESD), and those young people with mental health issues. PCC's Education Department had successfully bid for funding to reduce these gaps. Highbury College gained capital funding to refurbish Arundel Street accommodation to provide high-end BESD provision from September 2014. From September 2015 Portsmouth College would have available a small facility for those with profound multiple learning difficulties.

- 6.5.5 Regarding BESD it was reported that the NEET figure for the Harbour School was approximately 50%. Special provision was desired for these students wishing to have practical/workshop courses rather than classroom learning, however there are high costs associated with providing for this and the

supervision required. Discussion with the post-16 providers and the Education Funding Agency will follow the agreement of what is needed for Portsmouth but it will also need further engagement with employers.

The other areas of support identified as a need included:

- the earlier identification of dyslexia while at school before post-16 education
- increased number and range of taster days at colleges
- increased work experience opportunities for 14-16 year olds to a wider range of vocational projects
- increased work experience opportunities for under 18s to sit alongside full time programmes or to form the basis of a learning programme where full time education is a barrier to engagement
- opportunities for information on recruitment to the police, fire service and other uniformed services
- support for learner transition from Year 11 to Year 12, then increased from Year 12 to Year 13 when there is considerable disengagement and the NEET figures increase significantly. Also from Year 13 onto higher education, apprenticeships, further education or employment.

6.5.6 Retakes

The DfE published data of GCSE English and maths retakes for the KS4 year 11 leaving in 2009/10 who had failed to achieve an A*-C grade. When completing their KS5 in 2011/12 there are major variations between colleges locally particularly for the numbers entered for retakes. Gaining a GCSE in these key subjects are seen as key for our young people both for being able to progress to a Level 3 programme or into work where employers recognise GCSEs.

6.5.7 Discussion took place as to whether those colleges with very high achievement rates may be risk adverse in entering students for these qualifications when nationally the achievement rate is 50% and this was a challenge for the project.

6.5.8 Data was given for our 4 local colleges which have the majority of our Portsmouth students. This data related to the whole cohort within the college not just Portsmouth residents and the make-up of each college will be different.

GCSE English (11/12)

	Highbury	Portsmouth	South Downs	Havant
% Retakes registered	2%	64%	24%	83%
% Achieved	1%	34%	13%	71%
Of the students who did not enter with a Level 2, % who had achieved a Level 1 D-G grade	81.5%	84%	96%	94%

GCSE Maths (11/12)

	Highbury	Portsmouth	South Downs	Havant
% Retakes registered	3%	41%	15%	68%
% Achieved	1%	18%	9%	34%
Of the students who did not enter with a Level 2, % who had achieved a Level 1 D-G grade	85%	88%	96%	94%

6.6 Sharon George, PCC's Youth Support Commissioning Manager (with responsibility for the Youth Offending Team, ITYSS, Positive Achieving and the Young Persons Support Team) advised the panel of her work to keep young people engaged in education and on NEET statistics for Portsmouth.

6.6.1 PCC has structured interaction with Year 11 pupils with a carefully programmed contact with them during their last school year. They are canvassed in September regarding their intentions on leaving school to see who was going to college and targeting those who needed advice from Christmas to Easter. Data was then gathered by 30 September contacting the last few to ensure all students have a place of learning, the "September offer" which can be a college, training or apprenticeships. There were usually approximately 400 of these pupils in the city at the end of Year 11 so officers had been excited by the Youth Contract pathway before finding it had a strict criteria that excluded many.

6.6.2 Careers advice is no longer through Connexions but through the National Careers Advice Service and schools. As at the end of 2013 five schools buy in the service from the city council as a traded service.

6.6.3 The situation worsens for post-18 year olds who can feel abandoned, some of whom can't afford to go to college and work programmes were not necessarily offering them the right skills and for this group mapping is very useful.

NEET Statistics

6.6.4 The number of young persons in the NEET category had not changed much despite the opportunities given there was still a hardcore of approximately 350 choosing not to engage. A breakdown of the spread of NEET numbers across the city was provided (as at December 2013):

North - Total: 106				
Ward	YR 12 16/17	YR 13 17/18	YR 14 18/19	Total
Paulsgrove	13	10	21	44
Drayton & Farlington	2	5	2	9
Cosham	7	9	12	28
Copnor	3	5	6	14
Hilsea	4	3	4	11
Central - Total: 163				
Ward	YR 12 16/17	YR 13 17/18	YR 14 18/19	Total
Baffins	8	7	5	20
Nelson	6	12	18	36
Charles Dickens	13	23	41	77
Fratton	9	10	11	30
South - Total: 78				
Ward	YR 12 16/17	YR 13 17/18	YR 14 18/19	Total
St Jude	2	4	5	11
St Thomas	9	12	14	35
Central Southsea	2	0	4	6
Eastney & Craneswater	5	5	1	11
Milton	3	7	5	15

6.6.5 PCC had retained the Go For It drop-in centre (previously run by Connexions). Between 700 and 800 young people a month call in there for advice. Here there are two boards with job opportunities but this mainly reflected volunteering opportunities rather than paid work in the current economic climate.

- 6.6.6 There are youth advisers for level 3 who can offer guidance to those home educated also. Approximately 200 pupils are being home educated in the city who could be at risk of poor outcomes. NEETs can have learning difficulties, be teenage parents, medically unfit or have substance misuse.
- 6.6.7 Tracking of pupils had been complicated by the new arrangements raising the participation age to 18. There is regular contact with the young people who are NEET to offer support and they are sent information of apprenticeship events.
- 6.6.8 The challenge around careers advice is that there is not a standard offer in the city with the schools (including the academies) being responsible for procuring it. To ensure that young people were on the right course she felt that Information Advice and Guidance (IAG) should be earlier than Year 9/10, even in primary/junior school, to inspire aspirations for higher education as early as possible.
- 6.6.9 Whilst NEETs are defined as starting at the age of 16 the problem in the city is the high rise in number at 17 years old and the biggest challenge was to see why the drop-out rate was so high at the age of 17. The Catch 22 pre-apprenticeship scheme was successful in helping to reduce the NEET figures.
- 6.6.10 Liz Crate (PCC's Employment and Training Contracts Manager) reported that with regard to 17 year olds the Positive Direction Youth Contract was run by PCC and there were low referrals for 16-17 year olds however this offered funding to get them back into employment. The community work placement bids would be launched in April 2014 for six month work placements.
- 6.7 Alan Brennan, Service Manager, Hampshire Learning & Employability, Catch 22

Catch 22 is a national charity and social enterprise working with young people and young adults to help those in tough situations to turn their lives around. Their programmes help those they work with to steer clear of crime or substance misuse so they can do the best they can in school or college and develop skills for work.

- 6.7.1 The Service Manager's role is to deliver education-based programmes to provide a study programme for 16 year olds upwards. There are 29 learners in the city today and they work with 35 people per six months. The learners are vulnerable and disadvantaged young people, often with low aspiration or achievement or attainments, those at risk of exclusion or already excluded, they can have criminal records, be challenging behaviourally and are often NEET or at risk of being NEET. Catch 22's training centre is in Fratton.
- 6.7.2 Catch 22 deliver apprenticeships in Portsmouth and Hampshire for 16-24 year olds and they have successfully delivered a PCC pre-apprenticeship pilot of 13 learners so far, five of whom have progressed to apprenticeships, one to full time education with seven still in training. In Portsmouth Catch 22 delivers level 2 and level 3 apprenticeships in childcare, business administration,

customer service and sport/active leisure (Catch 22 delivers between 300 and 400 apprentices nationally).

- 6.7.3 The apprenticeships in customer service would lend itself to a range of business opportunities with local companies such as Southern Co-op, solicitors and estate agents. There are more apprenticeships being offered than young people applying for them.
- 6.7.4 There is also a corporate funded (HSBC) "Route to Work" (RTW) programme supporting young people in Portsmouth and Hampshire aged 16-24 to progress to employment which includes mentoring and supporting towards employment. The RTW employability brokers provide one to one job search support and mentoring, there is a dedicated service that sources employment and apprenticeship opportunities for young people and there is financial assistance with the cost of training for some participants. The HSBC funding was a three year funded investment worth £9 million nationally to Catch 22 (representing £300,000 investment in Hampshire).
- 6.7.5 Most referrals to Catch 22 came through the Integrated Targeted Youth Support Service (ITYSS) although others came from young people who know of the service and through other agencies.
- 6.7.6 Catch 22 works with those at risk of permanent exclusions and that there was potential for Catch 22 to work with Key Stage 4. Whilst there is not yet funding for this but their provision lends itself to those on the fringes of exclusion. This would need to be paid for by the schools where pupils are pre-16.

6.8 Helen Brennan, Head of Student Support Services, Highbury College

Highbury College is a large general, further education college in Portsmouth with a broad academic and vocational curriculum in 13 subjects. The college is spread over six sites, five of which are in Portsmouth, bringing a range of full time and part time provision. The three careers advisers are the equivalent of two full time and they work with all the students and help on average 250 progress to university each year. There are a lot of entry level 1 and 2 students who would not be prepared for university (which is mainly level 3 entry).

- 6.8.1 The Highbury Employment Careers Service runs in partnership with Reed/NCFE which has been successful in engaging with employers in securing jobs for students. This partnership which started in February 2013 resulted in the 2012/13 academic year of over 740 vacancies taken from 339 unique employers, 331 interviews attended by Highbury students registered with Reed/NCFE and 240 students placed in employment.
- 6.8.2 Those liaising with local schools working with pre-16s: 450 pre-16 students come in on pre-college programmes plus the college representatives go into schools to tell pupils about college opportunities and to mentor Year 10 and 11 students. There are 50 motivational presentations to year groups 9, 10

and 11. College staff also attend Year 8 and 9 school options events to provide progression information.

- 6.8.3 The schools and colleges are communicating better regarding the transition, especially for vulnerable pupils. The college runs January start programmes for those wishing to re-engage in education and there are programmes for those with mental health difficulties and for NEETs who need extra skills. The emphasis at the college is on employability and running a range of specialist programmes. Both pupils and adults in the community can seek careers advice from the college.
- 6.8.4 To encourage confidence and a smoother transition there was pre-assessment of numeracy and literacy skills so that students were placed on the right level of programme. There is continued assessment during the first half term of the academic year with flexibility if there is a need to change course. The college has two programmes called Prepare regarding confidence building, literacy and numeracy skills as 12 week courses as a transition to full time courses in the January term.
- 6.8.5 To encourage the raising of students' aspirations the Higher Education Fair was extended to representatives from professions. With not all pupils wishing to go to university the aim is to raise their awareness of jobs. A lot of the courses at Highbury are vocational and so the pupils are made aware of a wide range of jobs within that sector of study. There is also a hall of fame of employment success stories and showing what salaries can be earned as an incentive to students. At the end of level 1 and 2 there are talks to encourage progression to the next level. Pupils are told that it is advisable to be in level 2 or 3 to secure future employment.
- 6.8.6 Partnership working with employers is highly effective and benefits students. The pattern for work placements is governed by the students' needs and college has been successful in finding placements. In 2012/13, the College worked with 666 employers and had 1998 sponsored students. In 2011/12 the College established a partnership with IBM for the delivery of apprenticeships; new partnerships were developed with Veolia and with Hampshire Constabulary for the delivery of their apprenticeships in 2012/13.
- 6.8.7 Whilst there had been an impact on the construction industry due to the recession some students may have ended up on a full time carpentry course rather than apprenticeship but they can transfer to an apprenticeship when it becomes available. Many parents had felt that college was the best place for their children whilst the industry was in recession. However the college was noticing more apprenticeships in construction were now becoming available.
- 6.8.8 The college also has work exchanges overseas with trips to Hungary for mechanics, a Finnish exchange for hair and beauty would be taking place and there were also links with a German college.

6.9 Phil Harris, Vice-Principal and Oona Taylor, Head of Careers Guidance, Portsmouth College

Portsmouth College provides a high proportion of level 3 provision with traditional subjects to progress to university. It also offers a mixed curriculum with a broader vocational offer with a sizeable level 2, BTEC and GCSE consolidation and level 1 provision to encourage the gaining of skills. This broad spectrum responded to the changing employment opportunities with new strands of apprenticeship and moving towards work placements. As there is such a broad range of programmes most of which are not vocational the staff make students aware of the range of destination routes.

- 6.9.1 There is a good relationship with local schools as the team wish to work on the "whole journey" from the end of school through to college and the chosen progression route. The college was represented at careers fairs with employers coming in to meet with students. Staff worked with students to ensure they are choosing the right courses when the first interventions take place at school and as part of the enrolment process.
- 6.9.2 Once the students are at college staff work closely with them and involve a number of outside agencies organising employment weeks, and other events: speed networking, Creative Industries Day, employment skills day. There is also use of sandwich courses as this helps employability and the armed forces come into work with the students in a cross-section of subjects.
- 6.9.3 For those at the top of the academic range there is an intense programme to encourage aspirations to the Russell Group universities not just to the local choice universities. However as the number of students going to university is in decline the college is introducing a sophisticated employability programme and changing the timetable to facilitate this. This would allow time for opportunities in college and outside to reach more students. There was also work being undertaken with parents regarding the world of work and student funding with a number of events for students' parents having increased.
- 6.9.4 Students have different paces of progression and can change their mind regarding careers as their first choice can be based on limited knowledge, so the careers events and taster sessions give them more information and options are kept open for them. The college also uses ex-students/alumni successfully to encourage current students.
- 6.9.5 To ensure that there was not under-achieving the staff work early on looking at the entry requirements for chosen careers including the GCSE grades at enrolment to try and assess the most appropriate options/subjects e.g. the right grades in the sciences for a medical degree. This is handled sensitively looking at related jobs in that field to broaden options where appropriate.

- 6.10 Amanda Percy the Assistant Principal Admissions, Progression & Marketing and Jane Lamer the Head of Employer Engagement and Business Development, South Downs College (SDC) provided written evidence to summarise the initiatives at SDC to help prepare students for work and how SDC is engaging with local businesses.

CASE STUDY - Links between South Downs College and employers

Careers and Employment Zone - this is open for drop-in from 9.00 to 4.30pm every day, situated, at the front of the College for students and employers. There is an Employment board advertising part time and full time opportunities (staff will speak to students prior to the referral for full time roles to ensure their commitment to course achievement). Full time opportunities will include Apprenticeship and Traineeship opportunities. The Careers team support application to College for full time and Apprenticeship positions.

Preparing for work - this is an additional specialist service for students seeking employment on completion of their course. The service includes job search, CV, application advice and interview techniques.

Talent Bank - this is being developed for students wishing to register for suitable vacancies. Staff are currently working with employers who are considering work experience linked to priority for employment – many of these as paid college experiences to support students on programme

Work Experience SDC is very successful in placing students for their work experience. This work is being extended with an **Internship Programme** for students in the summer of between their first and second year at College. Currently offering approximately 2700 opportunities – many course have this as a requirement but we also support students who are seeking to develop their CV to support progression and UCAS applications

Employment Events - The College organises a wide range of events including subject specific employment fairs including Engineering, Hospitality and Catering and STEM. This includes Employers all having stands and speaking to students about working with them, and they recruit from this.

“Not going to Uni” fair - this is specifically for those students seeking training schemes, apprenticeships and employment on completion of their course. This is an annual day event where there are stands and the opportunity to speak to employers about other high quality options – all of whom include continued learning. This is in addition to the occupational events and include apprenticeship providers, Armed Forces and local employers including BAE, Vector Aerospace, Rolls Royce, IBM and career/job search agencies. There was the opportunity to speak to employers and apply for jobs starting after students courses.

Staff teaching on vocational courses have strong employer links which support this work. SDC also do staff development with employers so that the staff are realistic about the needs of local employers and can embed employability within a wide variety of courses and consider progression into traditional and non-traditional

routes.

Employers' Focus Group - this meets termly and provides real employer feedback on the provision and has helped SDC to develop its curriculum to meet local employers' needs, as well as significantly develop the work experience opportunities offered to students.

Hospitality, Catering and Travel is a particular flagship area for the college, with students progressing to a wide range of employment including very prestigious employers. For the last 3 years there has been a very successful “**Hotel Takeover**” of the Langstone Hotel, Hayling Island, where over 40 Students take the key roles and the full time staff take the weekend off. This opportunity benefits the students' understanding dramatically and strengthened their CVs.

Apprenticeships – the College was amongst the top 3 in the Country for Apprenticeship delivery in 2011/12 (last published rating) and maintained outstanding results. The delivery includes Design and Media Apprenticeships, AAT¹², Childcare, Management, Equine, Business Admin, Enterprise, Hair Dressing and Professional Cookery.

Traineeships – supporting young people overcoming the barriers to achievement of an apprenticeship this flexible and individual programme is roll on roll off and tailored to the individual, including between 5 weeks and 5 months' work experience. All apprenticeship areas are covered but this is designed for young people who need some support into apprenticeships and not hard to reach NEET learners.

Young Consultants – SDC are leading the Solent LEP Internship project with the 7 local GFE¹³ Colleges (Fareham, IoW, Sparsholt, Highbury, Southampton City, Eastleigh, Fareham and South Downs) to develop work with employers. This is a paid work experience model delivered during the summer break for continuing students, offering employers the opportunity to work through a specific project using the unique skills of the highest quality students. Recruited on a competitive basis these unique opportunities will allow business and students to gain real benefit and hopefully extend the career opportunities for the young person. South Down College's Principal Lyn Surgeon will be launching this project at the Solent LEP's Skills Summit in March.

6.11 Helen Fuge, Purple Door Recruitment Manager, University of Portsmouth (UoP)

Helen Fuge's role is to 'upskill' students and get them into graduate employment; she also gave evidence from Chris Martin who was the education liaison and outreach manager at the University of Portsmouth who worked with schools and colleges. Purple Door has a team of eight and they place approximately 250 graduates per year which represents a small proportion of the total number of graduates.

¹² Association of Accounting Technicians

¹³ GFE = General Further Education

6.11.1 **UoP's outreach work**- this takes place with schools and colleges from Year 5 through to Year 13 has two core aims:

- Increasing applications from under-represented groups and higher education, in particular working with schools and colleges where there had traditionally been low progression into higher education;
- Enabling potential students to make informed decisions about whether the University of Portsmouth is right for them.

6.11.2 The university recruits a team of student ambassadors and mentors who support the work across all age ranges and there is a membership club for 11 to 16 year olds "Up for It Club" which has approximately 5,000 members. The club aims to raise aspirations, change perceptions and encourage pupils from all socio-economic backgrounds to see higher education as an attractive and accessible option. This is a free scheme and activities are run in the school holidays.

6.11.3 **Interaction with Schools** - The University of Portsmouth is committed to an annual programme of school events:

- For primary schools with 1,500 children from Year 6 attending university tours, interviewing a student and attending a mini-lecture and mock graduation ceremony.
- For secondary schools there are over 150 events per annum offering campus tours, subject workshops, parents' events and talks and workshops in schools.
- Post-16 for A level/BTEC students there are over 250 events per annum entitled "Up for Your Future" with talks being given in schools and colleges and attending higher education and careers fairs around the country.
- The university has recently introduced a session specifically aimed at raising aspirations of students on level 3 vocational courses who are under-represented in higher education.
- There is an annual and very successful Year 12 conference series attended by over 500 local 17 year olds where academics from each faculty offer taster lectures to help young people make better informed decisions about their future subject choice.

6.11.4 **Support to Students** - The University of Portsmouth offers support to all students and graduates throughout their time at university and up to five years after graduation as well as Purple Door recruitment which ran volunteering opportunities. There is a jobs board with online vacancies, appointments can be booked with career advisers, there is a wide variety of events and workshops to support students and graduates ranging from mock interviews through to the graduate recruitment fair.

6.11.5 **Local Labour Market Information** - Purple Door Recruitment works with over 5000 organisations across the South East including both the commercial and third sector. The agency works pro-actively with these employers to place students and graduates into volunteer, part-time and graduate positions.

6.11.6 The Destinations of Leavers from Higher Education (DLHE) survey provides information on the activities of graduates after leaving higher education institutions. Data is collected through surveys carried out approximately six months after students leave their institution and relates to UK and EU domiciled students only. The information presented below shows a regional snapshot based on the 2012 survey.

UK domicile, First Degree 2012 leavers			
District	Non-Professional/ Non-Managerial	Professional/ Managerial	Grand Total
Chichester District	7	12	19
Isle of Wight	12	26	38
Neighbouring Portsmouth	59	121	180
Non PO & SO	600	1311	1911
Portsmouth Central	57	132	189
Southampton	45	75	120
Grand Total	780	1677	2457

UK domicile, First Degree 2012 leavers		
District	Non-Professional/ Non-Managerial	Professional/ Managerial
Chichester District	36.8%	63.2%
Isle of Wight	31.6%	68.4%
Neighbouring Portsmouth	32.8%	67.2%
Non PO & SO	31.4%	68.6%
Portsmouth Central	30.2%	69.8%
Southampton	37.5%	62.5%
Grand Total	31.7%	68.3%

Based on Home Post code

Portsmouth Central = PO1 - PO6 Neighbouring Portsmouth = Havant,W'ville,F'ham,G'port Chichester District = Chi, Ems,B'Regis

6.11.7 As demonstrated through the statistics, there are still a number of graduates entering 'Non-Professional' occupations in the local region. The University has witnessed

6.11.8 that generally over the past 12 months the graduate labour market has become more buoyant with a noticeable increase of graduate level vacancies from local employers.

6.11.9 Purple Door works across the south east region with employers; part time vacancies go quickly and the part time opportunities in the city are fairly low. However, the voluntary sector is booming and approximately 300 students participate per year. The graduate market that they deal with covers an area from Southampton to Petersfield and employers were now coming to the university with job opportunities.

- 6.11.10 The trend was whilst previously many students tended to stay in the Portsmouth area they were now moving home to save money. Purple Door was considering widening the area from the south east region although its main focus had been to regenerate the south east. It was reported that the careers advice and information generated a huge footfall with approximately 3,000 visitors per annum. Students were trying to do more than just study for their degree.
- 6.11.11 Purple Door is assessed on the roles it finds for graduates so those employers trying to fill vacancies rather than provide graduate jobs were signposted to other recruiters. The policy, as at 2013, was that a graduate level job should be in the range of £18-21,000.
- 6.11.12 Whilst some employers would incorporate further training and qualifications for the graduate in their jobs (in specific areas such as marketing, accountancy law etc) other organisations were willing to offer cross-training on IT where there were still shortages of suitable candidates.

6.12 Clare Ansell, Director of Operations, Motiv8

Motiv8 is an independent charity in the Portsmouth Hampshire area working with those young people identified as being at risk and in need of support. Core activities centre on work in the community, delivery in schools and supporting young people into employment. They have teams based in the community. Many of their clients were engaged with the local job centres and there was close liaison; Motiv8 were able to give more practical hands-on support in some cases.

- 6.12.1 **ITYSS** - In Portsmouth Motiv8 deliver the Integrated Targeted Youth Support Service (ITYSS) on behalf of PCC in the north of the city based at Paulsgrove Community Centre working with 9-19 year olds. Motiv8 identified young people who are in need of assistance and intervention before they reach crisis point and send information to the headteachers to work collaboratively. There were one to one support sessions with dedicated key workers who used a common assessment framework plan (CAF) and involvement of the families. The work is preventative to support young clients who, without support, might go on to achieve poor outcomes e.g. becoming NEETS, offending, getting involved in substance misuse or becoming teenage parents.
- 6.12.2 **Intensive Support Programme** - This is funded by the Home Office via the Office of Police and Crime Commissioner (OPCC). The aim is to work intensively with two young people (up to 10 hours each per week) who are in the criminal justice system and have been identified as being at high risk of re-offending to challenge the behaviour of the young person and give them encouragement and offer practical help. Consideration is given to education, training and employment options. (The panel received an update that the Safer Portsmouth Partnership bid for £13,000 to support young people in 2013 and doubled that for 2014, and that Motiv8 had also submitted a separate bid to provide more generic support.)

- 6.12.3 **Employment and Volunteering Opportunities** - At the moment there are 38 active volunteers, 50% were in the 17-25 age range. The expectation is that this would help lead to paid employment, including at Motiv8 itself (over a quarter of Motiv8's paid workforce had previously volunteered there).
- 6.12.4 The welfare reform changes had had the effect of increasing numbers wanting to volunteer and Motiv8 were unable to meet the demand due to the level of supervision and time needed.
- 6.12.5 Motiv8 is committed to providing an apprenticeship scheme and over the last three years to 2013 they had six apprenticeships. They wish to encourage the inclusion of apprenticeship opportunities to be written into tendering and contract bids. It was noted that the take-up of apprenticeships by looked after children (LAC) was lower as it impacted on their benefits where they were living independently (LAC provision is explained further within section 6.13).
- 6.12.6 Motiv8 are keen to see social inclusion within major contracts. Through the Wessex resettlement consortium there had been opportunities to place young people in the construction industry through their partners at Construction Youth Trust.

Case Study – Motiv8's Bike Recycling

This social enterprise scheme at Gosport had opened in October 2012. They received donated bikes which were worked on for resale, service and repairs and there was training given in bike maintenance. The scheme included four young people on work experience (referrals via Pupil Referral Units) and 16 volunteers had been involved this year. The scheme would be replicated at the Portsmouth voluntary hub centre in Winston Churchill Avenue in 2014 - Motiv8 had won the tender to operate PCC's community cycle project funded for 18 months by the Local Sustainable Transport Fund. It would provide sales, services and repairs, bike doctor sessions, workshops, volunteer and work placements, guided and targeted rides.

As part of the bicycle recycling scheme Motiv8 would liaise with the Portsmouth Cycle Forum and also offered work with schools on Bike Doctor sessions. It offered three levels of the Velotech awards and there had been some successful placements at local bicycle companies such as Halfords through this. Another success story had been of Motiv8's apprentice attending the Goodwood Orbital event.

Links to Local Businesses

- 6.12.7 This had included the 'seeing is believing' Business in the Community event publicising what Motiv8 offer and asking for pledges of in-kind support. This had led to local company Carillion running interview and recruitment days to give good practice for young people. Motiv8 were delivering phase 2 provision in Hampshire (PCMI provide this for Portsmouth) and they operate the employment drop-in service for Hampshire County Council.

Looked After Children (LAC)

6.13 Mark Rodwell, Young Person Support Team Manager and Tessa Bailey, Interim Commissioning Manager for Children's Social Care, Portsmouth City Council explained the challenges in education and links to employment opportunities for young people in the care of the local authority and the New Belongings project for care leavers.

6.13.1 The Young Person Support Team supports the Looked After Children (LAC) from the age of 14 to 17 years and care leavers from the age of 18 until 21 years of age or until 25 if they remain in higher education. The support consists of preparing young people into independent living, access and assistance into accommodation, with finances, health needs as well as employment education and training opportunities. The team case loads are approximately 120 Looked after Children and 80 Care Leavers.

LAC NEET Figures

6.13.2 Care leavers are over represented in Portsmouth and nationally in the NEET figures as well as doing less well in a number of outcomes. National average for all young people NEET is 15.1% (ONS 2013)

6.13.3 Looked After Children aged 16 and 17 years of age are closer to the Portsmouth average for being NEET, but still higher; the average for all 16/17 year olds in Portsmouth is approximately 5.9% (Jan 14).

6.13.4 The figures below show the NEET figures for Looked After Children and Care leavers:

Month	LAC 16/17 Year olds	Care Leavers 18 +
April 13	4%	38%
May 13	12.3%	37.2%
June 13	11.2%	35%
July 13	12.6%	36.8%
August 13	18.5%	36%
September 13	5.5%	35.3%
October 13	6.4%	36%
November 13	6.4%	41%
December 13	7.8%	43%

6.13.5 In the month of November 2013 the care leaver cohort was separated in to the following categories:

- 26 Care leavers at college
- 4 Care leavers completing apprenticeships
- 2 Care leavers with a training provider
- 5 in work
- 32 NEET = 41% of the care leaver cohort.

6.13.6 In addition Care leavers fall behind the national average for those young people who progress in to higher education. At the start of 2014 8 care

leavers in Portsmouth were attending University. This equates to approximately 5% of care leavers (18-25 year olds) continuing on to Higher Education, the national average is 49% of the total young person population (DfE 2011-2012).

6.13.7 Looked After Children (LAC) do not do well academically compared to their peers so can struggle to find work, 24% achieving 5 A-C grades (the city average is closer to 60%). The Panel would be interested to find out further information regarding how long these children have been in care to see what impact the local authority are having, but this information was not available at this time. It was reported that when they come into a care system there is disruption in their education, those in stable foster placements will have better results as they are more supported in their education. Many of these young people are articulate and bright but have missed out on formal education and Social Care would like more discussions with colleagues in Education to allow some flexibility for the LAC to access appropriate courses to help them with their pathways into employment.

New Belongings Project

6.13.8 The New Belongings project offers an exciting opportunity to improve employment, education and training opportunities of PCC care leavers. The New Belongings project is a national project, run by the Care Leavers Foundation and sponsored by the Department for Education, which aims to create a 'gold standard' in supporting care leavers. It is aligned with and supports other key national developments aiming to improve the lives of care leavers such as the Care Leavers Strategy and Access All Areas. (The project brief is a live document which is subject to regular updates.)

6.13.9 Portsmouth is one of 9 local authorities (there are 6 pilot areas with some covering more than one local authority area) which has been chosen to pilot the programme and the PCC successful bid lasts from October 2013 to October 2014. On average PCC supports 80 care leavers at any given time (78 at the start of New Belongings). Of these 78 care leavers, 8 are at University (this includes care leavers up to the age of 25), 26 are at college, 4 are completing apprenticeships, 2 are with a training provider, 5 are in work, 32 are NEET.

6.13.10 **Accommodation** - PCC care leavers tend to go into supported lodgings/hostels or shared housing as the aim is to allow access to support these vulnerable young people. The Housing Department is looking at the provision of smaller hostels. It was noted that this accommodation was often in the city centre although supported lodgings could be spread around the city. PCC is also looking at private landlords to help, with the local authority giving support. Work was taking place for the post-18 age group to stay with their current foster carers when they are in education and it was hoped that this could be extended for those starting traineeships.

6.13.11 **Progression into Further/Higher Education** - One of the outcomes the New Belongings Project is seeking to achieve is to see improvements in the take-up of education and employment opportunities for LAC, with

progression through and beyond further education. One of the 6 areas of development within the action plan relates to further education employment and apprenticeships for the 16+ age group and to encourage further education establishments to sign up for the Frank Buttle UK Quality Kite Mark. Guildford College was asking some of Portsmouth's care leavers to attend their courses as part of the Buttle Kite Mark accreditation. There was also work with the University of Portsmouth to develop an interim support programme for care leavers wishing to attend higher and/or further education.

6.13.12 There is the aspiration to give more opportunity and support on re-takes of examinations at the local colleges (a detailed breakdown of the retake rates at the 4 main colleges is set out in section 6.5.8).

6.13.13 Pupil premium rates stop at 16 but now with the government extending the age of school attendance, added funding will be required to give them this support. The University of Portsmouth were offering a mentoring and support programmes for care leavers interested in higher and further education.

6.13.14 **PCC's Role** - Portsmouth City Council as a large employer and a corporate parent has a duty to provide opportunities. As part of the New Belongings project it was intended to have a part-time post taken by a care leaver in a keeping-in-touch role. This post would inform others of open days, apprenticeship opportunities, newsletters and use of 'apps'¹⁴ technology in informing each other. Each care leaver should have a transparent entitlement pack. The role of the Children in Care Council would be encouraged to expand.

6.13.15 **Specialist Support** - Another challenge was for the mental health services to take up the responsibility for care leavers aged 18-25 who should have assessments for mental health needs. This would be discussed further with the commissioners. Solent NHS have the contract for Child & Adolescent Mental Health Services (CAMHS); there is further work needed to develop this relationship with the health bodies.

¹⁴ Short for 'application' a computer programme designed for use on mobile devices (smartphone/tablets)

7. To understand issues and barriers experienced by employers in relation to employing young people (Objective 3)

7.1 In considering barriers experienced by employers, the panel heard from local business representatives and those liaising with employers, and received the CIPD's Learning at Work national research report from April 2013 "*Employers are from Mars, Young People are from Venus*"¹⁵. This examines the mismatch between high levels of youth unemployment and employers struggling to find recruits with the right skills "*On the one hand employers need to adapt their recruitment practices to more successfully engage with young people, while on the other, young people need to increase their employability skills and understanding about what is expected from them during the recruitment process.*" The report points to a divergence between employers' expectations of young people in the recruitment process and young people's understanding of what is expected of them, particularly in preparation and presentation skills.

7.2 National Skills Shortage

BBC News online reported on 30 January of the UK Commission for Employment & Skills survey of 91,000 employers which found that more than 1 in 5 vacancies were down to a poor skills base. The study stated that employers struggled to find employees with the 'core generic skills' of communication, literacy and numeracy. Neil Carberry of the CBI is quoted 'We must expand access to high-quality apprenticeships and other 'learn while you earn' schemes and ensure that these meet the needs of both businesses and employees. To equip young people with the knowledge they need, there must also be a sea change in the quality of careers advice in schools, so they are more aware of the opportunities and rewards of working in key sector which face skills shortages'.

7.3 Cath Longhurst, Chief Executive of the Portsmouth & SE Hants Education Business Partnership provided written evidence for the panel on the role of the EBP. The EBP was established in 1997 by Portsmouth City Council and Hampshire County Council, to be an independent and impartial broker of links between business and education, with the aim of better preparing young people for the world of work through facilitating activities such as employer visits to schools, work experience etc. EBP originally received funding from PCC, HCC and the Learning and Skills Council (LSC), which it supplemented through grants and small Service Level Agreements with schools for specific activities. In March 2011 all local authority and LSC funding ended, representing approximately 60% of total income leading to the reduction of all core costs and staff redundancies.

7.3.1 EBP is a social enterprise (and registered charity from April 2012) that is continuing to carry out its important role through a combination of SLAs with schools/colleges, grants and fundraising, and careful use of some reserves to

¹⁵ CIPD - Chartered Institute of Personnel and Development, their Mars/Venus report can be viewed at: <http://www.cipd.co.uk/publicpolicy/policy-reports/mars-venus-jobs-mismatch.aspx>

invest in the future. The EBP continues to specialise in brokering and facilitating education business links, and has extensive relationships with businesses, schools, colleges and other partners, holding more than 1,500 active businesses on its database. In 2012 approximately 4,500 children and young people in Portsmouth benefited from EBP activities (14,156 across the Portsmouth travel to work/learn area).

7.3.2 The main impact of the cuts in funding, is that EBP have had to pass on more of the full cost of their services to schools and colleges. This means that some services that would have been free of charge to schools, or highly subsidised, are now more expensive for schools. In some cases schools are choosing to no longer continue with certain activities, or to organise them themselves. Fewer schools are now offering 2 weeks work experience to all their students. Some have decided not to offer it at all, whilst others have decided to only target it to those students most at risk of becoming NEET.

7.3.3 The value of work experience is validated in several reports; the CBI report 'Time well spent: embedding employability in work experience'¹⁶ stresses the importance of work experience in helping young people to develop employability skills. Anthony Mann's 2012 report 'Work Experience: Impact and delivery – insights from the evidence'¹⁷, also concludes that work experience is helpful in:

- Clarifying career aspirations
- Improving academic attainment (through increased motivation following work placement)
- Getting into university
- Helping young people to develop employability skills

7.3.4 A further report from the Education Employers task force concluded that young people (11-18 years) who had had contact with more than 5 employers whilst at school (e.g. through visits, mock interviews, speed networking events etc), were significantly less likely to become NEET¹⁸.

7.3.5 The EBP is concerned that the impact of schools organising work experience themselves, is that employers can be bombarded with requests from a number of different schools and individuals, whereas a centrally managed system reduces much of this extra burden on employers. Schools have a duty to ensure that a placement for their student is suitable. EBP manage this centrally on behalf of schools with experienced staff, to ensure employers are

¹⁶CBI/Dept of Education & Skills report of 2007 http://www.employers-guide.org/media/20848/time_well_spent_cbi.pdf

¹⁷ A Mann's report can be found at <http://www.educationandemployers.org/research/taskforce-publications/work-experience/>

¹⁸ A Mann's February 2012 report "It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults" can be found at <http://www.educationandemployers.org/research/taskforce-publications/its-who-you-meet/>

only visited once. The result of more institutions trying to manage this themselves, means that employers can be visited many times by different schools/colleges etc.

- 7.3.6 The EBP is also concerned that more students are now leaving school with no experience of the work place and having had no opportunities to meet with employers or to find out anything about the world of work directly. Colleges are moving towards introducing more work placements within their study programmes, however it will be very difficult for them to ensure that all students have an experience of work. Many students have already made choices at 16, which might have been better informed had they had work experience at school.
- 7.3.7 Employers have indicated to the EBP that young people lack the softer skills (employability skills) to succeed in the work place. Some of this is because their experience and understanding of what is expected of them is limited.
- 7.3.8 The Shaping the Future Education and Skills group is addressing many of these issues, supported by PCC. Any issues between employers and education can be shared at this forum. It is also looking at how to generate greater aspiration amongst Portsmouth children and young people through meeting inspirational people and experiencing work related activities (such as the Opportunities Fair). There are a significant number of businesses keen to do more, to get involved with schools and to give up staff time to help. However the mechanism for achieving this, (i.e. EBP staff who are independent and impartial, to facilitate, help to coordinate and manage the activities) is stretched. Some initiatives are led by local business leaders on top of their 'day job'. This is a very positive move, however it can make for slow progress because of the limited amount of time available to commit to the work. The EBP believes that a relatively small amount of core funding would significantly improve its ability to help make best use of this expertise and positive commitment from business.
- 7.3.9 Funding cuts are beginning to have a negative impact on how well young people are prepared for work when they leave school/college. Local businesses are keen to do more and there is expertise and enthusiasm to draw on, which could better be realised with some more dedicated coordination time. Whilst welcoming PCC's Business Growth and Skills Plan, the EBP's view is that PCC could make better use of scarce resources by working more closely with local organisations already working in this field; the EBP, other social enterprises/charities, to build on what is already happening, rather than to try and generate new solutions.

7.4 **Work Placements at Portsmouth City Council**

The panel received reports both from a corporate perspective from Kate Brady, PCC Skills Officer and more specifically from Jeanette Rowsell regarding Social Care work placements. Social care has been highlighted as key area for vacancies where placements were valuable to the authority and participants.

7.4.1 The City Council's Skills Officer received 163 work placement requests from January to November 2013 of which placement were offered to 16 applicants (plus 16 other placements were organised by other teams across the council). The breakdown of these placements is shown:

Service	WPs offered
Across Council placement	1
Adult Social Care	1
City Development & Cultural Development	7
Customer, Community & Democratic	1
Education	1
Finance	3
Housing & Property Management	6
HR, Legal & Performance	4
Transport & Environment	8
Total:	32

7.4.2 There are also EBP placements, offering 2 week work experience opportunities for Year 10 pupils - there were 8 successful placements in 2013, with the following teams hosting them:

Resident Participation - Housing	1
Supporting Independence - HIDS	1
Information services	2
Cultural Service	1
Trading Standards	2
Learning & Development	1
	8

Case Study PCC Social Work Degree Student Placements

As part of the Social Work Degree, students must undertake 200 days in learning for practice. This is generally split into 100 days in year two and 100 days in year three of their degree. Placements are assessed against the Professional Capabilities Framework (The College of Social Work) as well as the Standards of Proficiency (Health and Care Professions Council). The student must pass the practice learning (placement) as well as the university based learning in order to be awarded the Social Work Degree.

It is a requirement of The College of Social Work that students gain experience of statutory interventions. Therefore Portsmouth City Council is committed to providing placement opportunities for qualifying social work students in order for them to gain this experience. The Department of Health pay a Daily Placement Fee to agencies who provide placements for qualifying students, therefore the offering of placements is also an Income Generator.

PCC's Practice Learning Coordinator Jeanette Rowsell liaises with team managers across Social Care (Adults and Children) and the university requesting placements in order to match placement opportunities with the required learning needs of the students.

Breakdown of placements in 2013/14:

Portsmouth University

September 2013 to March 2014 - 12 students

February 2014 to June 2014 - 8 students

Open University

January 2014 to July 2014 - 6 students

PCC also sponsor staff onto the work based route to the Social Work degree through the Open University.

All placements must provide a worker to act as Practice Supervisor to the student to set up an induction, offer supervision and oversee day to day work. Training is offered internally to undertake this role. Students have a Practice Educator who is responsible for assessing the student on placement.

- 7.4.3 PCMI also work closely with PCC's Skills Officer to identify suitable work placement opportunities corporately. He estimated that over the last 3 years approximately 80 placements (mostly for young persons) had been made across the council to give this invaluable opportunity which could be a stepping stone to employment. This helps in providing recent and relevant experience to put on a CV.
- 7.4.4 A potential barrier to the provision of placement opportunities could be the reticence by some service managers who were concerned at the resource/supervision implications, however PCMI offer on-going support. Placements can vary greatly, between 3 weeks and 3 months, and the best match is sought for the individual. There is no obligation to offer employment at the end of the placement.
- 7.4.5 PCMI also have a couple of contracts for traineeships - there is Skills Funding Agency funding for this provision for 6-9 trainees of 19-24 year olds in a pilot scheme running from now until July.
- 7.4.6 PCC are exploring a joint bid with Southampton CC to the Arts Council for **internship** posts.
- 7.5 Dave Goodall, Head of HR, BAE Systems Maritime Services
BAE is a high tech modern employment company split into ship building and support business in Portsmouth with a workforce of approximately 4,000 in the Portsmouth area (with nearer 5,000 workers including contractors). It was confirmed that despite the autumn 2013 announcements relating to the closure of BAE Systems shipbuilding operation in Portsmouth, this only accounts for approximately one third of BAE Systems operations in Portsmouth Naval base and that a healthy and sustainable ship repair and naval base services business remains.

Case Study – BAE Recruitment of graduates and apprentices

In 2013 BAE were taking on 30 graduates (with a requirement entry of a 2:1 degree), approximately 30 higher apprenticeships (NVQ levels 3 and 4) and 30 craft apprenticeships (level of entry is NVQ3). This high level of qualification to meet any of these entries has resulted in the standard of applicants getting higher each year. In 2012 for 12 engineering technician applicants, they only found 2 suitable candidates. However in 2013 for 14 similar vacancies they had received 70 candidates. Their recruitment was for those at the high end of the learning scales and recruited worldwide for their graduates, many of whom were from overseas (not one currently from Portsmouth). Craftsmen Apprenticeships covered a wide travel to work area spreading from Worthing to Southampton and focus was given on the STEM subjects with all applicants needing good IT skills. No apprentice or graduate will be made redundant as part of the recent BAE Systems announcement. All affected ship building graduates and apprentices will be transferred to the Maritime Services business. In terms of the 2013 intake BAE have increased graduate numbers by one, introduced a higher apprenticeship for the first time (12 employees), increased its Technician scheme by 12 and maintained craft intake at the same level. The intention is to more or less maintain this position in 2014.

BAE had committed to 20 apprenticeships from SMEs¹⁹ from 2015 and they had worked with the Princes Trust and had gained a small number but good quality recruits from this route. Consideration would be given to broadening the scope of the apprenticeships and whether the entry level could be lowered from Level 2 NVQ.

BAE are looking to expand their apprenticeship scheme: in 2013 there were 18 on the technician scheme (NVQ Level 3) and they were taking on 12 on the higher NVQ Level 4 project management scheme, plus graduates thereby taking on approximately 100 young people in total this year. The apprenticeship schemes last for 4-5 years. So in the future there will be between 300 to 400 people to manage which has a large management resource implication. The future requirements for the training centre would need to be taken into consideration and this would come down to funding. BAE have the expertise in this field and a high standard product at the end of the process.

7.5.1 There is concern regarding future capability and the competition with other large industrial areas, including gas and oil companies so there would be a need to develop from within and a need to expand the apprenticeship scheme. There was therefore a big opportunity for growth and work with third parties such as the Royal Navy, looking to develop joint capability. With the first of class Queen Elizabeth Carriers due in from 2017, coupled with demographic issues means that BAE will need to continue to focus on maintaining and developing its capability. One of the key strands in delivering this will be to maintain and develop its early careers schemes.

7.5.2 All training for apprenticeships and graduates was undertaken in-house by BAE. They had a supported educational agenda and worked with Shaping

¹⁹ SMEs = Small and Medium Enterprises

Portsmouth and would be present at the Opportunities Fair taking place later that week. BAE would also be looking at more internships for graduates for which there was stiff competition. There is a need to change the reputation and image of and understanding of apprenticeships to encourage suitable applicants. The stereo-typed image for apprenticeships should be countered and promote these as having a wide range of opportunities and successes (some of the senior directors at BAE had come from apprenticeship origins). It should be seen as a respectable alternative to graduate schemes which would not have the associated debt.

7.5.3 It was noted that more maritime courses were available at Southampton University rather than at the University of Portsmouth, which could be requested to look at the provision of Maritime Courses.

7.5.4 BAE's graduates are a transient population, moving on quickly whereas apprentices were more likely to be retained within the company.

7.5.5 BAE do not have a policy of prioritising recruitment from the local area, although they attended promotional events locally and some of the applicants would come through family connections with the company. BAE had previously held open days which would help expand the understanding of apprenticeships for school pupils.

7.5.6 BAE also provided more semi-skilled roles in stores and logistics but there would be a need to look at balancing opportunities here with the cost of apprenticeships in areas in which it was much easier to recruit in to.

7.6 **Barriers to Employment – Criminal Records**

The DWP had found that one of the barriers experienced was that apprentices were sourced and then the young people were not taken on, such as if they had a criminal record, and it was advantageous to put them on placement to help secure this. The DWP and other organisations could act as brokers to get young people ready for employment thereby encouraging the employers to be more socially aware. The employers should be incentivised although it was reported that this could not be a planning consideration it was often undertaken by negotiation when developers discussed packages with firms coming into the city. A shared risk approach between agencies and employers is examined further in the Business in the Community's report "What's the Risk? - employing young adults with criminal convictions".²⁰

7.7 Maureen Frost, Executive Director, the Hampshire Chamber of Commerce

Two members of the panel met with Maureen Frost to ascertain the views and experiences of the Chamber's members as local employers. Their findings were:

- In considering the suitability and ability of young applications the feedback from the Chamber members is that it is attitude of young people often

²⁰ Report available via publications and reports on www.bitc.org.uk/

rather than their skills that is of concern. An example is an unwillingness to work unsocial hours, so that shift work can be difficult to fill.

- At the Opportunities Fair some of the young people wished not to have follow up contact about apprenticeships as it was in fact their parents who could be inhibitors as they did not want them to go down this route.
- There is a lack of awareness of the range of apprenticeships on offer - it is seen as traditional trades and not office based jobs which can therefore be hard to recruit to.
- There is a lack of preparation for interviews and a concern with the quality of CVs, including those coming via the Job Centres. Interview skills need to be improved and greater awareness of opportunities and resources such as Linked In.
- Engagement with businesses by the schools is poor, although there are better examples of interaction with local colleges. It was noted that many of the schools had withdrawn from the Young Chamber scheme and Chamber membership (membership cost £250 pa). There are many SMEs willing to engage with schools. Few schools are involved in the Headteacher mentoring scheme run by Shaping Portsmouth, which the Chamber of Commerce is represented on. Schools should be more realistic in their expectations of business - they often only want the Chief Executive of a company to attend, whereas other representatives would be well placed to attend events. Some businesses have complained of being "messed around" when trying to engage with schools putting in a lot of preparation to find their slot is cancelled at short notice.
- Careers advice needs to be improved on the whole - teachers themselves do not always have an adequate understanding of the business world.
- There is an academic target culture which can be an inhibitor to guiding suitable pupils to apprenticeships, with concentration on GCSE and A level success.
- Back to work schemes are not promoted to businesses in an appropriate way.
- There can be financial barriers for small companies - such as insurance costs for placements being proportionately high particularly for those under 18 years of age in some sectors.
- Hampshire Chamber of Commerce itself is an advocate of apprenticeships - currently there are 2 in post but for the last post advertised for a Business Administration apprenticeship there were only 3 applicants.

7.7.1 **Role of PCC:** The council can promote positive stories of apprenticeships and employment opportunities, using its own publications (Housetalk and Flagship). Links can be made with Roger Salvetti of Biscoes Solicitors who Chairs the Education & Skills workstream of Shaping Portsmouth. PCC

should also challenge schools as to why they are not attending events such as the Opportunities and Apprenticeships Fairs.

7.7.2 PCMI had also found that it was hard to get schools to attend open day events although young people attended with their parents.

7.8 National Apprenticeship Service

Panel members visited the Apprenticeships Event held at Fratton Park on 23 February and met with the organiser Ian Smith (Employer Account Manager, National Apprenticeship Service) and the participants. Their findings were:

- Whilst all schools had been invited to the event at Fratton Park (and some attended from outside of Portsmouth) few local schools had attended and there had been no response from some. Priory and Miltoncross Schools are on the doorstep of the venue but had not been present.
- There was a lack of structure between schools, apprenticeships and businesses. Even the dedicated apprenticeship websites were an under-used resource. The members had spoken to young people at the event who had found out information for themselves and many of these came from outside Portsmouth.
- Schools were again seen to be neglecting the opportunities of apprenticeships in favour of steering students towards university places. There needs to be the right balance struck so that apprenticeships are not viewed as a poor relation, especially as there is an assessments process that applicants need to be able to pass.
- Teachers were not always aware of the wide range of opportunities available to their pupils.
- A barrier to take-up of apprentice opportunities can be the benefits trap for families. Some young people may struggle to pay the initial travel costs.
- There remains a large number of unfilled apprenticeship opportunities locally.
- Some firms are reporting ageing skilled workforces where large numbers will be retiring together.

Portsmouth City Council - 'Delivering Apprenticeships in Portsmouth'

7.9 Penny Lane, Strategic & Information Manager, PCC presented the draft findings and priority themes arising as part of the development of the draft report 'Delivering Apprenticeships in Portsmouth' (which would be subject to Cabinet approval). These findings had come from the regeneration ambitions for the city looking at the skills of the workforce and population. This recognises that regeneration projects should be accompanied by social benefits for local residents. The Business Growth & Skills Plan had identified the need to undertake a programme of work to:

- increase the number of apprenticeships and traineeships available in the city
- ensure that apprenticeships in the city meet current and future employment demand
- promote apprenticeships as an equal alternative to other progression routes

7.9.1 4 priority themes had been identified:-

- *Engaging Employers*

Employers need to be engaged to understand the direct benefits to their organisations; encouraged to recognise the importance of delivering skills in a growing economy; and supported to access information and practical help to establish apprenticeships within their organisations.

- *Raising Awareness and Promoting Opportunities*

Potential apprentices and their advisers, parents and schools, need to be fully informed of the range and extent of the opportunities available, and have an understanding of what an apprenticeship is and the benefits it brings.

- *Shaping Provision and Ensuring Access*

Employers and providers need to ensure that there are enough advanced and higher level apprenticeships to match the increased labour demands for higher level skills, particularly in key growth sectors. Sufficient entry level provision including traineeships and pathways into work will be central to ensuring that all future opportunities can be accessed by all.

- *The City Council and Partners - Raising Our Game*

The council and its partners have a key role as employers to ensure a sufficient number and range of apprenticeships within their own workforces. As an influencer and policy maker the council also has a central role to play in encouraging and supporting the development of increased opportunities across the city.

7.9.2 Thereby apprenticeships should be seen as a positive not detrimental to their business. It is recognised that parents and carers are the primary source of information on careers for pupils in the city, so they need to be fully aware of the opportunities available.

7.9.3 The draft report's accompanying suggested actions were aspirational but would need an accompanying framework to offer more opportunities for apprenticeships. Panel Members had been advised by the Hampshire Chamber of Commerce that some of the small medium enterprises had the problems not in paying for apprentices but in the associated time resources devoted to training them. This would vary between size of business and type and it was important to share the success stories by those businesses taking on apprentices.

7.10 Unison The Unison report 'A Better Start for Young People' (published January 2013) advocates the use of apprenticeships (with a caveat) 'for their right to high quality training and not to be treated as cheap labour or job substitutes' further stating that apprenticeships offer job and learning opportunities, which should be widely available and fully funded.

8. Equalities Impact Assessment

A Preliminary Impact Assessment (EIA) has been completed for this report, setting out the equalities issues considered during the review, and a full EIA is not required at this stage.

9. Legal Comments

- 9.1 There are no legal implications arising directly from the recommendations in this report.
- 9.2 In relation to recommendation no.3, it is noted that under EU and UK procurement regulations it is permissible to address requirements for skills and apprenticeships in public procurement processes, so long as the requirements specified in the contract are relevant to the contract, proportionate, do not compromise value for money and do not unfairly discriminate against prospective contractors.

10. Finance Comments

It is anticipated that the recommended actions will be met from within existing resources. There may be further financial implications should there be the need for new staff to be recruited to act in the role of a business mentor, and it should be noted that part of Governor Support Services are offered through a SLA with schools. The future impact of the proposals for more social inclusion in contracts may need to be assessed and it is noted that a report is requested back to the Cabinet Member for Children and Education to review the New Belongings Project.

11. Budget And Policy Implications of the Recommendations

(please refer to the schedule on following two pages)

The following table highlights the budget and policy implications being presented by the panel.

Recommendations	Action by	Policy Framework	Resource implications
1. That LA schools be challenged to appoint business mentors and that the Education Department sets up events to bring schools and local employers together. The governors are asked to appoint a responsible link person to act in this co-ordinating role and there should be a report back mechanism for this. Governors' Support at PCC should incorporate business awareness for the appointed link governor.	Mike Stoneman, Strategic Commissioning Manager (Education)/ Anthony Quinn (Senior Governor Support Officer)	Within Budget and Policy Framework (BPF)	On-going work; within existing resources.
2. That articles regularly appear in the council's own publications (Flagship, Housetalk, and Term Times and the website) to promote and signpost young people (and their parents/carers) to the range of employment and training opportunities.	Alan Cufley, Head of Corporate Assets, Business and Standards/ Mike Stoneman (title as above)	BPF	On-going work, within existing resources
3. PCC's procurement of contracts should have regard to the provision of all appropriate learning and training programmes, such as apprenticeship schemes.	Jon Bell, Head of HR Legal & Performance & Greg Povey, Procurement Manager	Within BPF (but there can be associated costs with apprenticeships)	Several departments are involved in the employment of apprentices
4. That a letter be sent to The Secretary of State to raise concerns about these potential barriers that occur to families dependent on benefits and also to address the issues where the young person is struggling to find the initial funding to enable them to attend their placements.	Alan Cufley (title as above)/ Derek Christie, Operations Manager PCMI	BPF	Within existing resources

Recommendations	Action by	Policy Framework	Resource implications
5. PCC and multi-agency Troubled Families/Positive Family Steps work should continue to promote good parenting skills and parents/carers' engagement with the educational system to improve chances of employment for young people.	James Hill, Troubled Families Co-ordinator	BPF There is some grant funding.	Within existing resources
6. Encouragement should be given to all further educational colleges in the Portsmouth area to give young people opportunities to retake exams in core subjects (English & Maths) to help enhance their employability.	Mike Stoneman (title as above)/ Lyn Exley, Post 16 Education Adviser	Part of new government funding formula for post-16 provision	On-going work, within existing resources
7. All parts of the City Council should be aware of, and give support to, the New Belongings Project for care leavers to its conclusion and beyond, to build on its success. A report on this should be taken to the Cabinet Member for Children & Education to highlight the outcomes of the scheme.	Stephen Kitchman, Head of Children's Social Care & Safeguarding/ Tessa Bailey, Interim Commissioning Manager (CSC & Safeguarding)	Whilst some time-limited funding was attracted this work was mainly contained within existing resources	Review report suggested for September 2014

GLOSSARY OF TERMS AND ABBREVIATIONS USED

Young people for the purposes of this review the panel did not have a lower limit, with school pupils needing to be aware of the implications of course choices and receive careers advice to help with this, but for those seeking work it is noted that the entitlement system has a 18-24 year range.

DWP	Department for Work & Pensions
EBP	Education Business Partnership
ITYSS	Integrated Targeted Youth Support Service
JCP	Jobcentre Plus
LAC	Looked after children
LEP	Local Enterprise Partnership
NAS	National Apprenticeship Service
NEET	Not in Education, Employment or Training
PCC	Portsmouth City Council
PCMI	Portsmouth Craft & Manufacturing Industries
SFA	Skills Funding Agency

**ECONOMIC DEVELOPMENT, CULTURE & LEISURE
SCRUTINY PANEL**

SCOPING DOCUMENT

TITLE: PATHWAYS INTO WORK FOR YOUNG PEOPLE IN PORTSMOUTH

1. Background

The panel intend this review to be forward looking and focused on how to help young people into employment and training for employment (such as through apprenticeships). As the reasons for worklessness are complex and multiple, remaining focussed on the objectives of the review will be challenging.

2. Objectives of the Inquiry

- To understand the impact of recent changes to the funding and resources available to help tackle barriers to training for employment or employment for young people
- To undertake a mapping exercise to understand the services, interventions and training opportunities available to young people locally as they seek work and to identify gaps/overlaps in provision
- To understand issues and barriers experienced by employers in relation to employing young people

3. Written or verbal evidence to be invited from witnesses from the following:

a) Young People:

- Local young people who are unemployed (NEETs)
- Students still in full-time education, members of the Youth Parliament, Prince's Trust participants, Youth Service/Youth Clubs, Purple Door etc
- Four interns at the council (via Alan Cufley)

b) Employers Representatives:

- Federation of Small Businesses
- Business Leaders Group
- Chamber of Commerce
- Employers (such as BAE and local business Wiggle)
- Trades Unions

c) Funding & non-educational programme providers:

- Council officers inc. Targeted Integrated Youth Support Service, 16-19 Commissioning Manager and other key departments
- Jobcentre Plus
- Skills Funding Agency
- PCMI

d) Education Representatives:

- Higher education and other training providers incl. apprenticeships eg. ALFE - Association of Learning and FE Providers (Alison Sumpter)

e) Others:

- Voluntary and community sector representatives eg. Motiv8, Catch 22, Foyer (John Waterfield, Manager)
- Education Business Partnership Portsmouth
- BME organisations incl. Bangladeshi Welfare Association, the Chinese Community
- Emergency services

f) Possible issues and questions to be addressed

- How is the leadership/partnership role of the council exercised in this policy area?
- What impact will the Business Growth and Skills Plan (adopted by the Cabinet of the City Council on 1 July 2013) have on employment opportunities for young people in the city?
- What is currently being done to provide appropriate employment opportunities and tackle worklessness among the young at the national, regional and local level?
- What factors influence the young labour market locally?
- Are there any gaps in information relating to employment opportunities and worklessness in Portsmouth?
- What roles do partners play in tackling worklessness and helping young people into appropriate employment?
- How can PCC/partners consult with NEETS/new people into the labour market about their experiences?
- How can PCC engage employers to establish where the skills gaps in the local labour market are?
- How can PCC engage education and training providers to ensure that skills gaps in the local labour market (nb: dockyard) are filled?
- What is being done to encourage employers and education establishments to work closely together?

5. Methodology and work plan

An appropriate jobs fair in Autumn 2013

It is proposed that substantial evidence gathering can take place at a suitable employment fair in the city. A discussion panel of young people, employers and education/ training providers and other relevant witnesses may be an appropriate route to facilitate this.

Written and documentary evidence

It is also proposed that the panel seeks briefing information from council officers and documentary evidence from a number of organisations to inform the review.

Witness statements

In addition to evidence taken at an appropriate employment fair, the panel may seek evidence from witnesses at formal meetings.

6. Background documents

The following documents have been circulated to members of the panel:

Business Growth and Skills Plan - adopted by Portsmouth City Council, at a Cabinet meeting held on 1 July 2013

'Tackling youth unemployment: Local Authorities leading the response' published by the Association for Public Service Excellence (APSE), March 2013

Scrutiny review of youth unemployment - a scrutiny review by the City of York Council, May 2013

Increasing the number of Young People in Employment, Education or Training - a scrutiny review by the Children and Families Scrutiny Board, Leeds City Council, March 2013

Scrutiny study of youth unemployment in Pendle - a scrutiny review by the Borough of Pendle March 2013

Increasing young people's employment opportunities (18-24) in County Durham - a scrutiny review by the Economy and Enterprise Overview and Scrutiny Working Group, Durham County Council, June 2012

Membership and Meetings of the EDCL Panel 2013-14

At the start of 2013/14 municipal year the Economic Development, Culture & Leisure Scrutiny Panel (EDCL) membership was set as:

Councillors Matthew Winnington (Chair), Phil Smith (Vice Chair), Darron Phillips, Will Purvis, Steve Wemyss and John Ferrett (who was replaced in February 2014 by Councillor Mike Hancock). Of the standing deputies Councillors David Horne and Luke Stubbs both attended one meeting each.

The panel met formally on 7 occasions between 12 September 2013 - 1 April 2014.

DATE	WITNESSES	DOCUMENTS RECEIVED
12 September 2013	<ul style="list-style-type: none"> i) Judi Strange, Department for Work and Pensions (DWP) ii) Liz Crate - PCC/PCMI iii) Sharon George PCC Youth Support Commissioning Manager 	<p>Agreed Scoping Document</p> <p>Written report from Cath Longhurst of EBP - Portsmouth & SE Hants Education and Business Partnership</p>
17 October 2013	<ul style="list-style-type: none"> i) Leone Hill, Jobcentre Plus (DWP) ii) Dave Goodall BAE Systems Maritime Services 	<p>Unison publication "A better start for young people"</p>
7 November 2013	<ul style="list-style-type: none"> i) Helen Fuge, Purple Door, University of Portsmouth ii) Clare Ansell, Motiv8 	<p>CIPD's research report "Employers are from Mars, Young People are from Venus: Addressing the Young People/Jobs Mismatch"</p>

DATE	WITNESSES	DOCUMENTS RECEIVED
5 December 2013	<ul style="list-style-type: none"> i) Shirley Sliwinski, Mayfield School ii) Alan Brennan, Catch 22 iii) Helen Brennan, Highbury College iv) Phil Harris & Oona Taylor, Portsmouth College v) Kim Rayner, Admiral Lord Nelson School vi) Mike Stoneman & Sharon George PCC 	Business in the Community Report "What's the risk?"
30 January 2014	<ul style="list-style-type: none"> i) Cllrs W Purvis & S Wemyss reporting back from meeting with Maureen Frost, Hants Chamber of Commerce ii) Cllrs P Smith, W Purvis & J Ferrett reporting back on meeting with Ian Smith and young people attending the Apprenticeships Event at Fratton Park 	<p>Troubled Families/Positive Family Steps report – James Hill</p> <p>Ofsted report “Going in the right Direction”</p> <p>PCC Work placement reports by Kate Brady & Jeanette Rowsell</p> <p>NEET ward map – Sharon George</p> <p>BAE – update to evidence by Dave Goodall</p> <p>BBC News article – Skills Shortage</p>

DATE	WITNESSES	DOCUMENTS RECEIVED
24 February 2014	<ul style="list-style-type: none"> i) Lyn Exley, PCC - post 16 curriculum ii) Mark Rodwell & Tessa Bailey, PCC - Looked after Children and New Belongings Project iii) Penny Lane, PCC - 'Delivering apprenticeships for Portsmouth' 	<p>Supplementary written evidence from:</p> <ul style="list-style-type: none"> a) Leone Hill, JCP b) Lisa Wills, PCC - extra information on Intensive Support Programme <p>New written evidence from: Amanda Percy & Jane Lamer, South Downs College</p>
1 April 2014	Formal sign off of the panel's report	Updated evidence from Lyn Exley on post 16 curriculum provision

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6.5 Lyn Exley, PCC's Post 16 Education Adviser shared a consultation copy of the 'post-16 curriculum plan for 16-19 year olds and up to 25 young people with special educational needs for the academic year 2013/14 and 2014/15 (Version 4)'. The report's appendices outlined the exact provision of vocational courses, traineeships, academic courses and the identified gaps in provision for you people. Also it outlines organisations that work with young people and support access to an engagement with education, training or employment in the local area. Local schools would be asked to sign up to this document prior to the seminar for schools and providers on 8 May 2014 ready for discussions on implementation.

5.1.1 Over Provision Identified:

- A Levels - there was a concern that with the growth in availability it will be difficult for the providers to offer a full range of subjects with sustainable student numbers which might have an impact on the offer to young people after they have begun their programme.
- Some BTECs - poor progression opportunities beyond one year courses have been identified as an issue where numbers on courses within an individual provider, may not enable progression to a full two year programme and therefore limit progression to higher education and employment.

5.1.2 This may lead to further discussion with the colleges regarding the need to pool for certain A Levels or BTECs to give provision for these courses. This would help address the risk when starting the first year of a course that the second year may not be viable and enable students to complete their course.

5.1.3 Insufficient Provision and/or Gaps in Provision

The identified insufficient provision particularly for work based programmes such as Traineeships and Apprenticeships is not about the lack of post 16 providers able and willing to offer the identified provision. There are a range of reasons but predominantly it is dependent on the ability to find employers willing and able to offer work experience, internships and employment as required by these programmes. This is as much a problem below level 2 as it is at level 3 and level 4.

- Vocational programmes at entry level across a range of occupational areas to engage young people who know the vocational area they wish to study in but need significant support in English, mathematics and employability skills. Particular focus on young people who do not want to continue a classroom based form of study but want a practical environment for learning
- Further Level 1 vocational programmes to expand their availability in areas such as Retail, Outdoor Adventure, horticulture and music
- Pre Apprenticeships at entry and level 1 to reengage young people and enable progression to apprenticeships or employment with training. The growth of Traineeships may replace this as a specific gap in provision
- Traineeship, there are currently a limited number of occupational areas on offer from a limited number of providers

- Apprenticeships at Level 2 (Intermediate) which are employer led and related to local labour market needs, particularly for school leavers where this is seen as a gap
- Apprenticeships at Level 3 (Advanced) as a progression from full time education or a Level 2 Apprenticeship
- Apprenticeship opportunities at Level 2 and 3 in Art, Design and Visual Merchandising and some specific construction areas
- Apprenticeships at Level 4 (Higher) in a wider range of occupational areas to enable progression from Level 3 and meet the local labour market needs
- Bridging programmes for young people that cannot progress from a Level 2 to a Level 3 Apprenticeship. These are often 17/18 year olds who do not have the English and mathematical skills to progress to Level 3 or where the framework is not appropriate to their employment. In addition where the years work experience has ended and they cannot therefore continue in their workplace or training
- Local Portsmouth provision for Profound and Multiple learning difficulties - particularly post 19
- Specialist provision for those not ready for full time provision or at the right level with Behavioural, Emotional, Social and Difficulties (BESD)
- Specialist provision for young people with mental health issues

Insufficient Support across Current Provision

- Insufficient support for some young people where there are existing programmes but specialist help is required and without this there is a barrier to participation and continued engagement. These cover existing groups already identified above:
 - Profound and Multiple learning difficulties - particularly post 19
 - Specialist provision for those not ready for full time provision or at the right level with Behavioural, Emotional, Social and Difficulties (BESD)
 - Access to provision but because of physical or mental health problems requires part or all of the teaching outside of an educational setting
 - Significant support for young people with extreme behaviour problems on mainstream courses. They have the academic ability but require significant pastoral input as high risk behaviour can be triggered by social or emotional factors
 - High support for young people with Non-Verbal Communication who require support plus specialist input (e.g. Makaton, PECS) and consideration of safety and social needs.

5.1.4 Special Needs

There were also gaps in specialist provision for profound and multiple learning difficulties, particularly post-19 and for pupils with behavioural, emotional and social difficulties (BESD), and those young people with mental health issues. PCC's Education Department had successfully bid for funding to reduce these gaps. Highbury College gained capital funding to refurbish Arundel Street accommodation to provide high-end BESD provision from September 2014. From September 2015 Portsmouth College would have available a small facility for those with profound multiple learning difficulties.

- 5.1.5 Regarding BESD it was reported that the NEET figure for the Harbour School was approximately 50%. Special provision was desired for these students wishing to have practical/workshop courses rather than classroom learning,

however there are high costs associated with providing for this and the supervision required. Discussion with the post-16 providers and the Education Funding Agency will follow the agreement of what is needed for Portsmouth but it will also need further engagement with employers.

The other areas of support identified as a need included:

- the earlier identification of dyslexia while at school before post-16 education
- increased number and range of taster days at colleges
- increased work experience opportunities for 14-16 year olds to a wider range of vocational projects
- increased work experience opportunities for under 18s to sit alongside full time programmes or to form the basis of a learning programme where full time education is a barrier to engagement
- opportunities for information on recruitment to the police, fire service and other uniformed services
- support for learner transition from Year 11 to Year 12, then increased from Year 12 to Year 13 when there is considerable disengagement and the NEET figures increase significantly. Also from Year 13 onto higher education, apprenticeships, further education or employment.

5.1.6 Retakes

The DfE published data of GCSE English and maths retakes for the KS4 year 11 leaving in 2009/10 who had failed to achieve an A*-C grade. When completing their KS5 in 2011/12 there are major variations between colleges locally particularly for the numbers entered for retakes. Gaining a GCSE in these key subjects are seen as key for our young people both for being able to progress to a Level 3 programme or into work where employers recognise GCSEs.

5.1.7 Discussion took place as to whether those colleges with very high achievement rates may be risk adverse in entering students for these qualifications when nationally the achievement rate is 50% and this was a challenge for the project.

5.1.8 Data was given for our 4 local colleges which have the majority of our Portsmouth students. This data related to the whole cohort within the college not just Portsmouth residents and the make-up of each college will be different.

GCSE English (11/12)

	Highbury	Portsmouth	South Downs College	Havant
% Retakes registered	2%	64%	24%	83%

% Achieved	1%	34%	13%	71%
Of the students who did not enter with a Level 2 ,% who had achieved a Level 1 D-G grade	81.5%	84%	96%	94%

GCSE Maths (11/12)

	Highbury	Portsmouth	South Downs College	Havant
% Retakes registered	3%	41%	15%	68%
% Achieved	1%	18%	9%	34%
Of the students who did not enter with a Level 2 ,% who had achieved a Level 1 D-G grade	85%	88%	96%	94%