

Raising Expectations: Staying in education and training post-16

Consultation Response Form

The closing date for this consultation is: 14 June
2007

Your comments must reach us by that date.

department for

education and skills

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The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

Please tick if you want us to keep your response confidential.

Name Mary Brittle
Organisation (if applicable) Education Leeds
on behalf of the Leeds Learning Partnership
Address: 10th Floor West, Merrion House,
110 Merrion Centre
Leeds
LS2 8DT

If your enquiry is related to the policy content of the consultation you can contact the Department for Education and Skills at e-mail: info@dfes.gsi.gov.uk:

Telephone: 0870 000 2288

e-mail: Raising.PARTICIPATION@dfes.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 311

e-mail: consultation.unit@dfes.gsi.gov.uk

Which of the following best describes you:

<input type="checkbox"/> Young person under 18	<input type="checkbox"/> Parent or carer	<input type="checkbox"/> Teaching staff
<input type="checkbox"/> Professional working with young people	<input type="checkbox"/> Educational institution/learning provider (Please specify)	<input type="checkbox"/> Governor
<input type="checkbox"/> Employer	<input checked="" type="checkbox"/> Local authority	<input type="checkbox"/> Head teacher / college principal / Leader of other educational institution
<input type="checkbox"/> Other (please specify)		

Please Specify:

Leeds Initiative: Learning Partnership – Local Strategic Partnership

Chapter 2: The benefits of requiring participation

1 Do you agree that there is a case for introducing compulsory participation to age 18?

Yes

No

Not Sure

Comments:

The definition of participation needs to be sufficiently flexible to include lots of different programmes, it needs to acknowledge the fact that young people may not all be able to achieve Level 2 qualifications. 'Building blocks' on the way to Level 2 need to be included as participation.

Appropriate provision must be in place for young people with multiple needs, including: Young parents, young carers, those in custody, young people with emotional and behavioural difficulties.

The needs of young people who start working at 16 to bring money into the family home need to be taken into account.

Chapter 3: A new requirement to participate

In paragraphs 3.2 – 3.10 we set out our central proposal for a requirement to participate.

2 Do you agree that participation should include participation in school, college, work-based learning and accredited training provided by an employer?

Yes

No

Not Sure

Comments:

The options available to young people need to be wider than these.

Some young people require pre-entry training in order to access FE, WBL or employment and this training must be included.

For example, Voluntary sector provision must be included, especially those programmes that are designed to be delivered in a different way to School and College, in order to engage young people.

The VCF Sector develop and deliver skills training which would enable young people to access school / FE participation later. Accredited vocational learning taster options, in a supported environment, for young people with emotional, behavioural and learning difficulties must be available.

Young people must be able to move between programmes so they can access another opportunity if the first programme they enter is not the right choice. This will require flexible roll-on roll-off provision to be available.

3 Do you agree that the requirement should include a requirement to work towards accredited qualifications?

Yes

No

Not Sure

Comments:

Accredited qualifications must continue to include programmes that help young people to develop social skills. This should include 'building blocks' on the way to Level 2 and accredited Personal Development Opportunities.

SEN provision must be included in qualifications framework.

Employers must be brought on-board and ways found to accredit the training programmes that they currently deliver.

It may be necessary to incentivise training in certain areas, especially where there are a large number of SME employers. Training Subsidies for Employers should be considered.

Local economic profiles and future skill shortage areas need to be taken into consideration

4 Do you agree that for those who are not in employment for a significant part of the week, participation should be in full time education?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:
It is important that other provision as well as full-time education be available to young people. Voluntary sector schemes and life skills training should also be available. Provision should meet the individual needs of young people, and the number of hours should reflect this.

5 Should full time education be defined for this purpose as at least 16 hours of guided learning per week?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No, should be more	<input type="checkbox"/> No, should be less
<input type="checkbox"/> Not sure		

Comments:

6 Do you agree that a young person who is employed could participate part time?

Yes

No

Not Sure

Comments:

The system should protect young people's right to training for a day a week.

7 Is a minimum of 280 hours of guided learning per year appropriate for a young person who is employed?

Yes

No, should be more

No, should be less

Not Sure

Comments:

The system should take account of young people who are engaged in on the job-training and gain their accreditation whilst working.

The central proposition outlined in 3.2 – 3.10 would require a young person to participate until their 18th birthday. An alternative described in para 3.11 would require a young person to participate until either their 18th birthday or they achieve qualifications at level 2, whichever is the earlier.

8 Which version of the policy do you prefer?

18th
Birthday

18th Birthday or Achievement of level 2, whichever
earlier

Comments:

Chapter 4: A suitable route for every young person

9 Do you agree that, taken together, the routes outlined in this chapter mean that there will be an appropriate and engaging option for all 16 and 17 year olds by 2013?

Yes

No

Not Sure

Comments:

The Foundation Learning Tier needs to be broad enough to encompass a range of opportunities for young people.

Personal Development Opportunities need to be available.

Long Term funding and Quality Assurance need to be in place for Voluntary Sector providers. They need to have help and financial support to meet requirements.

The roll out of diplomas should not mean that other qualification routes, such as BTEC, disappear. Vocational qualifications which are well recognised by employers and carry license to practice should be kept.

The system must take account of the needs of young people with support needs, such as homeless young people and those with mental health needs, and make sure options are available that are suitable for them.

There needs to be sufficient ESOL provision for migrants.

10 Should there be requirements for young people who are training to do more than just an accredited occupational qualification? (for example, should they be expected to do functional English or maths and/or wider technical education?)

Yes

No

Not Sure

If Yes, what requirements?

Comments:

Young people need to gain functional skills in Math, English and ICT.

Chapter 5: Enabling all young people to participate

11 Do you agree financial support should still be provided to young people from low income households, if participation is compulsory?

Yes

No

Not Sure

Comments:

12 What would be the right financial support arrangements for young people required to participate to age 18?

Comments:

There should be coherence in the benefit system so young people and families are clear about the financial support they are entitled to and find it easy to claim that support.

Young people who live independently must be able to claim benefits.

A means tested scheme, such as EMA, should continue to support young people that need it.

Young carers must be able to access respite care to allow them to participate.

13 Should we consider other incentives, such as withholding driving licences from 17 year olds who are not participating in education or training?

Yes

No

Not Sure

Comments:

The withholding of driving licences is not an incentive, it is a penalisation.

Incentives should be positive.

Bonuses for all young people around attendance and achievement of qualifications. These could be financial or other opportunities, such as a week's intensive driving course, day trips, residentials and other positive activities.

14 Would the proposals outlined here about support and guidance be enough to ensure that all young people are able to participate, regardless of their personal circumstances?

Yes

No

Not Sure

Comments:

There need to be sufficient resources to deliver what is proposed. Current levels of resource for Connexions delivery needs to be ring fenced in Local Area Agreements to ensure delivery of sufficient advice and guidance. If schools have a role in preparing young people then the National Framework for Careers Education must become statutory. Connexions services need to be resourced to deliver services to a wider age group, ie 11-19 rather than the current 13-19. Good peer guidance needs schemes that are run with long term funding and have some system for quality assurance. Services such as mediation and support should be available to work with parents. Work to engage parents needs to be sufficiently funded to engage them in a variety of ways. Awareness of the change needs to start with parents when their children are in primary school. Connexions PAs and other workers currently work with young people and parents in a positive way. Conflicts of interest could arise if they are asked to also make judgements about enforcement. There should be a separation of roles. It would be problematic for Youth Workers to adopt an enforcement stance given the voluntary aspect of the relationship with young people. Criteria need to exist for those who are making judgements about enforcement so there is consistent application of the rules.

Chapter 6: Employers playing their part

15 Would the proposals outlined in this chapter provide employers with the right framework to help make sure all 16 and 17 year olds are participating in valuable learning, including those who want to learn as they work?

Yes

No

Not Sure

Comments:

This relies on employers being willing to engage.

The Training Levy that was proposed in the Leitch report does not appear in this document.

There is a lot of emphasis on enforcement for young people to participate but none for employers. Employers should not be able to require young people to access training outside of their working hours.

Who will deal with appeals from a young person whose employer is not allowing them to access training? How will young people's participation be tracked? Who is going to deal with employers and promote training to them?

It is important to involve SMEs in this and there needs to be support and incentives in place to do that.

16 Given the benefits of a better skilled workforce, what responsibilities should employers have to encourage young people to participate in education and training?

Comments:

Employers should have a system to reward achievement of qualifications, such as promotion opportunities, pay increases, extra holiday.

Employment contracts should include learning contracts so both employers and young people have clear responsibilities.

Chapter 7: Making sure young people participate

17 Do you agree that there should be a system of enforcement attached to any new requirement to participate, used only as a last resort?

Yes

No

Not Sure

Comments:

There should be sanctions for employers and young people colluding to not access training.

18 Is it right that the primary responsibility for attending at age 16 and 17 should rest with young people themselves?

Yes

No

Not Sure

Comments:

Young people should be told about their rights and entitlements to training. It should be promoted as a positive thing for them to access.

Young people should be given a positive view of education and learning as something that is of value, rather than something they have to do.

19 Do you agree that if a parent of a young person is helping them to break to law, it should be possible to hold them accountable as well?

Yes

No

Not Sure

Comments:

This is a legal question that we are unable to fully answer.
Anything put in place should apply to employers and other adults as well as parents.

20 Is the process outlined in this chapter the right way to try to re-engage young people and enforce the requirement?

Yes

No

Not Sure

Comments:

It is not clear who is responsible for issuing Attendance Orders etc.
Will young people who break orders then have contact with the Youth Offending Service?
There will need to be extra resources to fund increases in number of Attendance Improvement Officers.

21 On breach of an attendance order, should criminal sanctions be pursued, or civil/administrative ones?

Criminal

Civil or administrative

Not sure

Comments:

This is a legal question we are unable to answer.
Criminal sanctions seem massively inappropriate

22 Please use this space for any general comments you would like to make.

Comments:

Young people need access to a range of qualifications, appropriate to their needs and their chosen career path.

Support needs to be put in place when children are much younger. Persistent absence needs to be addressed when it first occurs.

The idea of entitlement to training and looking at aspirations should start at age 7/8 and continue through school.

23 Please let us have your views on responding to this consultation (for example, were the number and type of questions about right? Was it easy to find, understand and complete?).

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply X

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes No

All UK national public consultations are required to conform to the following standards:

1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
5. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.

Further information on the Code of Practice can be accessed through the Cabinet Office Website: <http://www.cabinetoffice.gov.uk/regulation/consultation-guidance/content/introduction/index.asp>

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 14 June 2007

Send by post to:

Consultation Unit
Department for Education and Skills
1st Floor
Castle View House
East Lane
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: Raising.PARTICIPATION@dfes.gsi.gov.uk