



**Notice of a public meeting of
Learning & Culture Overview & Scrutiny Committee**

To: Councillors Reid (Chair), Fitzpatrick (Vice-Chair), Barnes, Brooks, Potter, Taylor and Scott.
Mrs Barber (Co-opted Statutory Member) and
Mr Pennington (Co-opted Statutory Member)

Date: Wednesday, 18 September 2013

Time: 6.15 pm

Venue: Brierley Room, York Explore, Library Square, York

AGENDA

**Committee Members please note that you are to meet in
Exhibition Square in front of the hoardings at 5:30pm
for a tour of the Art Gallery**

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

- 2. Minutes** (Pages 3 - 24)
To approve and sign the minutes of the Learning & Culture Overview & Scrutiny Committee meeting held on Wednesday 12 June 2013 and Wednesday 17 July 2013.

Members of the Careers Education, Information, Advice and Guidance (CEIAG) Task Group will be asked to approve and sign the minutes of the last CEIAG Task Group meeting held on Tuesday 3 September 2013.

3. Public Participation

At this point in the meeting, members of the public who have registered their wish to speak on an item on the agenda or an issue within the committee's remit can do so.

Anyone who wishes to register or who requires further information is requested to contact the Democracy Officer for this meeting, details of whom are listed at the foot of this agenda.

The deadline for registering to speak is 5.00pm the working day before the meeting, in this case **5.00pm on Tuesday 17 September 2013**.

- 4. School Improvement and Ofsted Update** (Pages 25 - 32)
Members will receive a presentation on the School Improvement and Ofsted update.

5. Keeping Families Together - Safely Reducing York's Looked After Children Population (Pages 33 - 46)

This report describes the trends in the number of children and young people looked after by the City of York. It examines the reasons for a significant and sustained growth in this population over a number of years and describes the progress of a programme of work launched in 2012 to safely reduce these numbers.

6. 2013/14 First Quarter Financial Monitoring Report (Pages 47 - 50)

This report analyses the latest performance for 2013/14 and forecasts the financial outturn position by reference to the service plan and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills

7. Attendance of Chair of York @ Large

The Chair of York @ Large will be in attendance at the meeting to discuss the ongoing work of York @ Large and how it works with the Council and other partners to deliver any joint services.

8. CEAIG (Careers Education, Information, Advice and Guidance) Review - Draft Final Report (Pages 51 - 138)

This report presents the findings from the recently completed careers education information and guidance (CEIAG) Task Group Scrutiny Review and the recommendations arising and asks the Learning & Culture Overview and Scrutiny Committee to agree any changes required to the report before its presentation to Cabinet in November 2013.

9. Workplan including a verbal update on the ongoing Review of School Meals (Pages 139 - 140)

Members are asked to consider the Committee's workplan for the 2013-14 municipal year.

10. Urgent Business

Any other business which the Chair considers urgent.

Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

(If contacting by email, please send to both Democracy officers named above).

For more information about any of the following please contact the Democracy Officers responsible for servicing this meeting, as listed above.

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports

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The majority of councillors are not appointed to the Cabinet (39 out of 47). Any 3 non-Cabinet councillors can 'call-in' an item of business following a Cabinet meeting or publication of a Cabinet Member decision. A specially convened Corporate and Scrutiny Management Committee (CSMC) will then make its recommendations to the next scheduled Cabinet meeting, where a final decision on the 'called-in' business will be made.

Scrutiny Committees

The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

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City of York Council

Committee Minutes

MEETING	LEARNING & CULTURE OVERVIEW & SCRUTINY COMMITTEE
DATE	12 JUNE 2013
PRESENT	COUNCILLORS REID (CHAIR), FITZPATRICK (VICE-CHAIR), BROOKS, D'AGORNE, POTTER, SCOTT AND HODGSON (AS A SUBSTITUTE FOR CLLR BARNES)
APOLOGIES	COUNCILLOR BARNES, MRS R BARBER AND MR A PENNINGTON

1. **DECLARATIONS OF INTEREST**

At this point in the meeting, Members were asked to declare any personal interests not included in the register of interests, any prejudicial interests or disclosable pecuniary interests which they might have in respect of the business on the agenda.

Councillor Taylor declared a personal interest during discussion of agenda item 5 (York Museums Trust – Bi-annual update) as an employee of City Screen due to references being made to creative programmes.

Councillor Hodgson declared a personal interest during discussion of agenda item 5 (York Museums Trust) as an employee of (Ministry of Defence) Defence Business Services National Security Vetting due to discussion regarding the security of the area behind the Art Gallery.

2. **MINUTES**

That the minutes of the meetings of the Learning and Culture Overview and Scrutiny Committee held on 20 March and 1 May be approved and signed by the chair as a correct record.

3. PUBLIC PARTICIPATION

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

4. YORK MUSEUMS TRUST - VOLUNTEER TRAINING

Members considered a report from York Museum's Trust on volunteer training presented by YMT's Director of Knowledge and Learning. He explained how the volunteer programme had developed since its launch in 2006 and that, in response to the growing demand for volunteer roles and the increasing capacity to accommodate new projects, the Volunteers Manager's post had become full time and a Volunteers Coordinator post had also been created.

He drew Members attention to the information included in the report on the vision for volunteering, the objectives of the volunteers programme as well as how the training programme for volunteers was structured.

Members were advised that a volunteer handbook was being compiled and Members asked to see a copy of this when it was ready.

Members asked if there was a procedure in place for when staff leave the museum. Officers confirmed that all staff have a leaving interview and complete a leaving form in order that as much information as possible is gained in respect of their experiences working at the museum.

Members questioned why there were so many "inactive volunteers" and what the retention rate for volunteers was. Officers advised that the 700 inactive volunteers referred to in the report included all those who had volunteered for YMT in the last six years, including those who had volunteered on one off projects and a large number of young people including students, who may volunteer for a couple of years while they are living in the city.

Members thanked YMT for the report and confirmed they would like to receive an update in the future which included information on how volunteers were recruited, whether any filters were applied and the retention rate for volunteers.

- RESOLVED: (i) That the report be noted.
- (ii) That an update be presented to the committee as part of YMT's next bi-annual update report scheduled for a meeting on 20 November 2013 ¹

REASON In order that the Committee is kept updated on YMT's volunteer training programme.

Action Required

1. Head of Culture, Tourism and City Centre to liaise with YMT regarding update to Committee GC

5. YORK MUSEUMS TRUST - BI-ANNUAL UPDATE REPORT.

Members considered a report which updated them on the current progress of the York Museums Trust (YMT) towards meeting the targets agreed in the partnership delivery plan running until 31 March 2013.

The report set out the ways in which YMT had addressed the key issues (stabilising visitor figures, delivering new income streams, creating new exhibitions and interpretative services, creating an education strategy, increasing use and involvement by residents, achieving high visitor satisfaction and cataloguing the collection) between October 2012 and April 2013 and gave an outline of what would be developed moving forward.

The Chief Executive of the YMT was in attendance at the meeting in order to present the report and answer any questions from Members. She drew Members attention to the following issues:

- The biggest current project was the York Art Gallery Development Project – all collections and fittings had been removed from the building and building was now being checked for asbestos and potential structural issues before main building contract began in October. The glass ceiling had been cleared in the central part so the original space was now viewable.
- The Art Gallery was reopened to the public for one last time on Saturday 2 February for the display of the York

Bayers Tapestry and a small exhibition of contemporary quilts. Amongst other activities available on the day, visitors were encouraged to draw on the walls of the downstairs galleries. 3600 visitors attended the event.

- While the gallery is closed, some of the paintings have been sent on tour – in May the exhibition of some of the most famous paintings, Masterstrokes opened at The Collection in Lincoln. It was considered beneficial to keep the collections in the public eye and to be able to see how other museums exhibit them.
- Work continued on the other major development at York Castle Museum. New exhibition spaces were being created – the first exhibition to be held in these new spaces was on World War 1 – this was Heritage Lottery Funded (HLF) and the final submission for round two funding had been sent to HLF of which the outcome would be known by the end of June 2013.
- During closure of the Art Gallery, York St Mary's had become an art gallery, concentrating on contemporary work.

Members were invited to visit the Art Gallery to see the space before building work commenced and it was suggested that this visit take place within the next 2-3 weeks. ¹

With regard to visits from schools, Members asked how many schools had visited the Castle Museum and Yorkshire Museum.² YMT representatives agreed to provide that information to Members. Members suggested that by offering a taster session at a school, it may encourage the school to organise a visit to one of the museums.

Members discussed the space behind the Art Gallery. They were advised that in order to populate Exhibition Square as a civilised place, the intention was to have a cafe at the front of the Art Gallery, although seasonal catering could be possible at the back too. The Head of Culture, Tourism and City Centre stated that it was hoped that an artist's garden/sculpture garden behind the gallery could be created which would relate specifically to the Art Gallery, and that they had talked to the Henry Moore Museum and York Sculpture Park about options for this area.

RESOLVED: That the update on the performance of the York Museum's Trust be noted.

REASON: To fulfil the Council's role under the partnership delivery plan.

Action Required

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1. Scrutiny Officer to liaise with YMT to organise visit | MC |
| 2. Head of Culture, Tourism and City Centre to provide figures to Members on number of visits by schools to Yorkshire Museum and Castle Museum | GC |

6. YORK MUSEUMS TRUST - NEW PARTNERSHIP DELIVERY PLAN.

Members received a report which updated them on the new partnership delivery plan agreed by the Cabinet Member for Leisure, Culture and Tourism. The Partnership Delivery Plan, a joint agreement between the Council and the York Museums Trust, was an annex to the funding agreement agreed through the budget process and covered the period from 1 April 2013 to 31 March 2018.

Members acknowledged that the work of the York Museums Trust had moved on from when the previous Partnership Delivery Plan had come into effect five years ago and during this time the priorities for the city had changed. Members were advised that the new delivery plan looked at how YMT would operate until 2018 and had been agreed by the Cabinet Member in March this year.

Members made the following comments:

- Covering Report – para 5– add to list of information to be included in the twice yearly update report to the committee the following:
 - Add to VIII the “names of the schools which have used the Trust’s services”
 - Add the number of people taking up lifelong learning opportunities (broken down by theme/type)
- Partnership Delivery Plan - Para 57 – third bullet point should state that YMT will submit a performance report to the Learning and Culture Overview and Scrutiny

Committee (instead of the Cabinet Member) in May and October each year.

- Partnership Delivery Plan - Para 58, 11) – this currently refers to Ward Committees and needs to be amended.

In response to a question regarding YMTs intention to increase their work internationally (para 44 of Partnership Delivery Plan refers), one Member asked what was being done in relation to developing the use of languages in its premises. The Chief Executive advised that they were currently at the beginning of a journey which would see them develop partnerships to take collections and work into an international context but confirmed that at present there was no international policy in place. She acknowledged that languages were an important issue.

Members agreed that the use of technology to make collections accessible to speakers of other languages worked well where a collection was static but not so well for changing collections. The Chief Executive of YMT explained that their current limited use was due to lack of resources and available funding rather than due to a lack of ambition. However a policy decision had been taken that every project would have a digital aspect to it.

The Commercial Director advised Members that the aim was to get all the basic collection records online so people could interact with them, and to start to produce material for visitors to download onto their own devices before they visit the museums.

Members agreed that the Partnership Delivery Plan achieved its purpose but felt that it would benefit from having an aspirations page, which would set out those developments the Trust would like to see if funding was available.

Members noted that they did not necessarily expect visitors figures to continue rising year on year and accepted that there would be a saturation point past which it would not be realistic to expect figures to increase further.

Some Members raised concerns about the introduction of potential charges for some exhibitions and stated that it would be useful to look at what criteria would be applied if charging is introduced.

RESOLVED: That the new Partnership Delivery Plan be noted and Members comments on the

suggested reporting arrangements be taken into account.

REASON: To fulfil the Council's role under the Partnership Delivery Plan.

7. DRAFT WORKPLAN 2013-14 AND INTRODUCTORY BRIEFINGS ON PROPOSED SCRUTINY TOPICS FOR 2013/14.

Members considered the workplan for the 2013-14 municipal year and received introductory briefings on a number of topics which had been proposed for possible scrutiny review during 2013-14 and were asked for their views on the topics in advance of them being put forward at the Scrutiny Work Planning Event the following day.

Members considered a briefing paper on School Meals which provided them with information on contracts with school meal providers, school meal take up, numbers eligible for free school meals and take up of free school meals. Members agreed this was an important topic that would benefit from consideration by the committee.

The Committee received a briefing report from the Principal Advisor (14-19) on the impact of the removal of the EMA (Educational Maintenance Allowance) which had been proposed for review by Councillor Aspden. The Principal Advisor noted that while it was accepted that the introduction of EMA had had a positive impact on participation in post 16 education, it was clear that participation rates had continued to rise since the removal of the EMA. He drew Members attention to the information contained in the report on the 16-19 bursary fund, which replaced EMA, and advised them that although providers were pushing eligibility very hard, they were surprised at the current low take up. Having considered the briefing note, Members agreed to put the topic forward at the forthcoming scrutiny work planning event.

The Head of Culture, Tourism and City Centre presented a briefing report on "improving the quality of the heritage and arts offer in the city, which had been suggested at the last meeting as a possible topic for scrutiny. She advised Members that the Council's high ambitions for culture in the city would be

delivered in partnership with creative and cultural organisations across the city and that officers, together with Visit York, were in the process of fleshing out the new high level tourism strategy for the city, which included the creation of a cultural tourism programme. Working with partners, a steering group has already been established with the aim of submitting a funding application to Visit England/Arts Council England funding in July. Given that officers were already working actively with partners and a timetable was in place, Members agreed that any consideration of this topic be postponed to the second half of the municipal year when the outcome of the funding application would be known.

Members received a written briefing from the Council's Countryside Officer on biodiversity in planting and planting schemes in planning applications. Members noted that this may be a cross cutting topic which may need to go to Corporate and Scrutiny Management Committee and agreed it should be put forward to the Scrutiny Work planning event.

- RESOLVED:
- (i) That the workplan for the 2013-14 municipal year be agreed.
 - (ii) That the following topics be put forward for consideration at the Scrutiny Work Planning Event on 13 June:
 - School Meals
 - Impact of the removal of the EMA (Educational Maintenance Allowance)
 - Improving the quality of the heritage and arts evening offer in the city
 - Bio-diversity in planting and planting schemes in planning application.

REASON: To keep the committee's workplan up to date in accordance with scrutiny procedures and protocols.

8. URGENT BUSINESS

It was acknowledged that some Members struggled to get to West Offices for a 5pm meeting due to work commitments, and Members agreed that future meetings should therefore commence at 5.30pm.

Councillor Taylor advised Members that the regional launch of the Love Architecture Festival 2013 would take place on 21 June and it was agreed that he would email the details to Members for their information.

Members questioned whether the Committee should provide a response to the threats regarding the future of National Railway Museum (NRM). The Assistant Director, Communities, Culture and Public Realm provided an update on the current situation and explained what was being done in response to this. Members acknowledged that if charges were introduced at the NRM, this could potentially have an effect on other York museums.

RESOLVED: That the discussion on the future of the NRM be noted.

REASON: In order that Members are kept updated on the current situation.

Councillor Reid, Chair

[The meeting started at 5.00 pm and finished at 7.00 pm].

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Meeting	Learning & Culture Overview & Scrutiny Committee
Date	17 July 2013
Present	Councillors Reid (Chair), Fitzpatrick (Vice-Chair), Barnes, Brooks, Potter and Taylor and Mr Pennington (Co-opted Statutory Member)
Apologies	Councillor Scott and Mrs Barber (Co-opted Statutory Member)

9. **Declarations of Interest**

Members were asked to declare any personal, prejudicial or disclosable pecuniary interests, other than their standing declarations.

Councillor Fitzpatrick declared a personal interest in Agenda Item 3 (York Theatre Royal Performance Report: 2012/13) as a Trustee of the Theatre.

Councillor Taylor also declared a personal interest in the same item as he had helped with the promotion of the ishandy production.

No other interests were declared.

10. **Public Participation**

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

11. **York Theatre Royal Performance Report: 2012/ 2013**

Members received a report which informed them of the progress and performance of York Theatre Royal under the current Service Level Agreement (SLA) during 2012/13.

In addition to events mentioned in the Officer's report, Members were informed that the Theatre Royal had acquired funding to run a National Symposium in relation to the development of "TakeOver" venues. Work would take place in conjunction with the Tate and it was hoped that further funding to support young people's responsibility for running the programme of the Theatre.

Questions from Members to Officers included the following;

- How often was the SLA reviewed?
- What was the criteria used for reviewing the targets within the SLA?
- How was consistency applied to the process?
- Would the Council extract a consultancy fee from the Tate for work carried out on the TakeOver venues project?
- Would the National Symposium be based in York?
- Should a strict SLA be applied to the Arts Barge project?

Members were informed that some of the targets in the SLA document between the Council and the Theatre were qualitative and others quantitative. They felt that it was not unreasonable for the Theatre Royal to ask the Council to review the SLA given the background of funding cuts. It was also reported that the SLA would be considered by the Cabinet Member before being approved.

In regards to the Arts Barge, Officers reported that they had a small SLA with Rivers Funding, but that as Rivers Funding had their own European Investment Funding (EIF), the Barge would be included in the SLA between them and EIF.

It was also reported that the Arts Fund had recently released new funds and that further work continued to be carried out between the Council and Reinvigorate York on the Cultural Quarter.

Resolved: That the report be noted.

Reason: To fulfil the Council's role under the Service Agreement.

12. **Bi-Annual Safeguarding Update**

Members received a six monthly report from the Chair of City of York Safeguarding Children's Board (CYSCB) and the Assistant Director for Children's Specialist Services which updated them on key children's safeguarding issues.

Questions from Members to Officers included;

- How had lessons learnt from the CYSCB's thematic review into child neglect had been spread across all agencies involved in children's services?
- What was being done to recognise the need, rather than the troublesome nature of young people who were subject to Child Sex Exploitation?
- What was the current situation in York in regards to the Government's Trouble Families Initiative?
- To what extent was an impact on the "Front Door" process being felt in York due to the changes outlined in the report?

It was reported that conclusions from the CYSCB's review into child neglect had been disseminated to other agencies via;

- The CYSCB conference (which had been attended by Professor Eileen Munro).
- A full child neglect report to all agencies in the city
- An audit report findings to all staff involved in children's services.
- Face to face meetings with staff so they could carry out good practice.

In regards to recognition of the need of young people subject to Child Sexual Exploitation, Members were informed that the Safeguarding Board hoped to meet with School Head teachers so that they could inform parents, to make sure that everyone was aware of the symptoms of Child Sexual Exploitation. Also the Safeguarding Board and Council planned to 'turn up the volume' on resilience to create a culture of safety for young people to be aware that developing sexuality was not just linked with exploitation.

It was reported that the Safeguarding Board had been notified that there were 315 Troubled Families resident in York.

However, the Board took the view to target a larger number and carried out work with Troubled Families through three hubs where social workers could work with the local communities. It was reported that through this work, agencies had managed to reach and help close to 700 families. Although this was a higher number than previously identified, Officers felt that this could be deemed to be a success as it showed a reduction in the number of children taken into care.

Regarding changes on the Front Door process, it was noted that the changes had acted as a catalyst. There was not a sense that there had been a reduction in engagement from the Police in the process and that allowed for the best intelligence about concerns to aid a preventative approach.

- Resolved:
- (i) That the report be noted and that the Committee continue to receive summarised briefings of cases reviewed by the CYSCB.
 - (ii) That an updates on the following be included in the December 2013 scrutiny briefing:
 - The review of the CYSCB.
 - The trends in York's Looked After Children (LAC)'s population.
 - The preparation and planning arrangements for York's next inspection.
 - (iii) That a progress briefing on the Children's 'Front Door' development is presented to the Scrutiny Committee's June 2014 meeting.

Reason: To allow Members to be fully informed on key children's safeguarding issues.

13. 2012-13 Finance and Performance Year End Report - Lifelong Learning & Culture and Children & Young People's Services

Members received a report which analysed the outturn performance for 2012/14 and the financial outturn position by reference to the service plans and budgets for all of the relevant services falling under the responsibility of the Director of

Children's Services, Education & Skills and the Director of Communities & Neighbourhoods.

The Director of Children's Services, Education & Skills drew Members attention to;

- York had the highest percentage of Looked After Children in Foster Care in the UK and a low level of them living in residential homes.
- That although there had been a 60% reduction in the School Improvement Budget that there were more schools graded by OFSTED as 'outstanding' and 'good' than previously.
- That Officers were positive about the Key Stage 2 results for children in the city.

Officers were asked questions regarding;

- A budget cut in safeguarding i.e. how alternative sources of funding were being identified within new health structures?
- The costs of Local Foster Placements
- If trends for achievement at Key Stage 2 and 4 continue, how would intellectual rigour and complacency be maintained?

It was noted that the safeguarding budget had been examined by Officers. However, Officers underlined that through partnership working, priorities had been funded effectively. For example the Council had shared information with schools on LAC who they were concerned about and vice versa.

Members were informed that a Local Foster Placement cost the Council approximately £20,000 a year.

In regards to an upward trend of results at Key Stages 2 and 4 in York schools, it was noted that the Council's Human Resources Team collected intelligence about teachers performance.

Following a request from Members, Officers agreed to provide further information about the cost of Children's Social Care in York, and information on the OFSTED results for York Schools and changes to the OFSTED regime.

- Resolved: (i) That the report be noted.
- (ii) That further information on the cost of Children's Social Care in York and information on the OFSTED results and the new OFSTED regime be provided at the Committee's next meeting in September 2013.¹

Reason: To update the Committee on the final financial and performance position for 2012/13.

Action Required

1. To provide appropriate reports for the September KH Scrutiny meeting.

14. School Meals Scrutiny Review - Scoping Report

Members received a report which presented information in support of the agreed scrutiny review of school meals and asked them to set up a Task Group to carry out the review, agree the review remit and timeframe for its completion. Members agreed that whilst the review would focus on the take up of Free School Meals (FSM), it would also look at the take up of school meals in York generally.

Discussion between Members took place on what else the review could focus on such as;

- Aspects of behaviour- if children entitled to FSM were not taking up the opportunity for school lunches, what were they doing instead?
- If schools could be more creative in what they provided, such as Free School Packed Lunches rather than hot food?
- What consistency was there amongst schools in the city, given that the price of meals was higher in York than in other Local Authorities?
- Comparing the take up of FSM with School Meals in general, particularly amongst different schools at primary and secondary level.

- To examine what the approaches were to FSM at schools who had their meals provided under the ISS (Education) contract.

Some Members expanded on feedback from the Youth Council about the stigma encountered by pupils who were entitled to FSM. They felt that this could be countered by teachers and school staff leading by example, eating in the School canteen.

Councillors Potter, Fitzpatrick, Brooks and Andrew Pennington (co-opted Committee Member) expressed their interest in being on the Task Group. They agreed to appoint a Chair and set a remit for the group at their first meeting.

- Resolved: (i) That the report be noted and that a Task Group be established to examine the topic of School Meals in York.
- (ii) That Councillors Potter, Fitzpatrick, Brooks and Andrew Pennington form the Task Group to undertake the work.
- (iii) That the general remit for the review be focused on improving the take up of School Meals and Free School Meals.
- (iv) That the actual wording for the review aim and objectives be agreed at the Task Group's first meeting.

Reason: To ensure compliance with scrutiny procedures, protocols and workplans.

15. **Work plan**

Members considered the Committee's work plan for the 2013-14 municipal year.

The Scrutiny Officer outlined an approach, recently agreed at Corporate and Scrutiny Management Committee (CSMC) for each Overview and Scrutiny Committee to undertake a review in this municipal year in support of an overarching themed topic namely, the Night-time Economy in York.

The final report of each Committee's review would be presented and considered at the CSMC meeting in March 2014.

The Committee agreed that their work on the topic they had previously agreed to carry out on improving the quality of the heritage and arts offer in the city could be focused specifically on the evening offer. As it had already been scheduled into the workplan for the end of 2013, it would be ideal as their contribution to the new themed approach.

It was also agreed that the Committee should keep an overview of the progress of York's parks in achieving "Green Flag" status, and that this be added to the work plan for the Committee's March 2014 meeting.

Resolved: That the work plan be noted and amended to include the following;

- A progress report on the Children's "Front Door" be considered at the Committee's June 2014 meeting.

Reason: To keep the Committee's work plan updated.

Councillor Reid, Chair

[The meeting started at 5.30 pm and finished at 7.15 pm].

Meeting	CEIAG (Careers Education, Information, Advice and Guidance) Scrutiny Review Task Group
Date	3 September 2013
Present	Councillors Fitzpatrick, Reid, Scott (Chair) and Brooks
In attendance	Councillor D'Agorne

1. **Declarations of Interest**

At this point in the meeting, Members were asked to declare any personal interests not included on the register of interests, any prejudicial interests or disclosable pecuniary interests which they might have had in respect of the business on the agenda.

Councillor D'Agorne declared a personal interest as a careers professional.

2. **Minutes**

Resolved: That the minutes of the last meeting of the Committee held on 18 March 2013 be approved, and signed by the Chair as a correct record.

3. **Public Participation**

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

4. **Careers Education, Information, Advice and Guidance (CEIAG) Review- Draft Final Report**

Members considered the Draft Final Report of the Careers Education, Information, Advice and Guidance (CEIAG) Scrutiny Review Task Group.

Copies of “Careers 2020 Options for Future Careers Work in English Schools,” which had recently been published by The Pearson Think Tank with the International Centre for Guidance Studies, had been circulated. Consideration was given to the recommendations contained in the report as follows:

1. Government should be carefully monitoring changing practices and ensuring that schools are providing appropriate career support for young people.
2. Government should also carefully monitor the impact of any decline in school-based careers work on social mobility and social inclusion.
3. Schools should be encouraged to conceive careers as a key component of their mission and to actively link this to the curriculum.
4. Attention should be given to how schools are supported to deliver effective and high quality careers work in the new policy context.

Members supported the recommendations contained in the Pearson Report and agreed that these were in line with the evidence that had been obtained during the scrutiny review. They did, however, note that there may be difficulties in the practical application of recommendation 2.

Consideration was given to the draft scrutiny report. The following comments were put forward:

- Paragraph 27 – whilst it was acknowledged that this was an accurate reflection of the evidence that had been provided, the suggestion that there was high employer demand for apprenticeships in the construction industry and that it was difficult to fill all the training places available seemed counter intuitive. This was an issue that that the Construction Skills Scrutiny Task Group may wish to consider.
- Paragraph 16 to be reworded to state that how the free careers advice from the City of York Council was allocated was agreed with the Local Authority and schools based on set criteria.
- In respect of the work of the Connexions Service, paragraphs 18 and 26 should be cross-referenced.
- The wording of the report should reflect the need to balance students’ aspirations and high expectations with

realism and self-awareness. There was a need to take a whole curriculum approach, as recognised in the Pearson Report, and to work with partners in careers provision.

- The report should also highlight the tensions between careers work and the labour market.
- The format of paragraphs 51-75 to be developed.
- A recommendation to be included stating that a letter would be sent to the home address of all Year 11 students to make them aware of the services offered at Castlegate.
- A recommendation to be included as to how access to on-line careers advice, including the national careers website, could be improved.
- The Cabinet Member be requested to make headteachers, school councils, governing bodies and employers/training organisations aware of the recommendations arising from the review.
- The scrutiny review report should acknowledge that further recommendations may arise from the Ofsted Report on careers education which was due to be published.

The agreed amendments would be incorporated into the report which would be emailed to members of the task group.

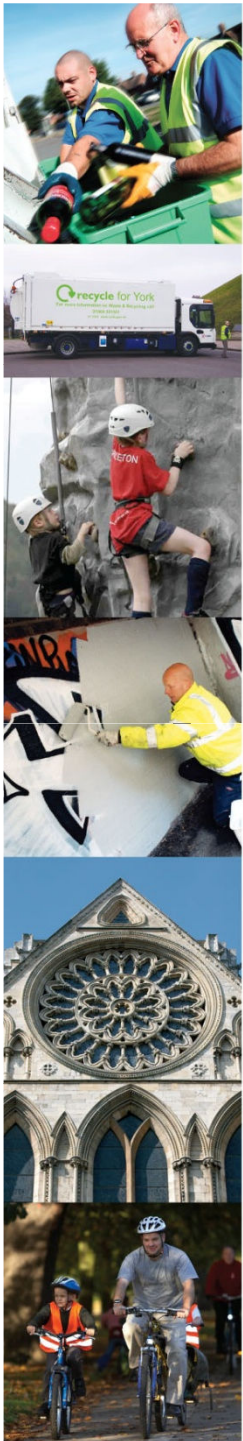
Resolved: That subject to the agreed amendments, the draft recommendations arising from the review be agreed and included in the draft final report before its presentation to the Learning and Culture Overview and Scrutiny Committee.

Reason: To ensure compliance with scrutiny procedures, protocols and the committee's annual workplan.

Councillor Scott, Chair

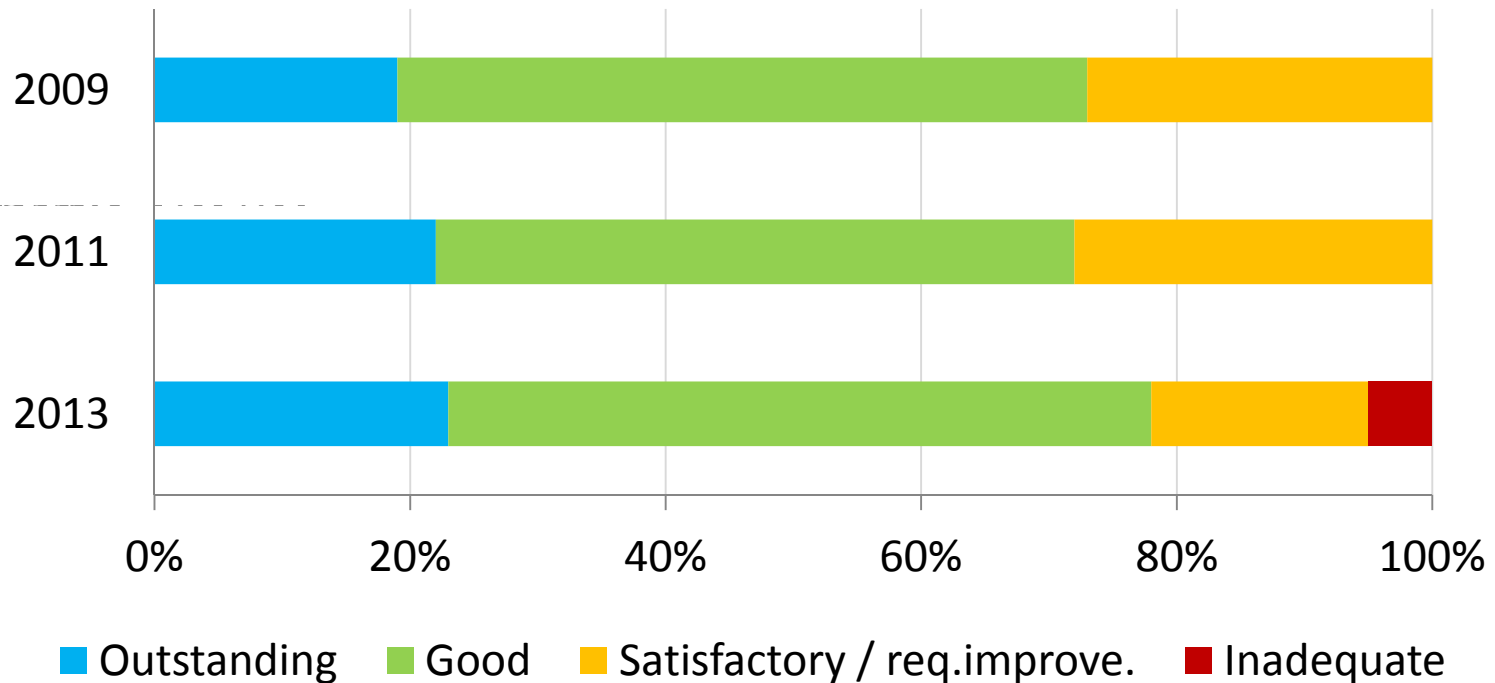
[The meeting started at 5.30 pm and finished at 6.45 pm].

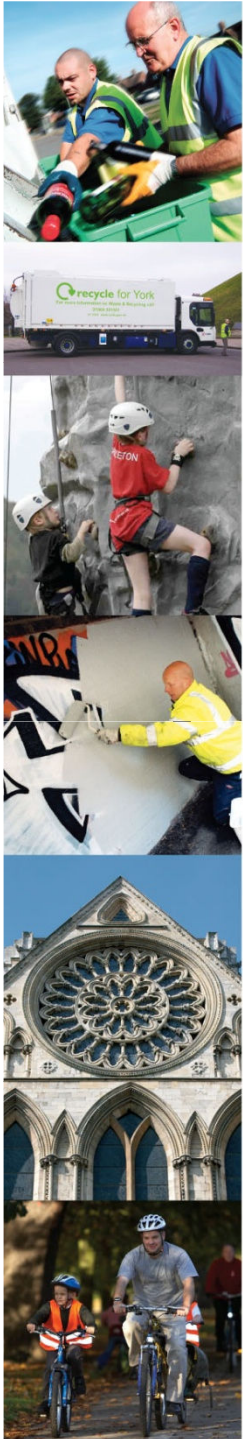
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Ofsted outcomes over 4 years

Against a background of a more challenging framework, over the last two years we have seen an increase in the proportion of schools being judged good and outstanding



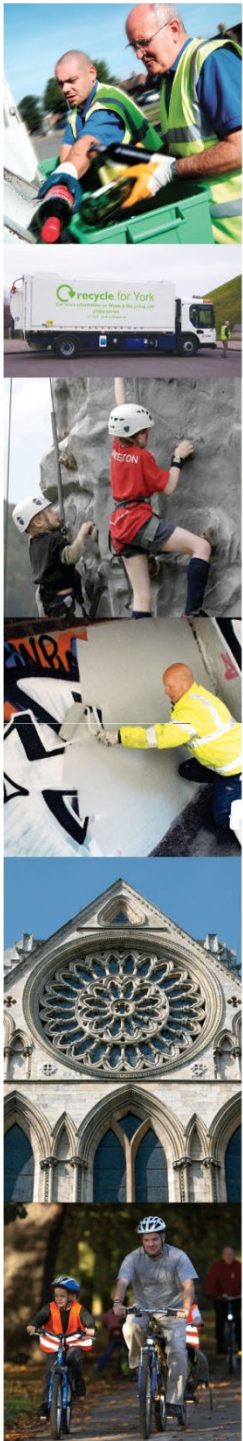


What we have done

- Improvement takes time, 3–4 years
- Focus on what is happening in the classroom
 - ◆ pupil progress in all years
 - ◆ quality of teaching

- Leadership including governance
- Strategic plan focussing on absolute priorities
- Partner headteachers
- School to school support

% of schools that are good or better (Ofsted) June 2013



LA	Primary	Secondary	All *
Statistical neighbours	79%	73%	79%
Yorkshire & Humber	76%	59%	74%
National	78%	72%	78%
York [†] (position out of 152)	74% (109th)	80% (51st)	78% (84th)

* Includes nurseries, special schools and PRUs

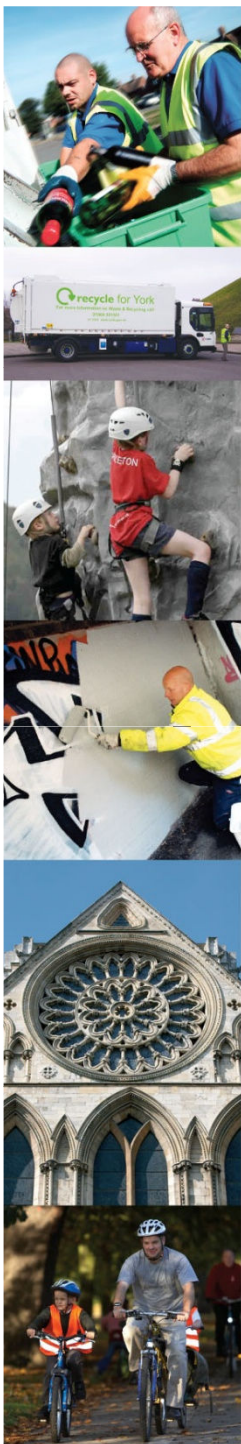
† Excludes Derwent Schools (now closed)



Ofsted – Statistical neighbours June 2013

LA	Primary	Secondary	All *
Bury	79%	93%	81%
Cheshire W. & Chester	83%	76%	83%
Lancashire	81%	73%	82%
Nottinghamshire	79%	75%	79%
Staffordshire	74%	67%	74%
Stockport	86%	69%	84%
Swindon	78%	64%	78%
Trafford	94%	100%	95%
Warrington	78%	63%	76%
Warwickshire	73%	63%	73%
York [†] (position out of 11)	74% (10th)	80% (3rd)	78% (7th)

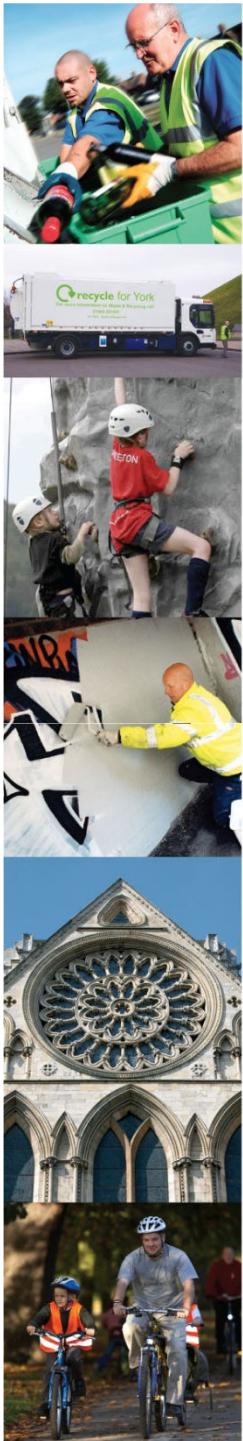
Ofsted – Yorkshire & Humber June 2013

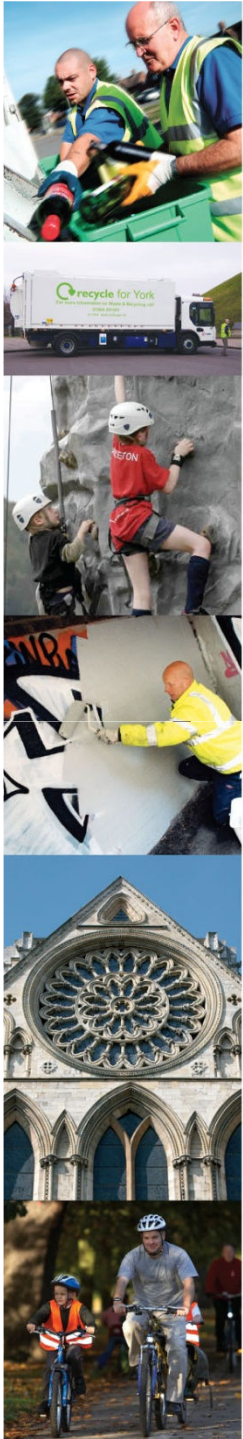


LA	Primary	Secondary	All *
Barnsley	77%	29%	74%
Bradford	81%	43%	76%
Calderdale	79%	69%	79%
Doncaster	64%	41%	62%
East Riding of Yorkshire	67%	33%	65%
Kirklees	81%	75%	81%
Hull	66%	45%	68%
Leeds	83%	68%	81%
North-east Lincolnshire	68%	33%	65%
North Lincolnshire	76%	82%	78%
North Yorkshire	78%	70%	80%
Rotherham	68%	69%	75%
Sheffield	68%	57%	67%
Wakefield	62%	59%	64%
York [†] (position out of 15)	74% (8th)	80% (2nd)	78% (5th)

2013 results

- Foundation Stage 56%
- Key Stage 1
 - ◆ L2+ Reading 90%
 - ◆ L2+ Writing 85%
 - ◆ L2+ Maths 91%
- Key Stage 2 (L4+ R,W&M) 77%
- Key Stage 4 (5+ A*–C inc E&M) 67%





Next steps

Our ambition is that we will have 90% schools good or better within two years supported by

- Refreshed Council Plan recognising ambition for Education and Children's services
- Peer review of School Improvement (completed)
- Two year School Improvement Plan (with the York Education Partnership)
- Targeted investment

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Learning & Culture Overview & Scrutiny 18 September 2013 **Committee**

Report of the Director of Children's Services, Education and Skills

Keeping Families Together – Safely Reducing York's Looked After Children Population

Summary

1. This report describes the trends in the number of children and young people looked after by the City of York. It examines the reasons for a significant and sustained growth in this population over a number of years and describes the progress of a programme of work launched in 2012 to safely reduce these numbers. The paper concludes with some specific proposals for further work to ensure that all children and young people's services are focussed on those children who are most likely to enter public care if alternative help and support is not provided.

Background

2. In 2011 York's looked after population reached 256, making it the fourth highest number of children looked after per 10,000 pop in the Yorkshire and Humber region. Although an analysis of the activity at the time, both internally and subsequently by the external regulator (Ofsted), demonstrated that only those children who needed to be looked after had been taken into public care members and officers were concerned to try and find alternative outcomes for these often very vulnerable children and young people.
3. In partnership with children service providers across the city a whole system transformation programme branded Keeping Families Together – Safely Reducing our Looked After Population was launched. This programme described a whole system approach to:

- strengthen early intervention arrangements to identify and support at an early stage those children, who may be otherwise at risk of coming into public care,
 - improve the experience of those moving through care and speed up their journey to a secure permanent alternative care arrangement
 - support better those older young people as they leave care to enter adulthood
4. With much of the transformation work now complete this paper examines the impact and progress of this work.

Consultation

5. There has been extensive consultation on the Keeping Families Together programme both within the council and external partners.

Options

6. This paper is provided to report progress on the impact of the arrangements to safely reduce the number of children and young people looked after by the city.

Analysis

7. There is clear evidence to demonstrate that the current arrangements developed to safely reduce the city's looked after population are effective. Significant budget reductions are predicated on this trend being sustained over the next two years. At the heart of this strategy is an increase in the number of children and young people who are diverted from becoming looked after through a sharp focus on prevention and early intervention. To this end the paper describes further work over the coming months to ensure that all services are focused on those children deemed to be on the 'edge of care'.

Council Plan

8. This work aligns with and fully supports the council's priority to support vulnerable people.

Implications

Financial

9. Failure to achieve the planned reduction in the number of children who are, or who become, looked after will have a significant impact on the budget predictions for 2013/14 and beyond.

Other

10. There are no significant HR, Equalities, Legal, Crime & Disorder, Information Technology (IT) or Property implications.

Risk Management

11. The practice and service changes described in the Keeping Families Together programme have been presented to and agreed by the City of York Safeguarding Children Board. Regular reports on the progress of this work are also presented to this Board.

Recommendations

12. Members are asked to note the content of this report and the further work described at Annex 1, paragraph 12.

Reason: The proposed work will ensure that there are robust early support arrangements for those children and young people who are most at risk of becoming looked after.

Contact Details

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**Chief Officer Responsible for the
report:**

Kevin Hall
Interim Director of Children's Services,
Education and Skills

**Report
Approved**

Date 09/09/13

Specialist Implications Officer(s)

Wards Affected:

AI
I

For further information please contact the author of the report

Background Papers

None

Annexes

Annex 1: Keeping Families Together – Safely Reducing our Looked
After Population in York

Keeping Families Together – Safely Reducing our Looked After Population in York

1. Introduction

This paper analyses the trends in York's looked after children population.

A whole system approach to achieving a sustained reduction in the number of children Looked After by the city is described.

The paper concludes with a description of the ongoing work to ensure that the city's early intervention and preventative services are focussed on those children and young people most at risk of coming into public care.

2. Background

Looked After Children

Children are 'looked after' where the local authority becomes legally responsible for their care. In York, such an arrangement is always an intervention of last recourse. In the first instance where serious safety or welfare concerns are identified for a child, the local authority and its partners always make every effort to support the child at home with parents or extended family members. It is only when such arrangements are not viable or remains unsafe that a child is taken into public care.

Becoming 'looked after' is rarely an outcome of choice. Children and young people, who become looked after, often from very chaotic, unsafe and troubled family environments, almost always seek an early return home. Social workers and other professionals work with parents and extended families to achieve such rehabilitation at the earliest safe opportunity.

However, for many children who become looked after, such a return home is unsafe. For these children the local authority works within a tightly prescribed statutory timescale to achieve alternative permanent care arrangements. These arrangements include adoption, long term foster care or alternative care placements outside of the birth family (Special Guardianship Orders).

3. Placement Types

Local Foster Placements

In York, we are very successful in placing most of our looked after children in family settings (foster care).

Currently there are 114 fostering households who look after between one and up to four children/young people at any one time. These foster carers are recruited, approved and supervised locally by our Family Placement Service.

The average cost of a child's placement in foster care in York is £18,426 pa.

As at 1 June 2013 this year, of our total looked after population of 227, 155 (68%) were placed in York fostering households. This compares favourably to the national average of 51%.

Independent Fostering Agency Placements

Where we cannot identify a suitable local foster placement for a child we sometimes need to approach independent fostering agencies (IFAs) for placements. Such placements are often at some distance from York (often necessitating a change of school for the young person) and cost significantly more than our local placements.

The average cost of a child's placement in an IFA arrangement is £55,000

As at 1 June 2013, of our total looked after population of 227, 16 (7%) were placed in Independent Agency fostering households.

Specialist Residential Placements – Out of Authority

For some young people, because of their very challenging behaviour or very complex needs it is necessary to identify specialist residential provision. Typically such young people will already have experienced several fostering placement breakdowns, display dangerous and harmful behaviours either towards themselves or others or have complex psychological or physical needs that require specialist care.

Unsurprisingly, this level of care is extremely expensive. The average cost of a child's placement in specialist residential care is £162,000

As at 1 June 2013, of our total looked after population of 227, 10 (4.4 %) were placed in specialist residential care.

Local Residential Care - In Authority

In York, we have recently re-procured our children's home provision – letting the contract to Northern Care to provide short term care for up to 4 young people between the ages of 14 and 18 years. This children's home provides care for those young people who could not be supported in a family placement.

This level of care is also extremely expensive. However, the average cost of a child's placement in local residential care has reduced to £92,415 from £130,000 pa (when provided directly by the local authority)

As at 1 June 2013, of our total looked after population of 227, three (1.3 %) were placed in local residential care.

Placed at Home with Parents

In York we have a significant group of children and young people who are the subject of care orders and therefore technically 'looked after' but who remain at home with their parents under this legal arrangement.

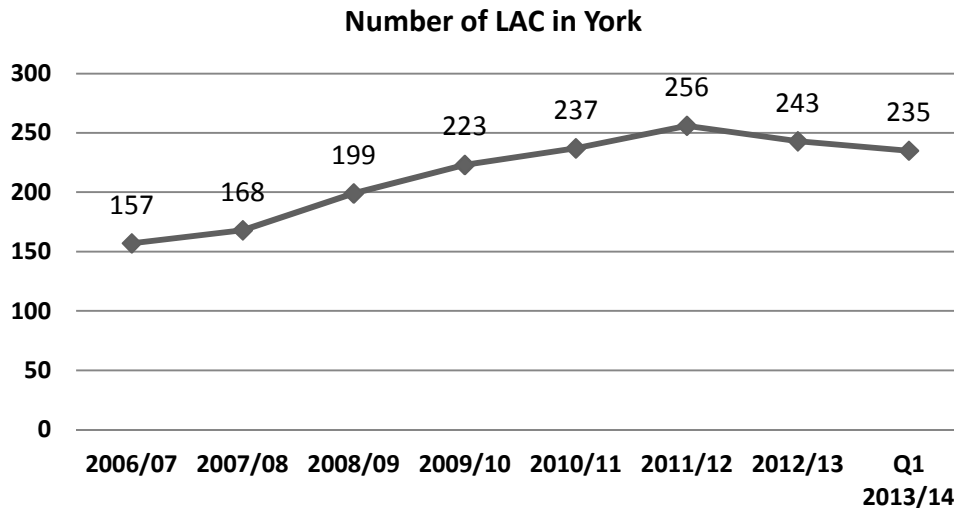
Whilst these children do not incur direct placement costs, they are by definition children for whom there is a very high level of concern and who therefore require a high level of support and surveillance. These costs are not directly reflected in the council's placement budgets but are reflected elsewhere in staffing and support costs.

There has been significant work over the past eight months to review this group and to secure their legal permanence with their families.

As at 1 June this year, of our total looked after population of 227, 25 (11%) were placed at home with parents.

4. The Looked After Population

Graph showing a year on year increase in LAC in York from 2007 peaking in 11/12.



5. Children and Young People Entering Care

The increase in the care population in York to a high of 256 in 2011/12 has its origins in a significant increase in admissions during the period 2007–2009.

This period coincided with a heightened awareness of child protection issues brought to the fore through a series of high profile child protection cases including ‘Baby Peter’. An analysis of the activity at the time also highlights a period of escalating drug and alcohol misuse and domestic violence. This was also a period where arrangements to identify and refer children for whom there may be concerns were greatly improved contributing to a ‘net widening’ effect for cases coming to children’s social care.

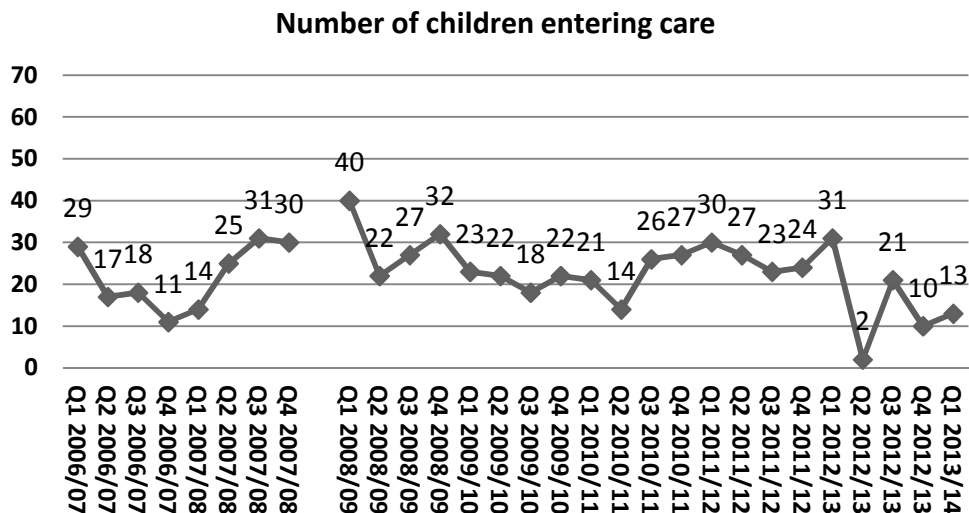
During this period the number of children entering care as a result of the local authority’s legal interventions rose sharply.

The number of children entering care reached its peak in 2008/09 when 111 children became looked after.

At the same time the number of children entering care on a voluntary basis reduced significantly. Such a pattern is clearly indicative of a period of high concerns both for children and young people ‘at risk’ but perhaps also a reaction to the high profile

criticism levelled at authorities where they were perceived to have failed to act robustly in some cases.

The more recent and sustained reduction in new entrants to care is encouraging and reflects the impact of the introduction of new services (including the Children's Front Door) to support families and prevent concerns from escalating – the two key strands of our early intervention and prevention strategy.



In summary, there is evidence to show that year on year since 2009 there has been an overall incremental reduction in the number of new entrants to the care system in York. This reduction has undoubtedly been achieved by our significantly enhanced early identification and preventative strategy, better targeting of those high risk groups and improved services for those children and young people who may be on the 'edge of care'.

6. Safely Reducing the Number of New Entrants to Care

Managing the flow of new entrants to care is at the heart of professional social work. Social workers function as agents of change for families where there are serious and often intractable problems. A key task is to manage the risk to children and young people whilst trying to bring about changes in parental behaviour/capacity. A workers ability to help families achieve the necessary changes whilst balancing a continued and often high level of risk to the children in the household is influenced by several factors:

- their level experience and skills
- the availability and quality of good supervision

- the organisational culture
- attitude to risk
- local interpretation and implementation of national policy drivers
- a strong and effective local preventative strategy
- a strong multi agency commitment to **keeping families together**

Anyone of these factors can have a significant impact on social workers decision making and in turn influence the thresholds for higher levels of intervention (for example increased recourse to the courts to implement care plans).

Of course, there are always environmental issues that will influence the trend of new entrants to the care system. However, close attention to addressing positively the factors above can mitigate any sudden or extreme fluctuation in the number of children becoming looked after in any one year.

7. Keeping Families Together (KFT)

Our transformation work to better improve the immediate line management support to social workers, our strengthened supervision policy and practices and a sharp focus on our workforce development arrangements give some confidence that we can sustain the current year on year reduction of new entrants.

The Keeping Families Together programme is well underway with the service reconfiguration phase complete.

A 'Vision Statement' for all CSC staff and our partners has been published to strengthen and underpin the KFT programme. This document will set out clearly how we are addressing the factors set out above and in turn will greatly strengthen our continued drive toward a preventative approach at every level of social work practice.

8. Children and Young People who are moving through care

A key feature of the current large number of children looked after is the rate at which they subsequently leave care. The pathway through care for younger children must be short and lead home or

to alternative permanent care. The paper updates below our performance in York in relation to this group of children.

For older children who enter care in their early teens the key challenge is to provide them with stable placements from which they can achieve the best possible education, health and social outcomes. We know from experience that for this group the longer they remain in LA care before they attempt the transition to independence the better their likely outcomes.

An analysis of the past five years shows that more young people are remaining in care than ever before. Overall, this is positive although it does sustain the looked after population at a high level despite the reductions in new entrants.

Of greater concern is a relatively small but significant group of children in care who are there longer than desirable due to delays in the court processes. Specifically, where the LA applies to the court for an order to implement its care plan for a child there can be long delays before a final decision is reached effectively leaving the child in limbo for that period.

The analysis below of those children and young people currently moving through the care in York informs our strategy to target key groups in order to secure their safe and timely permanent care arrangements outside of the looked after system.

Placed with parents

This group stands at 25 in July 13, all of these children and young people will have been discharged from their care orders by March 2014.

Interim care orders with kinship carers

This group stands at six in July 2013, 75 % of these should proceed by March 2014 to legal permanence (SGO, RO).

Long term kinship placements

This group stands at 17 in July 2013, 33 % of these should proceed by March 2014 to legal permanence (SGO, RO).

Leavers by age of 16-18

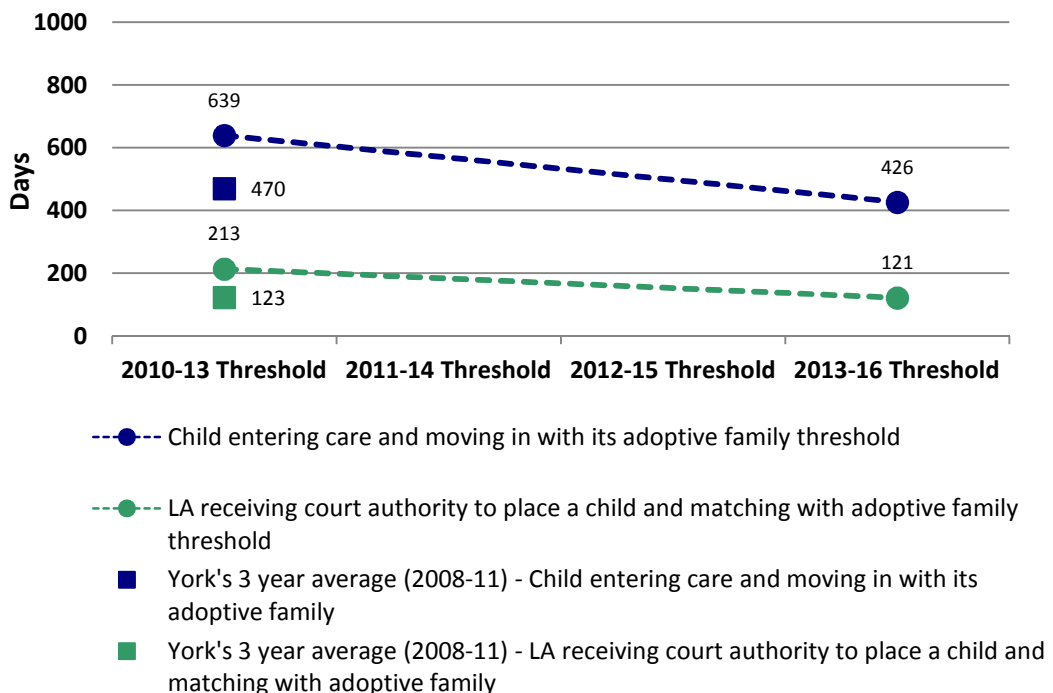
This group stands at 16 in July 2013; all of these should leave care due to age or plan by Mar 2014.

9. Children who leave care as they become adopted

For a small but significant group of children who enter local authority care the planned outcome is adoption. Adoption is the highest order within the public law arrangements. It removes all the rights and responsibilities from birth parents and transfers these to the adoptive parents. The local authority's role in this process is largely facilitative. However, the journey for most very young children who become adopted is through care. As adoption tends to be the plan mostly for babies and very young children the timescales for achieving this outcome are tightly prescribed by government and rigorously monitored.

In York we have a very strong track record in meeting the required timescales and to-date our children move to adoption and therefore leave care promptly.

Average Time Threshold Indicators



The graph above highlights York performance on adoption over the past 5 years.

Children who are placed for adoption

This group stands at 17 in July 2013, all of these should proceed by summer 2014 to an adoption order and therefore ending their looked after status.

10. Summary of Those Targeted to Leave Care between September 2012 and March 2014

Movements			Local Fostering	IFA	Residential – Out Of York	Residential – Within York	Placed with Parents/Other
	Number	Reduction					
Sept - 2012	243		+3	-4			+1
Dec - 2012	238	-5	-4				-1
Mar – 2013	230	-8	-6	-4			+2
Total 12/13		-13	-7	-8			+2
July – 2013	227	-3	-5	-1	-1		-1
Sept – 2013	214	-8	-6				-1
Dec – 2013	206	-8	-5	-1			-1
Mar – 2014	198	-8	-5	-1			-1
Total 13/14		-32	-21	-3	-1		-4
Grand Total		-45	-31	-4	-1		-6

11. Associated Cost Impact of this Incremental Reduction of LAC Numbers

Cost Reductions based on movements	Local Fostering	IFA	Residential – out of York	Residential – within York	Placed with Parents/Other	Total
Sept - 2012	+58,500	-220,000				-161,500
Dec - 2012	-78,000					-78,000
Mar – 2013	-117,000	-220,000				-337,000
pa from April 2013	-136,500	-440,000				-576,500
June – 2013	-97,500	-55,000	-162,000			-314,500
Sept – 2013	-117,000					-117,000
Dec – 2013	-97,500	-55,000				-152,500
Mar – 2014	-97,500	-55,000				-152,500
pa from April 2014	-546,000	-605,000	-162,000			-1,313,000
2013/14 Reductions	-292,500	-495,000	-121,500			-909,000

(13-14 Reductions includes all movements to April 2013 & part year movements for each quarter in 13/14)

12. A Whole System Approach to the Reduction of York's Looked After Population

In order to ensure a continued year on reduction of new entrants into the looked after system it is necessary to continue to develop a 'whole system' approach to responding to vulnerable children.

This whole system approach is of course much wider than children's social care and involves all partners.

In the next six month review period we will:

1. Review of the Troubled Family/Integrated Family Service arrangements to ensure that these services are targeted at those children and young people most at risk of coming into public care.
2. Review the role and of the Children's Centres in relation to those children considered to be on the 'edge of care'.
3. Ensure the Integrated Youth Support Service transformation programme delivers more targeted support to those young people who are at risk of entering public care.
4. Develop the Children's Front Door arrangements to improve further the ability to identify earlier those children and young people whose circumstances or behaviour indicates an increased likelihood of them becoming looked after.

Eoin Rush
September 2013



Learning & Culture Overview & Scrutiny Committee

18 September 2013

Report of the Director of Children's Services, Education and Skills and the Director of Communities & Neighbourhoods

2013/14 First Quarter Financial Monitoring Report – Learning & Culture

Summary

- 1 This report analyses the latest performance for 2013/14 and forecasts the financial outturn position by reference to the service plan and budgets for all of the relevant services falling under the responsibility of the Director of Communities & Neighbourhoods and the Director of Children's Services, Education & Skills.

Financial Analysis

- 2 The services that relates to the Learning & Culture Overview and Scrutiny committee cross two Directorates (Communities and Neighbourhoods and Children's Services, Education & Skills). A summary of the service plan variations is shown at table 1 below.

Table 1 – Learning & Culture Financial Projections Summary 2013/14 - Monitor 2 (Q1) July

	2013/14 Budget £000	Projected Outturn Variation	
		£000	%
CANS Directorate (Extract)			
Arts & Heritage	2,017	+36	+1.8%
Learning Services	28	+15	+53.6%
Libraries & Archives	2,174	+58	+2.7%
Sport & Active Leisure (Facilities)	539	-40	-7.4%
CANS Directorate (Extract)	4,758	+69	+1.5%
CSES Directorate			
Children's Specialist Services	21,655	+1,243	+5.7%
Education & Skills	6,199	-375	-6.0%

School & Children's Strategy & Planning	6,722	-51	-0.8%
School Funding & Assets	106,653	-300	-0.3%
Directorate of CSES General	(6,804)	+36	+0.5%
Children's Services Core Funding	(114,900)	-120	-0.1%
DSG Balance Carried Forward	(400)	+705	+176.3%
CSES Directorate	19,125	+1,138	+6.0%
Total Learning & Culture	23,883	+1,207	+5.1%

- 3 The Communities & Neighbourhoods Directorate is reporting a forecast overspend of £69k. This relates mainly to one off redundancy costs of £110k which are partly offset by savings, mainly in relation to staff costs.
- 4 The Children's Services, Education & Skills Directorate is reporting early financial pressures of £1,138k, mainly due to unachieved savings.
- 5 Despite a reduction in the number of Looked After Children and a reduction in expenditure of almost £1m compared to 2012/13, the underlying budget pressure from previous years and unachieved budget savings of £700k result in this forecast overspend.
- 6 The Children's Services Management Team are committed to containing expenditure within their budget for 2013/14 and are therefore exploring the following options to further mitigate the current overspend projection:
 - Review all high cost LAC and SEN placements with a view to negotiating lower rates with providers.
 - Review all 2014/15 savings proposals with a view to stretching and implementing as many as possible earlier in the 2013/14 financial year.
 - Continue to hold recruitment to vacant posts wherever possible and safe to do so.
- 7 Within the Dedicated Schools Grant (DSG) funded budgets a net underspend of £705k is currently projected due to the new statutory requirement for 2 year old nursery budget being phased in from September 2013 and lower prudential borrowing repayment costs. There is however still some uncertainty as to the level of payments required to providers for post 16 high needs pupils under the new

DfE funding system introduced from August 2013. Any DSG surplus has to be carried forward to the 2014/15 financial year and cannot directly be used to offset the other directorate overspends.

Council Plan

- 8 The information included in this report demonstrates progress on achieving the Council's Plan for 2011-2015 and in particular; priority 1 'Create jobs and grow the economy'; priority 3 'Build strong communities'; 4 'Protect Vulnerable People'.

Implications

- 9 The financial implications are covered within the main body of the report. There are no significant human resources, equalities, legal, information technology, property or crime & disorder implications arising from this report.

Risk Management

- 10 Children's Social Services budgets are under significant pressure. On going work within the directorate may identify some efficiency savings in services that could be used to offset these cost pressures before the end of the financial year. It will also be important to understand the level of investment needed to hit performance targets and meet rising demand for key statutory services. Managing within the approved budget for 2013/14 is therefore going to be extremely difficult and the management team will continue to review expenditure across the directorate. More detail is provided regarding the budget for children's social care in the item elsewhere on the agenda - Keeping Families Together – Safely Reducing York's Looked After Children Population.

Recommendations

- 11 As this report is for information only there are no specific recommendations.

Reason: To update the committee on the latest financial and performance position for 2013/14.

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Report **Date** *3 September 2013*
Approved

Specialist Implications Officer(s) None

Wards Affected: *List wards or tick box to indicate all* **All**

For further information please contact the author of the report

Background Papers

First finance and performance monitor for 2013/14, Cabinet
3 September 2013

Annexes

None

**CEIAG Task Group Scrutiny Review – Draft Final Report****Summary**

1. This report presents the findings from the recently completed careers education information and guidance (CEIAG) Task Group Scrutiny Review and the recommendations arising and asks the Learning & Culture Overview and Scrutiny Committee to agree any changes required to the report before its presentation to Cabinet in November 2013.

Background to Suggested Review

2. In September 2012, in response to a scrutiny topic proposed by Councillor D'Agorne, the Learning & Culture Overview & Scrutiny Committee received a report detailing national and local developments in the provision of careers education information and guidance (CEIAG) to young people in schools and colleges.
3. The Committee agreed the topic was worthy of further investigation, but recognised that careful consideration needed to be given to the timing of the review, due to the changing landscape and new arrangements for commissioning and delivering careers guidance due to be introduced in March 2013. With that in mind, Members agreed to postpone their consideration of the proposed topic until early 2013.
4. In January 2013, the Committee received an update on the national developments, together with information on a recent thematic review into CEIAG carried out by OFSTED which had included visiting two schools in York. Initial feedback from OFSTED confirmed they were impressed with the collaboration between the schools and the Local Authority, in relation to CEIAG. However, the Committee recognised that if the provision of careers education differed between all schools in York, the conclusions from the OFSTED review would not represent the full picture. They therefore agreed it might be sensible to also look at the collaboration between 1 or 2 other schools and the Local Authority, in relation to CEIAG.

5. In considering the remit for the review, the Committee considered some areas of inquiry proposed by City of York Council's Youth Support Service Manager. The Committee agreed they should form the basis of the review but also that it might be useful to look at how teachers could be provided with the most up to date guidance and information on careers and education, as due to time constraints, they were often unable to provide a consistent level of CEIAG. Also, the role employers could play in providing information and guidance to young people.
6. The Committee agreed to set up a Task Group to carry out the review on their behalf and agreed the following remit for the review:

'To assess the standard of CEIAG for young people in York, and where appropriate identify improvements'

7. The Task Group was made up of the following committee members:

Cllr David Scott (Task Group Chair)
Cllr Fiona Fitzpatrick
Cllr Ann Reid
Cllr Jenny Brooks

Initial Information Gathered

8. The Education Act 2011 introduced a statutory duty on schools in England to secure access to independent, impartial guidance for their pupils in years 9-11. From September 2012, schools became legally responsible for securing that access. In the context of this new duty, careers guidance must include information on all 16-18 education or training options, including Apprenticeships, and consist of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.
9. In March 2013, to inform their work on the review, the Task Group considered some of the guidance and support issued by the Department for Education (DfE) and other associated bodies to Local Authorities, schools, colleges and work-based learning providers, – see details below:
 - DfE Statutory Guidance for providing targeted support services for young people – see Annex A

- DfE Statutory Guidance for schools and colleges for exercising their new responsibilities – see Annex B
- DfE Additional Practical Information for schools and colleges – see Annex C.
- Association for Careers Education and Guidance (ACEG)¹ framework and guidance for careers and work-related education (CWRE) in England – see Annex D
- Education Select Committee 7th report on careers guidance for young people– this can be viewed at:
<http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63202.htm>

Review Methodology & Timetable

10. A timetable and suggested method for carrying out the review work was agreed by the Task Group in March 2013– see Annex E.

Consultation

11. The Task Group held a number of consultation meetings with the following (as shown on the timetable):
 - Training Providers (Learn Direct, York Learning, York Training Centre, National Apprenticeship, Babcock Training International, CITB)
 - Partner Agencies (North Yorkshire Business Education Partnership, Science Learning Centres)
 - Local Business Representative (York St John University)
 - Local Authority Representatives (CYC 14-19 Manager, CYC Youth Support Service Manager, CYC Strategic Resourcing)
 - Young People Representatives (from All Saints RC School, Millthorpe School, Archbishop Holgate School, Fulford School and York College. Plus, one young person who had recently been home schooled, and one currently undertaking an apprenticeship with City of York Council)

Information Gathered

¹ ACEG is the subject association for all those who lead, manage and deliver Careers Education and Guidance (CEG) in schools and colleges in England and Wales. Our key purpose is to promote excellence and innovation in CEG for the benefit of all young people.

12. Before detailing the information gathered the Task Group would like to thank those who engaged with them as part of their consultation.

“It became apparent as we gathered information that we could have undertaken more and more research. We are therefore restricted in our findings by the constraints of time and resources. We could easily have spent a great deal of time analysing data and doing empirical research. However we have to be conscious of the purpose of the scrutiny, the need to provide a speedy report and the resources open to us.”

13. Researched by Pearson’s the publisher found that a third of schoolchildren are turning to television programmes for careers guidance because large numbers of schools fail to provide decent advice. Some 70% of schoolchildren still said they turned to teachers for advice, but 82% cited parents, 45% named friends, 37% looked to television programmes and 30% searched on jobs websites.
14. The Task Group acknowledged they were not qualified to say whether any particular model of careers advice delivery should be favoured over another. They were however able to identify some particular deficiencies that might be addressed and identify some best practice that might be followed.
15. The Task Group were also surprised how the information they gathered changed their perceptions and ultimately the recommendations they made. Put bluntly if they had based this report on documents available to them at their first meeting only, they would have considered there were few issues to be addressed within careers advice offered within the City of York Boundary. However, by the time of their second consultation meeting it was apparent that there were very different experiences and views that needed to be taken account of.

Careers Advisers in Schools

16. From the outset it is worth stating there is no one model of career advice delivery model being adopted by Schools and Colleges in the City of York Authority. Different Schools have different approaches to how they provide career guidance to young people. It varies as to:-
 - i. Who provides it
 - ii. Who receives it
 - iii. The breath of advice
 - iv. At what age they receive it
 - v. What follow up advice is received
 - vi. What the advice is called

17. All schools are allocated some resource for targeted careers advice and support for vulnerable young people from the City of York Council (CYC) through a Connexions Adviser. The amount allocated to the school is calculated by a matrix that essentially allocates time based on the needs of pupils. How that time is allocated is done through agreement between the schools and CYC. In addition most, but not all schools purchase additional time from City of York Council.
18. There is universal acceptance by schools on the quality of the work of the Connexions advisers. Although, as a small caveat, we would refer to our findings in paragraphs 25 to 27 of this report.
19. We are pleased to confirm that when asked, all schools confirmed that at present careers advice has not been a target for cost cutting. That is not to say that they did not have to fight their corner when it came to the allocation of funds. However it is clear that all schools recognise the need and value of careers advice, albeit, there are some sharp variations in how much time schools commission e.g. one school commissions 47 days whilst another commissions 6 days.
20. In addition to this many schools have dedicated careers co-ordinators, rather than just offering guidance in pastoral time. Some schools did however still rely upon pastoral time to provide the advice. Some Schools did acknowledge that this was not ideal. Teachers did not feel that they were sufficiently qualified to provide careers advice.
21. We asked whether schools would prefer that the monies currently provide to the Council for careers advice be allocated direct to schools so that they can choose how they spend it on providing careers support to those who needed it most. It was unanimously agreed that the present system should be maintained
22. A few schools offered every pupil a careers interview when they reached a given age. , others as long as 45 minutes. Some schools create a career “passport” following such an interview. Most however had a more targeted approach such that not all pupils were being offered a careers interview. Whilst those not ‘entitled’ to a careers interview would get some careers advice, it would be in a group setting rather than on an individual basis.
23. The information we gathered from the Young People’s representatives showed there was little or no preparation suggested before such an interview. Some did make use of some on-line tools but this appeared to

have been on their own initiative. It was also felt that advice given was more about subject based options rather than broad career areas.

24. The Young People's representatives advised us that they want honest and impartial advice that is:-
 - a. Personal to the pupil, that is focused on the young person, who they are and what they want to do
 - b. Wide ranging and based on Career areas rather than subject choice;
 - c. More employers coming in to school to talk about local employment opportunities

25. A few schools were able to organise their own careers day within the school, with local employers visiting. Other schools expressed a desire to do such an event but did not have the contacts or resources to organise them on their own. Whilst a central careers day might be an option that did pose some logistical problems for schools getting pupils to a location and would not have the same level of penetration within the school population.

26. The employers consulted questioned how Connexion Advisers were recruited and kept up to date with the local and national labour market. They queried:
 - a. How the council ensures careers advisers in schools remain in touch with employers?
 - b. How many students can they support if they are only in schools for a very limited number of days each school year

27. We were advised that before the creation of the National Apprenticeship Service part of the Connexions Service's role was to visit employers to encourage the take up of apprenticeships. This role now falls to the National Apprenticeship Service which has resulted in less contact between Connexions Advisers and employers, as Advisers focus on working in schools. To address this, Labour Market information is provided to Connexion Advisers.

28. Whilst the Task Group noted the importance of Labour Market information it did identify difficulties that can arise by relying on it too much. Firstly it is a snapshot of the Labour Market at any one time and it is therefore difficult to predict how it might change in the future. There can potentially be a miss-match in the number of training places available and the number of opportunities for sustainable employment in the future. In essence the state of the current labour market does not

necessarily reflect what training places might be available. For example, we were told that the labour market in the construction industry is very flat with few vacancies. However we were also advised that employer demand for apprenticeships in the construction industry was high and it was difficult to fill all the training places available. This did seem to us to be rather counter intuitive. However it is a matter for another Scrutiny Group to consider whether apprenticeships lead to permanent employment or not.

Work Experience

29. In June 2013, the Task Group held a number of consultation meetings to discuss the provision of work experience across the city, recognising that young people and employers expectations were different.
30. Historically, work experience had been seen as a right, but the Task Group noted that this is no longer the case. They were however pleased to note that many York schools had consulted young people and parents on whether they still wanted it and as a result of the overwhelming positive response, all but one York school were still offering it. Schools continue to find funding from within their tight budgets to pay for work experience and School Advisors are using the information drawn from previous student's experiences to advise future students on their placements.
31. Across the region, North Yorkshire Business Education Partnership (NYBEP) visit schools to present information on placements and provide up to 2000 placements per year for young people in years 10/11.
32. NYBEP also confirmed they had worked closely with engineering companies in the Scarborough area which had highlighted that the young people now coming through schools are mostly unsuitable for their industry. As a result, NYBEP have produced an Employability Charter, which they shared with the Task Group – see copy at Annex F.
33. In July 2013 when the task group met with young people representatives there were some concerns expressed about how useful the experience was. It would appear that great emphasis is placed on the Young People finding their own placements. Those Young People without connections to a given trade or professional felt excluded from trying to find work experience in those trades or professions. It was felt there was a fall-back position i.e. a Young Person would be offered a work experience position either in a school or retail outlet.

34. Whilst the Young People recognised that there was some value in doing some work experience rather than none, they expressed concerns that the Work Experience they could get would not stand out on a CV and that there was little or no follow-up once back at school to explore the benefits of the placement that they had.

Apprenticeships

35. It was noted that many more young people are now going into employment with training – apprenticeships rather than employment itself and it was confirmed that the drive for apprenticeships had created new opportunities and was gaining in status. We queried whether apprenticeships were replacing jobs opportunities for young people that were there before, or adding to the number of opportunities available to young people. We also have concerns about how many apprenticeships will translate into sustainable jobs for young people. We were advised that inevitably apprenticeships are now being offered where otherwise a traditional job offer would have been available. It was however pleasing to note that York is bucking the regional trend as the number of apprenticeships is steadily rising. The various training providers in York have formed a group that has enabled a more co-ordinated approach giving information to Young People about Apprenticeships. Whichever Trainer attends a school they provide details of the full offering available, not just their own offering. Over the last twelve months a potentially productive partnership has developed with schools and colleges and the training providers that has enabled more young people to access up-to-date information about apprenticeships opportunities.
36. It is a matter for each school as to how many sessions they participate in. The Group are keen to provide more sessions to schools, and last year 50 sessions were conducted by a member of the group within York schools.
37. It was also recognised that young people need a better understanding of the labour market when considering which apprenticeship to go for. Therefore increasing the knowledge teachers have about the local labour market would be a positive development enabling them to better support young people.
38. Employment Opportunities for Young People
During the course of our enquiry into this area, York St John University confirmed they have very few employees below the age of 22. And, whilst they have jobs for non students at the University, very few young people apply for them. They also have a real issue with the attainment of male BME students and receive little or no job applications from BME, so it would appear there is insufficient support of the right kind to assist

BME applicants. The Task Group queried whether York St John visited York schools to talk about the university and learnt that they do but only to raise its profile as a higher education option, not as an employer. The university agreed this could be easily addressed. They also confirmed they offer a mentoring/coaching programme, which schools and colleges could benefit from.

39. CYC's Strategic Resourcing Advisor confirmed that the Council has the same issues in regard to the low number of BME applicants and that there are other issues around applications from young people in general. For example, when recruiting for apprenticeships, sometimes sections of the application form are left blank, and young people often come for interviews unprepared. The Task group recognised the need for young people to have access to more support when completing apprenticeship / job application forms. In addition they noted that young people can access support from within schools when completing an application for university. However the same level of support is not available in regard to job applications. They suggested that young people should be encouraged to give details of their experiences of 'team working' e.g. as a member of a sports team etc, bearing in mind they are unlikely to have little or no work experience to talk about at such an early stage in their lives.
40. Science Learning Centres (SLC) highlighted their similar experiences. For example, recently through their national website, 16 applicants applied for an apprenticeship, answering the 13 questions posed in the application. SLC then contacted each of them asking for a response to 3 additional questions but none of the applicants responded. SLC saw this as indicative of the current situation.
41. SLC confirmed they offer advice to teachers, who often are asked to give careers advice. They also provide information to students on what they will need to do to get into a certain type of work. SLC suggested the introduction of a central point online (perhaps on the Council website) where employers and training providers could provide supporting information for teachers. The Task Group agreed this would be helpful, particularly if students could access it too, recognising that young people are very online literate. SLC confirmed they would be happy for their information to be incorporated into the council's website free of charge.
42. Following further discussion on employment opportunities for young people, the Task Group noted the view of the employers they spoke to that the quality of the written word in applications and the spoken word at interviews by young people was deteriorating, and they agreed there was a need to educate employers to be more accepting of that and work with

schools to ensure schools and universities were clear on what an employers expectations were.

43. The Task Group also acknowledged that for years there has been an assumption that if a young person wanted to go on to further education, at college or university, they could. However the economic down turn means this is now less feasible for many. The knock on effect is that there is now more pressure on schools to support those who might leave education at 16, and young people are now in a more difficult place, coming up against older applicants with degrees. In addition, the work demographic is working against younger people, as people are now working up to 75. The focus needs to be on how best to present a young person applying for a post to make them stand out ahead of more mature applicants.
44. Employers that are now recruiting should therefore be encouraged to re-consider where their apprentices are going to come from, to address the swing back to the labour market by 16-17 year olds.
45. The consultees agreed that a factor affecting the relationship between schools and employers was the introduction of the National Apprenticeship Service (NAS). The Task Group were informed that Employers and schools now feel contact is more indirect, with more students going into training rather than directly into jobs. This has resulted in contact being lost with local employers.
46. CYC's Strategic Resourcing Advisor suggested more employers could be invited to go into schools and/or careers fairs could be held. However, the employer consulted expressed their concern that in the case of 11-18 schools there would be little take up, as schools would be encouraging their students to stay on in sixth form (recognising the pressure on schools to steer students into further education, as OFSTED do not count employment and the drive is on education results).
47. We accept that Teachers do give some guidance e.g. "You're good at Geography, why not do A-Level in Geography?" However from the evidence provided to us, it appeared schools did not publicise Apprenticeship vacancies throughout the relevant school population. And, whilst it was confirmed that apprenticeship vacancy bulletins were sent to schools every week, it was unclear, if and how each school presented that information to students.

Other Matters of Interest

48. Whilst conducting this review other matters of note was presented to the Task Group, that whilst falling outside of the remit given to us are worthy of note.
49. The Young People representatives made it clear that they were unsure of the services that were offered by Castlegate or how they could access the services there. Some had some reluctance to access the service because they did not want to be seen at the building and others did not want to make us of resources that might be needed more by others with greater need.
50. We were also made aware of research published by Barnardos on the 27th August 2013 that suggested that schools based careers advice is falling young people. It states that “Young People [are] left to sink or swim”. Its conclusions are very similar to ours – see Annex G.
51. Finally, at our final meeting in early September 2013 when this draft report was being reviewed, we were referred to the recently published Pearson Report ‘Careers 2020 – Options for future careers work in English Schools’ – see: <http://thepearsonthinktank.com/2012/careers-2020-options-for-future-careers-work-in-english-schools/>
52. Unfortunately in the time allowed we were not able to fully consider the report. However we did review the Executive Summary and the recommendations, and agreed our support for those.

Acknowledgements & Thanks

53. We wanted to thank everyone that assisted in the preparation of this report, including the officers who provided excellent support throughout and those that gave evidence to us. The frankness and honesty of the responses we received was appreciated by us. Without the participation of employers, training providers, schools, connexion workers and young people we would not have been able to even scratch the surface of what is happening in school based careers advice in York schools.
54. We would like to give special thanks to the young people that gave their views. Councillors are often told that Young People are not easily able to participate in formal style meetings. The Young People we meet proved themselves to be more than capable of actively participating in our scrutiny review. We can only hope that our report does credit to their participation.

Review Conclusions

55. We have no information as to the adequacy or otherwise of the careers advice given in York Schools before the changes took place. We cannot therefore say that the changes have resulted in worse career advice being given to York's young people. We are aware that an Ofsted report in to careers advice is pending which may also make recommendations as to what ought to be considered good quality careers advice.
56. There was universal acknowledgment of the excellent work done by the Connexions staff by those who had contact with them.
57. No two schools in York approach career advice in the same way. Therefore there is no consistency in approach. We found:-
 - i) All schools are provided with some free CYC career advice time. The amount provided is dependent on assessment of need.
 - ii) All but one school buy in some additional time from CYC although the amount of commissioned time varies sharply.
 - iii) Some schools employ their own specialist careers advisers. Other rely upon their pastoral staff and/or teachers.
 - iv) Even the terms used vary i.e. Careers or Aspirations
 - v) Some are able to organise career fairs others would welcome the chance to host them but do not have the resources to do so.
 - vi) Some schools see this as part of Pastoral responsibilities although there appears to be an increasing recognition that teachers feel out of their depth.
 - vi) Only one school provides all students with a career appointment followed by the provision of a career passport document.
58. Not all children are offered careers advice. The most telling comment we received from a young person was that to guarantee careers advice and support 'you have to be noticed'.
59. Too often careers advice is given in isolation with little or no preparation for young people to get the best out of a careers guidance interview. Where careers advice is provided, it is more likely than not a one off event. There is no requirement for preparation by the young person

before a careers meeting - Such preparation would make the meeting more productive.

60. Employers are keen to be involved in providing careers advice about employment opportunities, career paths and employment readying advice with schools. Schools are keen to have employers involved.
61. Careers advice is rarely provided before year 10.
62. There is no evidence that careers education is seen as an area to cut when competing for resources within schools.
63. There appears to be a communication deficit between employers, schools and young people. We were referred to an article by the Chartered Institute of Personnel & Development (cipd) 'Employers are from Mars, Young People are from Venus', addressing the young people/jobs mismatch. We would recommend that all those involved in careers advice read the article which can be found at:
<http://www.cipd.co.uk/pressoffice/press-releases/employers-from-mars-young-people-venus-250413.aspx>
64. There is a danger that school based career advice is focused on post 16 options and subject based options, rather than broader career areas and aspirations.
65. Work Experience is not as valuable as it might be. There is a limited choice of placements and the current system sometimes relies upon students own ability to find placements. A large number of placements are therefore not connected to a potential career path.
66. Vocational options and apprenticeships are not always open to all. Some young people are not advised of this as an option. Some schools advertise vocational places available, others do not.
67. There is a need to provide greater scope for vocational trainers to be involved in careers advice. We were pleased to hear the approach taken by Vocational Training providers highlighted at paragraph 35 of our report. Schools should be encouraged to make use of the advice offered by this Group and to make it available the largest possible part of their school population. There is no benefit to the young people if pupils are segmented so as to limit advice given.
68. No evidence of comprehensive support for the application process for apprenticeships was found.

69. There are some websites that provide good information to young people. One good example of this is 'student room'. We also noted that CYC's own website was not easy to navigate to access information for young people on career guidance. Currently the route is through a YorOk link. If you type careers in the search engine of CYC's website 294 results are found. The first 50 make no reference to YorOk or how to find careers advice. It does not meet the two click standard.
70. When leaving School and moving to York College, there is a lack of communication between the schools, the old and new Connexions Advisers and college advisers. Young people advised us that they received more support moving from Primary School to Secondary School than the post 16 move.
71. In regard to Taster days provided towards the end of Year 11, the Task Group agreed with the young people's view that they would be of more value in helping young people make choices, if they were provided in year 10.
72. Facilities on offer at Castlegate are not fully understood or known about by young people. There is also reluctance by some young people to make use of the services on offer there.
73. Finally it would be remiss of us not to note that there will always be a tension between promoting higher aspirations in our young people and recognising limitations that might be imposed by way of a young person's abilities and promoting their self-awareness of this.
74. We support the conclusions in the research recently published by Barnardos (see Annex G), and the recommendations in the recently published Pearson Report 'Careers 2020 – Options for future careers work in English Schools' – referred to in paragraph 51 above.
75. We agree with the Pearson report that there is a need for a whole curriculum approach and that there is a need to stand up to the enviable pressures placed against this by the need to achieve exam result success. This would reinforce the view that there is a need for careers advice to be provided by professionals with the appropriate training and experience.

Options

76. Having considered all of the information contained within this report and its annexes, the Learning & Culture Overview & Scrutiny Committee may choose to:
- Revise this draft final report and the recommendations proposed by the Task Group
 - Identify any additional recommendations required

Draft Review Recommendations

77. The Task Group appreciate that because careers advice is now school based and under the control of schools, CYC's ability to action some of their recommendations below are limited. However the influence of CYC, young people and their parents on schools, employers and training providers should not be underestimated. We would therefore firstly recommend that this report together with an executive summary is provided to the following:-
- All Head Teachers at all York secondary schools
 - To employers in the CYC business forum
 - Training Providers
 - National Apprenticeship Service
 - Partner Agencies (North Yorkshire Business Education Partnership, Science Learning Centres)
 - York College
 - All Governors
 - PTA's
 - School Councils and the Schools Council
 - Local Authority Representatives (e.g. CYC 14-19 Manager, CYC Youth Support Service Manager, CYC Strategic Resourcing)
78. Below are the remaining recommendations proposed by the Task Group:
- ii. Each young person should be offered a career interview.
 - a) Career advice should be specialist and independent, providing a personal advice service to all who want to take it up. It should be about the young person, who they are, and what they want to do. Honest and frank advice. Giving all options.
 - b) Career advice needs to be provided at year 9. The Advice should be focused on careers not options. There should be a preparation process required by the young person before the

interview. Careers advice should not be seen as a one off event and there should be some follow up to a meeting. We liked the idea of a Career passport that could be used from Year 9 onwards to map out advice and options.

- iii. There is a need to provide greater scope for involvement by employers in schools – see paragraph 63. To facilitate this CYC should:
 - a) Create/coordinate a milk round of employers willing to visit schools. A central Careers Fair will not be able to reach as many. It would be hoped that once this became established and schools and employers established links the need for central co-ordination would cease.
 - b) Re-establish the local link between connexions advisers and local employers. This link was broken following the creation of the National Apprenticeship Service. Market trend information is not representative of the training/apprenticeships available or on current needs of employers. One week a year should be set aside for the each connexions adviser to visit employers
 - c) Investigate promoting the CIPD "Inspiring the Future" initiative.
- iv. Schools should ensure that all young people are provided with advice and the necessary support to access vocational options and apprenticeships – see paragraphs 66-68.
- v. CYC website should provide a quick and easy link to careers advice for young people through the Young People's zone at the YorOk website. It could also provide links to other recommended websites – see paragraph 69.
- vi. Taster days for 6th form and college should be introduced and aimed at young people in year 10 – see paragraph 71.
- vii. At the end of Year 11 a letter should be sent to every young person at their home address that sets out the support services available to them including Castlegate to ensure they are aware of the services on offer, where they are and how to access them – see paragraph 72.

79. In order to achieve the recommendation above, the Task Group would also recommend that the Learning & Culture Overview & Scrutiny Committee:

- viii. Ask the Cabinet Members with responsibility for education, employment and economic development and the respective Assistant Directors to champion the recommendations above and seek both to raise awareness of them and the need for good quality careers advice.
- ix. Recommend the development of criteria that embody the recommendations above for good careers advice, and that some form of CYC charter mark be created that can be awarded to a school that meets that criteria (following the publication of the forthcoming report on the recent Ofsted review referred to in paragraph 4).

Children & Young People's Plan

80. The work carried out as part of this review of CEIAG has supported a recommendation within the Children & Young People's Plan made by young researchers that asked for careers information and advice to be age appropriate, and for increased links between businesses and education.

Implications & Risk Assessment

81. Once the Committee have agreed the draft recommendations arising from this review, the implications and risks associated with the review recommendations will be identified and included in this section of the report, prior to its presentation to the Cabinet in November 2013.

Report Recommendation

82. Having considered the draft final report and its annexes, Members are recommended to

- i) agree the draft recommendations shown in paragraphs 77-79 above
- ii) Agree any revisions / additions required to this draft final report

Reason: To ensure compliance with scrutiny procedures, protocols and the committee's annual workplan.

Contact Details

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Scoping Report Approved



Date

10 September 2013

Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – DfE Statutory Guidance for Local Authorities

Annex B – DfE Statutory Guidance for Schools & Colleges

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Education

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Annex G – Barnardos Report

Statutory Guidance for Local Authorities on Targeted Support Services for Young People

About this guidance

1. This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to the provision of targeted support services for young people.
2. The purpose of this guidance is to identify key responsibilities of local authorities in relation to targeted support services to young people. These elements are important to Government and other service providers in order to ensure that vulnerable young people receive the help they need to engage in education and training and prevent them from dropping out. Apart from the elements identified here, it is for local authorities to decide what provision to make and how to organise their services for vulnerable young people.

What legislation does this guidance relate to?

3. This guidance is being issued under section 68(4) of the Education and Skills Act 2008 and local authorities must have regard to it.

Who is this guidance for?

4. Local authorities.

Background

5. Subject to the passage of the Education Bill through Parliament, schools will, from September 2012, be under a duty to secure access to independent and impartial careers guidance for their pupils. Schools will be free to make arrangements for careers guidance for young people that fit the needs and circumstances of their students, and will be able to engage, as appropriate, in partnership with external, expert providers.
6. Local authorities will retain their statutory duty to encourage, enable or assist young people's participation in education or training. As we maintain the commitment to raise the participation age to 18 by 2015, the Early Intervention Grant will help local authorities to support vulnerable young people to engage in education and training, intervening early with those who are at risk of disengagement. It is for local authorities to determine what services are necessary to fulfil their statutory responsibility. There will be no expectation that local authorities should provide universal careers services once the new careers service is established and the duty on schools has been commenced.

Statutory duty

7. Section 68 of the Education and Skills Act 2008 places a duty on local authorities to make available to young people below the age of 19 and relevant young adults (i.e. those aged 20 and over but under 25 with learning difficulties) support that will encourage, enable or assist them to participate in education and training.

Responsibilities of local authorities

8. The Government's general approach is to give local authorities freedom and flexibility to decide how to fulfil their statutory duties. However, there is an expectation that local authorities will have regard to the following guidance when deciding how to organise and resources their services:

Tracking and supporting young people

9. We are making a significant investment in young people's education and training. For this funding to be fully effective, there must be a good mechanism for tracking young people's participation in order to identify those who need support. The local Client Caseload Information System (CCIS) provides local authorities with the means of recording young people's post-16 plans and the offers they receive along with their current circumstances and activities. The National CCIS Management Information Requirements available from the [DfE website](#) sets out the 6 data areas that should continue to be reported to DfE each month from the local CCIS system.
10. Information on the number and proportion of young people in each area who are not in education, employment or training, or whose current activity is not known, will be taken from the data reported to DfE and made available to the public via the Cabinet Office transparency website.
11. It is also important that there is a good mechanism to check which young people are still to secure an offer of education or training and providing them with the support to do so. Lord Hill's letter of 17 February 2011 to Directors of Children's Services provided more information on the process of offering suitable places in education or training to 16 and 17 year-olds and can be found [here](#).

Working with Jobcentre Plus

12. Local authorities will be required to continue to maintain close links with Jobcentre Plus to ensure that young people who are NEET receive a complementary package of support to find employment or to re-engage in education or training. This responsibility is best underpinned by the development of local partnership agreements, which document the

ways in which local authorities and Jobcentre Plus will work together to ensure that a seamless and comprehensive service is provided for all young people.

13. 16-17 year olds are, in certain circumstances, eligible to claim Job Seeker's Allowance (JSA), Income Support (IS) or Employment Support Allowance (ESA). Whilst decisions about the payment of benefits will be made by Jobcentre Plus, any young person wishing to make a claim must first register with the Local Authority. The requirement to register with the Local Authority is in legislation and is a condition of benefit entitlement for under 18s. Supporting processes are currently in place to notify Jobcentre Plus that a young person has registered with Local Authority and is therefore eligible for benefit. The young person's details are then recorded on CCIS as 'NEET – seeking employment, education or training'. Local authorities are expected to follow the processes set out in the ['Benefits Liaison Guidance'](#) issued by DWP to ensure that benefit regulations are adhered to.

Quality, Support & Guidance Division
Department for Education
April 2011

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THE EDUCATION ACT 2011
THE DUTY TO SECURE INDEPENDENT AND IMPARTIAL CAREERS
GUIDANCE FOR YOUNG PEOPLE IN SCHOOLS

STATUTORY GUIDANCE FOR HEAD TEACHERS, SCHOOL STAFF,
GOVERNING BODIES AND LOCAL AUTHORITIES

ABOUT THIS GUIDANCE

1. This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to the provision of careers guidance for young people. This guidance replaces 'The Education Bill – changes to the delivery of careers guidance', a document made available to schools in April 2011.
2. The purpose of this guidance is to identify the key responsibilities of schools in relation to careers guidance for young people. Schools have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions. This information will become increasingly important as young people will be required to participate in education or training until the end of the academic year in which they turn 17 from 2013, and to their 18th birthday from 2015.
3. Apart from the elements identified in this statutory guidance, it is for schools to decide the careers guidance provision to be made available based on the needs of pupils and the opportunities available. Schools should meet the costs of provision from their overall budgets, including the pupil premium.

REVIEW DATE

4. This guidance will be reviewed by 03/2013 following a consultation on extending the age range to which the new legislation relating to young people's careers guidance will apply.

WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

5. This guidance is being issued under section 45A of Part VII of the Education Act 1997 and schools must have regard to it.

WHO IS THIS GUIDANCE FOR?

6. This guidance is for:
 - Head teachers, school staff and governing bodies in all community, foundation or voluntary schools and community or foundation special schools (other than one established in a special school) that provide secondary education
 - Local authorities that maintain pupil referral units
7. Academies and Free Schools will be subject to the same requirements through their Funding Agreements.

BACKGROUND

8. The Education Act 2011 places schools under a duty to secure access to independent and impartial careers guidance for their pupils from September 2012. While complying with the requirement to secure careers guidance from an external source, schools will be free to make arrangements for careers guidance that fit the needs and circumstances of their pupils, and will be expected to work, as appropriate, in partnership with external and expert providers.
9. Once the duty on schools has been commenced, there will be no expectation that local authorities will provide a universal careers service. The statutory responsibility under section 68 of the Education and Skills Act 2008 requiring local authorities to encourage, enable and assist the participation of young people in education or training, remains unchanged.
10. The National Careers Service will be fully operational from April 2012. It will comprise a single website (www.nationalcareersservice.direct.gov.uk from April) and telephone helpline number (0800 100 900) to which schools may wish to direct pupils.

STATUTORY DUTY

11. The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent¹ careers guidance² for pupils in years 9-11. Careers guidance must be presented in an impartial³ manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

RESPONSIBILITIES OF SCHOOLS

12. The Government's general approach is to give schools greater freedom and flexibility to decide how to fulfil their statutory duties in accordance with the needs of their pupils. However, there is an expectation that schools will have regard to the following statutory guidance when deciding on the most appropriate forms of independent careers guidance.

Securing access to independent face-to-face careers guidance

13. In fulfilling their new duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from

¹ Independent is defined as external to the school.

² Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

³ Impartial is defined as showing no bias or favouritism towards a particular education or work option.

disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities.

Assuring the quality of external providers of careers guidance

14. Schools may work individually or in consortia/partnerships to secure careers guidance services. Schools can commission independent careers guidance from providers engaged in delivering the National Careers Service or from other providers or individual careers guidance practitioners, as they see fit. Where schools deem face-to-face careers guidance to be appropriate for their pupils, it can be provided by qualified careers professionals. The Skills Funding Agency will require providers of the National Careers Service to be accredited to the revised version of the matrix Standard by April 2013. The existence of this national quality standard will assist schools in making well informed decisions about which providers to work with. The organisation responsible for administering the matrix Standard on behalf of government, emqc Ltd, will provide schools with access to information about which organisations hold the Standard and are suitably accredited to provide independent careers guidance services.

Providing other careers activities for young people

15. Schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education. Schools are free to determine the most appropriate forms of engagement but might consider mentoring, workplace visits, work experience, work shadowing, enterprise clubs, employer talks and links with local higher education institutions.

Ensuring adequate support for pupils with special educational needs (SEN) or disabilities

16. Pupils should receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. For those with learning difficulties and/or disabilities, this advice should also include information on the full range of specialist provision that is available. Schools should work closely with local authorities who have an important role to play, in particular through the provision of SEN support services and section 139A assessments.

Working with local authorities

17. Local authorities will retain their duty to encourage, enable or assist young people's participation in education or training. They will be required to assist the most vulnerable young people and those at risk of disengaging with education or work. Local authorities are also expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post-16 education or training, and that they are assisted to take up a place. This will become increasingly important as the participation age is raised.

18. To enable local authorities to fulfil these duties, they will continue to track all young people's participation through the local Client Caseload Information

System (CCIS) in order to identify those who are at risk of not participating post-16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.

19. Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services. Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred for support. From 2013 schools will be under a duty to notify local authorities whenever a 16 or 17 year old leaves education.

Working with education and training providers

20. Schools have a responsibility to act impartially and recognise where it may be in the best interests of some pupils to pursue their education in a further education college or a university technical college, for example. This may include A levels, apprenticeships and vocational options. This will require schools to establish and maintain links with local post-16 education and training providers, including further education colleges and work-based education and training providers, to ensure that young people are aware of the full range of academic and vocational options.
21. Schools are also encouraged to arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities and, where appropriate, to supplement these with local college and work-based education and training provider prospectuses being made available to pupils to assist informed decision making.

**Participation Division
Department for Education
March 2012**



Department
for Education

Securing Independent Careers Guidance

A Practical Guide for Schools

Key Content

- **Issues to consider when meeting the new duty**
- **Mythbuster**
- **Case studies of good practice**
- **Useful websites**

Introduction

From September 2012, schools will be legally responsible for securing access to independent and impartial careers guidance for all pupils in years 9-11. In the context of this new duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

Careers guidance secured under the duty must include information on all 16-18 education or training options, including Apprenticeships. In March 2012, the Department for Education published '[Statutory Guidance for Schools – Careers Guidance](#)'. Schools must have regard to this in exercising their new responsibilities.

Apart from the elements identified in the statutory guidance, schools are free to decide what careers provision to make available in accordance with the needs of their pupils. The purpose of this document is to offer additional practical information that your school may wish to draw on when interpreting your new responsibilities and deciding on the most appropriate forms of independent careers guidance for your pupils.

Issues to consider when developing your careers provision

The importance of face-to-face careers guidance

Increased complexity and competition in education and labour markets means that most, if not all, young people would benefit from individual, face-to-face careers guidance to enable them to make informed decisions about future options based upon consideration of the wealth of information available from a range of sources and media. As highlighted in the statutory guidance, this is particularly crucial for young people from disadvantaged backgrounds or with special educational needs. Face-to-face guidance with a qualified careers adviser will enable your pupils to review their circumstances, abilities, interests and aspirations as they make decisions about future education, training and work options.

Planning a programme of career activities

Careers guidance can be more effective when your pupils have access to a programme of activities designed to help them gain the knowledge, skills and understanding to make best use of the information and advice provided. The statutory guidance suggests a number of appropriate activities. Resources and good practice examples are available to help you review and plan your careers programme, including the Association for Careers Education and Guidance (ACEG) framework for careers and work-related education: <http://www.aceg.org.uk/wp-content/uploads/The-ACEG-Framework.pdf>.

The National Careers Service

The National Careers Service offers information and professional advice about education, training and work to people of all ages. Your pupils can access support online, by webchat and over the telephone. The Service can handle 370,000 calls from young people, and 20 million hits on its website. Your school can choose to commission independent careers guidance from providers engaged in delivering the National Careers Service or from other external and expert careers providers, as you see fit.

Assuring the quality of careers provision

In developing careers provision for your pupils, there are three aspects of quality assurance you may wish to take into consideration:

- The quality of the school careers programme

If your school is looking to demonstrate the quality of your overall careers education, information, advice and guidance (CEIAG) programme to pupils, parents and the wider community, you may wish to consider the various quality awards which exist for CEIAG provision in schools and colleges. The national validation, the Quality in Careers Standard, will assist you to determine an appropriate quality award to pursue:

<http://www.careersengland.org.uk/quality.php?page=introduction>.

- The quality of the independent careers provider

The matrix Standard is the Government's badge of quality for information and advice about learning and work. To achieve the Standard, organisations will need to demonstrate that they provide a high quality and impartial service. Your school can access an online register of organisations accredited to the matrix Standard at www.matrixstandard.com.

- The quality of careers professionals working with the school

The Careers Profession Alliance, an alliance of professional bodies for the careers sector, has led work to raise the professional status of careers advisers. They have developed a new set of professional standards for careers advisers, a register of advisers holding postgraduate qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications.

The main qualifications for careers professionals are the Qualification in Career Guidance (QCG), which replaced the earlier Diploma in Careers Guidance, NVQ Level 4 in Advice and Guidance and the Level 6 Diploma in Career Guidance and Development. Your school can view registered careers professionals or search for a career development professional who can deliver a particular service or activity at www.cparegister.org.

Mythbuster

Myth: We will no longer be able to employ our in-house careers adviser because the new duty requires us to secure independent careers guidance.

Fact: Your school can retain the careers adviser but, as the statutory guidance makes clear, you will need to supplement this with external sources of careers guidance to meet the new duty. This could include an external careers provider, employer visits, mentoring, website and telephone helpline access. Taken together, the external sources must provide information on the full range of post-16 options and access to face-to-face support where needed.

Myth: It will be time consuming for every school to commission specialist careers provision.

Fact: As explained in the statutory guidance, you will have access to an online register of all organisations accredited to the matrix Standard. This will reassure you about the quality of support offered by individual providers. You could also consider forming a consortium with other local schools and education and training providers to commission a shared independent, expert resource.

Myth: It will be expensive to secure independent, face-to-face careers guidance for all my pupils in years 9-11.

Fact: The statutory guidance is clear that qualified careers professionals can play an important role in delivering face-to-face careers guidance, particularly at key transition points when your pupils are faced with post-14 and post-16 choices. At other times, schools may wish to supplement this with different types of face-to-face provision. Careers fairs, events offered by post-16 providers, employer talks and a visit to your local university are all examples of cost-effective activities that can inspire young people and get them thinking about the future.

Myth: The requirement to provide information on the full range of 16-18 education and training options is difficult to fulfil because my staff have limited experience of Apprenticeships.

Fact: The new duty sets no expectation that teachers need to become experts in Apprenticeships but there is a range of resources available for teachers at <http://www.apprenticeships.org.uk/Partners/IAG.aspx>. To ensure your pupils get a real insight into Apprenticeships and other vocational routes, you may wish to also want to signpost the National Apprenticeship Service (<http://www.apprenticeships.org.uk>) to pupils and parents or invite employers and other local education and training providers to input to your school's careers programme.

Case Studies

Schools around the country are preparing for their new responsibilities. Here are some examples of how schools are ensuring that their pupils will have access to independent and impartial careers guidance.

Local authority support for commissioning: Blackburn with Darwen

Blackburn with Darwen Education Improvement Partnership (EIP) comprises all secondary schools in the Blackburn with Darwen area including special schools and two Academies. The EIP worked with a specialist provider, the Via Partnership, to develop a delivery model for ensuring access to independent and impartial careers guidance as part of the new statutory requirements.

“We are confident that working with the Via Partnership will not only fulfil our statutory duties, but enable us to continue to adapt as new guidance emerges. Blackburn with Darwen schools and local authority have an excellent reputation of ensuring access to careers guidance; we will ensure this continues to develop and grow through this new approach.”
Sharon Roscoe, Chief Executive, Blackburn with Darwen EIP Ltd

The EIP investigated the statutory requirements and considered how they wanted to work together as a collection of schools to ensure these were met. They wanted to commission as a group, achieve a cost effective and quality service and retain the ability to adapt the offer based on the requirements of each school.

Individual schools provided details on cohort numbers, preferences in terms of interviews, group work and other interventions which were then worked through with the careers provider to ensure the service was tailored to the needs of the individual schools.

The specialist provider has developed a ‘wrap around’ offer for schools, the ‘Careers Inspired Learning Programme’, which includes careers education, information, advice and guidance, work-related learning, work tasters and workforce development for teachers engaged in careers provision. This offer enables schools to choose customised packages from a menu of provision designed to meet their assessment of pupil needs.

The schools work alongside the specialist provider to assure the quality of independent careers provision by utilising the matrix Standard and ensuring that professionals delivering the service are appropriately qualified to QCF level 6. The partnership also ensures that the programme operates in tandem with the targeted service commissioned by the local authority in a way which complements and supports individual schools.

Further information: Janet Jackson, Blackburn with Darwen Local Authority Janet.Jackson@blackburn.gov.uk; Sharon Roscoe, Blackburn with Darwen EIP sroscoe888@stbedes.learningfutures.org.uk.

An opportunity to develop a bespoke package of support: The Sutton Partnership

A partnership of 14 schools in Sutton saw the changes to careers guidance as an opportunity to commission a service better tailored to the needs of pupils. As part of the commissioning process, each school described the service they required and only providers able to meet those requirements were considered.

After research and investigation, the schools identified potential providers and commissioned the service following a best value tendering and interview process. The research involved identifying a provider with the flexibility to meet the needs of a diverse range of schools whilst continuing to provide outstanding levels of service and value for money. Individual schools in the partnership are now able to tailor a service to their needs, selecting from a range of options:

- Support for years 9-13
- Drop-in careers advice sessions
- Careers IAG for small groups
- Parents evenings and option events
- Careers lessons
- Maintenance of a careers library
- GCSE/A level results day support
- UCAS advice
- Oxbridge/medicine support
- Mock interviews
- Development of careers education
- Occupational talks to small groups

“To ensure a high quality service, make sure you have direct input into the appointment of individual careers advisers from your chosen provider who will work with your pupils.”

**Damien Charnock, Chair,
Partnership of Sutton
Secondary Schools**

Further information: Will Smith, Chair of Partnership of Sutton Secondary Schools, wsmith@suttonmail.org.

Consulting with parents to shape provision: Buckinghamshire

One Buckinghamshire school reviewed the statutory guidance carefully and took on board the views of parents to inform their future careers offer. Many parents confirmed that their child would benefit from one-to-one support for their choices. The school has therefore purchased careers guidance to support all year 11 students to receive at least one face-to-face careers interview. Parents are invited to attend the interviews. The careers provider is continuing to work closely with the school to develop their careers education offer and to support other age groups. Significant additional time has been purchased to work across years 7-13, supporting the decision making for all students within the school's care.

This school and others in Buckinghamshire are working closely with the local

authority to implement the best possible package of support for young people with additional needs. Schools which have a significant number of vulnerable young people receive information, advice and guidance support of between 25 and 70 days per year funded by the local authority. All young people with a statement of special educational need (and those from various other vulnerable categories) do not just receive the statutory minimum intervention but also have good access to careers guidance. Time is also commissioned to ensure the tracking and destination of young people is appropriate to allow schools to teach and support and the local authority to deliver accurate data. Investment in this preventative approach will support preparations for the raising of the participation age and help reduce the numbers of young people not in education, employment or training.

Further information: Stephen Box, Head teacher, Sir Henry Floyd Grammar School, Aylesbury sbox@bucksqfl.org.uk

Developing a consortium-led flexible approach: Slough

Eleven schools in Slough formed a consortium in March 2011 and together created a model of careers delivery, commissioning support from a specialist provider.

One school took the lead on contracting and payment issues and each school was allocated a number of days dependent on their cohort. Careers advisers were assigned to each school and worked with them to create a plan of delivery for the year. A flexible approach has been adopted to allow advisers to resource any specific activities or events that individual schools want to put on.

The first year of delivery has gone extremely well and schools appear to be far more engaged in careers provision than they were previously. Two schools bought a substantial number of additional days to supplement what they were allocated by the consortium purchase. One school in Slough who originally decided not to be part of the consortium has now opted to join for the new academic year, having seen how effective the new arrangements have been. The ongoing contract management has now been passed to the Slough Learning Partnership which Slough Heads have set up to manage a range of educational functions.

Further information: Bill Alexander, Slough Learning Partnership
billalexander@lgs.slough.sch.uk

“We find the service they offer our students is invaluable, as the awareness and information about outside agencies, colleges and training providers exceeds what we could ever have internally, and enables our students to make the best informed decisions about their next steps.”
Head Teacher, Slough School

“The service that we receive is consistently professional, student centred and efficient. Best of all it is flexible to our needs. I would highly recommend it.”
PSHE Co-ordinator, Slough School

Related websites you might find useful

- Association for Careers Education and Guidance - <http://www.aceg.org.uk/>
- ACEG Framework for Careers and Work-Related Education - <http://www.aceg.org.uk/wp-content/uploads/The-ACEG-Framework.pdf>
- Bestcourse4me – <http://www.bestcourse4me.com> Provides information for pupils on wage returns to particular degrees and universities.
- Careers Profession Alliance – <https://www.cparegister.org/>
- Education and Employers Task Force - <http://www.educationandemployers.org/>
- Growing Ambitions – <http://growingambitions.tes.co.uk/>
- Horsemouth - <http://www.horsemouth.co.uk/> Social network for informal mentoring.
- Icould - <http://icould.com/> Careers information website.
- Inspiring the Future – <http://www.inspiringthefuture.org/> and http://www.educationandemployers.org/media/16409/itf_guide.pdf. Bringing inspiring speakers into schools.
- Institute for Education Business Excellence - <http://www.iebe.org.uk/>
- Institute of Career Guidance - <http://www.icg-uk.org/>
- Local Government Association Knowledge Hub - https://knowledgehub.local.gov.uk/signin?p_p_id=58&p_p_lifecycle=0&_58_redirect=%2Fgroup%2Fkhub. A set of case studies highlighting good practice in the area of careers information, advice and guidance is available on this site and more will be added as new examples are identified.
- Learning and Skills Improvement Service - <http://www.lsis.org.uk/>
- Matrix – <http://www.matrixstandard.com>
- National Apprenticeship Service - <http://www.apprenticeships.org.uk/>
- National Careers Service – 0800 100 900 or <https://nationalcareersservice.direct.gov.uk>
- National Citizen Service – <https://nationalcitizenservice.direct.gov.uk/>
- Plotr – <http://www.plotr.co.uk/>. Inspiring young people about careers – will go live later in 2012.
- Quality in Careers Standard – <http://www.careersengland.org.uk/quality.php?page=introduction>
- Science and Engineering Ambassadors www.stemnet.org.uk/content/stem-ambassadors
- Supporting career teachers and advisers – <http://www.cegnet.co.uk>
- The Big Bang Fair - <http://www.thebigbangfair.co.uk>
- Tomorrow's Engineers - <http://www.tomorrowsengineers.org.uk>
- 5th Matrix - <http://www.youngchamber.com/5th-matrix>
A careers and networking platform which encourages young people to investigate and share careers ideas.



Department
for Education

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The ACEG Framework



**A framework for careers and
work-related education**

April 2012

Acknowledgements

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The ACEG Framework

Careers and work-related education in England for 7 to 19 year olds

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Introduction

The ACEG Framework is a new framework and guidance for careers and work-related education (CWRE) in England. At its heart is a set of recommended learning outcomes for key stage 2, key stage 3, key stage 4 and post-16 education and training. The guidance includes advice on the organisation, leadership and management of CWRE.

What is careers and work-related education?

The widely accepted definitions of career and work-related learning emphasise that:

Career learning helps young people develop the knowledge, understanding and skills they need to make successful choices and manage transitions in learning and work.

Work-related learning provides opportunities for young people to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

The ACEG Framework brings these two descriptions together in a single definition:

Careers and work-related education (CWRE) describes the planned provision by schools, colleges and their partners to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

Rationale for a new framework

Young people in our schools and colleges today face a future that will be very different from that experienced by their parents and teachers. As the statutory age for participating in learning is raised to 17 in 2013 and to 18 in 2015, the initial phase of education and training will last for more years. Opportunities in higher education and apprenticeships are changing rapidly. Individuals must expect to experience further periods of learning and updating of their skills on a lifelong basis. Working life will involve more moves from one job to another than happened in previous generations, and will extend to a later pensionable age. Careers in the 21st century will be quite different from those in the 20th century. Finding 'the right job' will be replaced by the need for young people to be equipped with the knowledge,

understanding, skills and personal qualities to plan and manage their progression through learning and work. Access to expert and timely careers guidance will be important but providing support for choices and transitions through individual discussions alone is neither effective nor efficient. Young people also need the knowledge and skills developed through careers and work-related education to make good use of the guidance provided and to plan and manage their own careers. Effective careers and work-related education contributes also to raising aspirations, supporting achievement, increasing participation and improving social mobility for disadvantaged young people.

Until now these aspects of the curriculum have been described, organised and delivered in different ways depending on the perspectives and priorities of policy-makers at national, local and school level. QCDA brought the two together, alongside enterprise and personal finance education, within the economic wellbeing strand of the non-statutory programme of study for personal, social, health and economic (PSHE) education. The ACEG framework continues this approach. In fact, in many schools these areas of the curriculum have already been integrated and are managed by the same curriculum leader. Where several members of staff are involved it is hoped that the framework will support a more holistic approach. The framework brings the two areas of the curriculum together, into 'careers and work-related education', and combines the three aims of careers education (self-development, career exploration and career management) with the three strands of work-related learning (learning about work, learning for work and learning through work). The framework includes recommended learning outcomes for key stage 2, key stage 3, key stage 4 and 16-19 learning. 'Career and work-related learning' starts in primary schools and continues throughout all years of secondary and tertiary education and training. The skills required to make choices and manage transitions are developed across the same time-span.

The relationship to careers guidance

From September 2012, schools have a statutory duty to secure independent and impartial careers guidance for their pupils in Years 9 to 11 from a source external to the school. The government is considering extending this duty to Years 8-13.

Careers guidance plays a vital role in helping individuals make the decisions about learning and work that are right for them, but for it to be effective, young people need to have the knowledge and skills to access and make good use of the information, advice and guidance. They also need the skills of career management to seek out opportunities, make successful applications and manage transitions. This is why schools, colleges and other learning providers need to complement the provision of careers guidance with careers and work-related education planned within the curriculum.

Who the framework is for

The framework has been produced to support schools, colleges and work-based learning providers in planning and reviewing their provision of careers and work-related education in

the curriculum. It has been written principally for careers and work-related education leaders and other curriculum leaders but it will also be helpful to careers advisers, education-business partners and providers of professional development.

How the framework was developed

Development of the framework has been led by the Association for Careers Education and Guidance (ACEG) and has been subject to extensive consultation with practitioners. The framework draws heavily on previous frameworks and guidelines in England and other parts of the UK.

The ACEG Framework

Getting started

The framework of learning outcomes is presented as a tool to support curriculum auditing, planning and review. It is not intended to be prescriptive. The suggested outcomes are offered as a starting point for schools, colleges and work-based learning providers to help them develop the content of their programmes of careers and work-related education. A useful first step is to highlight those outcomes that providers consider are priorities for their students. The outcomes may be selected from the section of the framework that relates to the age range of the students, but it may be more appropriate in some cases to select outcomes from an earlier, or later, key stage. The statements can also be re-phrased where necessary to aid students' understanding of them. The customised list of learning outcomes can then be used as the basis for reviewing existing programmes and planning what to include and where to locate the learning in the curriculum.

Essentials of the Framework

The framework is constructed around three main areas of career and work-related learning:

- Self-development through careers and work-related education
- Finding out about careers and the world of work
- Developing skills for career wellbeing and employability

The rationale for this is to enable schools to design and deliver a broad, balanced and connected CWRE curriculum that addresses young people's entitlement and makes a difference to their lives (See Box 1).

Box 1: Areas of career and work-related learning

The three main areas are:

- **Self-development through careers and work-related education**
Participation in career and work-related learning activities gives individuals valuable opportunities to discover more about themselves: who they are, how they are changing and who they could possibly become. They can also discover what inspires them, how they can be successful and what they can contribute. Well-chosen and well-designed activities enable individuals to become more motivated and to take greater responsibility for their own learning, development and wellbeing.
- **Finding out about careers and the world of work**
Self-examination and exploration of careers and the world of work are two sides of the same coin. Looking inwards and looking outwards are central to the matching process when individuals weigh up where they could fit in, what the world of work has to offer them and what they have to offer in return. Looking outwards encompasses understanding careers and career progression, gaining useful insights into work and working life, understanding business and industry, knowing about the rights and responsibilities of workers and investigating opportunities.
- **Developing skills for career wellbeing and employability**
Individuals need to acquire and develop a range of skills to manage their own careers and to prepare themselves for employment and/or self-employment. They must, for example, know how to access and make use sources of information and advice, be able to make plans and decisions and know how to follow them through. Individuals also need to be able to acquire and demonstrate the skills which will add value to an employer's business (or their own business if they are self-employed) while at the same time enabling them to release their own potential and to achieve satisfaction and success in their working lives. Knowing when and how to invest in their own learning throughout their lives can help them achieve their goals.

The three areas can be further sub-divided into 17 specific elements of learning. You can read about these in Box 2. This gives us a matrix of 17 learning outcome statements for career and work-related learning across each stage of education (KS2, KS3, KS4 and Post 16). The factors which governed the choice of which elements to focus on are:

- the opportunity to highlight important elements of career and work-related learning that do not always get the attention they deserve
- the evidence of what works and can improve young people's progress, achievement and eventual destinations
- the importance of keeping the framework to a manageable size
- the need to provide curriculum 'hooks' to enable all areas of the curriculum to facilitate young people's career and work-related learning and to contextualise their subject learning.

Box 2: Elements of career and work-related learning		
CWRE elements	What this is about	Why we know this is important
Self-development through careers and work-related education		
Self-awareness	<ul style="list-style-type: none"> • qualities, skills, attitudes and values, needs and interests, aptitudes and achievements • self-image and identity • confidence and self-esteem • self-understanding • structured review and reflection • Personal constructs • Life roles 	<ul style="list-style-type: none"> • supported by theory: career development theory (Donald Super), social cognitive career theory (Lent, Hackett and Brown), social constructivism and careers information processing theory (emphasis on metacognition), life-work design and narrative approaches • low self-understanding affects quality of decisions, CVs
Self-determination	<ul style="list-style-type: none"> • self-efficacy • self-regulation • intrinsic motivation 	<ul style="list-style-type: none"> • supported by social cognitive career theory (emphasis on self-efficacy), narrative approaches • backed up by research into emotional intelligence, motivational styles
Self-improvement as a learner	<ul style="list-style-type: none"> • Awareness of learning style preferences • Ability to learn in different ways and in different settings • Equipping young people for lifelong learning • Engaging in reflection and review • 	<ul style="list-style-type: none"> • Raising achievement • General learning theory • Experiential learning theory (Kolb)
Finding out about careers and the world of work		
Exploring careers and career development	<ul style="list-style-type: none"> • Concept of career • Career metaphors (Inkson) • Career patterns (Hopson) • Career development processes, including career development in employment • 'Career' as a dimension of citizenship/volunteering • Interrelatedness of life roles • Developing personal points of view about challenging and controversial issues relating to careers 	<ul style="list-style-type: none"> • Individuals see the relevance of their studies to their lives and work now and in the future • People can expect to have many more changes of career direction in their lifetimes than hitherto

Investigating work and working life	<ul style="list-style-type: none"> • Economic and gift work • How labour market works • Benefits of work • Job satisfaction • Life-work balance • full-time, part-time, flexi-time, shift, night work • Hot-desking • Working from home • Consultancy, freelance and working for yourself • Organisational cultures • Work roles 	<ul style="list-style-type: none"> • Evidence of employer surveys on the work readiness of young people • Changing technologies are transforming existing work activities, creating new ones and making others redundant • Young people need to be aware of different ways of working
Understanding business and industry	<ul style="list-style-type: none"> • How businesses operate • Functional areas, e.g. marketing, HR • Social responsibility of business • Economic concepts, e.g. supply and demand 	<ul style="list-style-type: none"> • Individuals need to understand the role of business and industry in the country's wealth creation • Individuals need to be aware of the thrust towards sustainable economic development
Investigating jobs and labour market information (LMI)	<ul style="list-style-type: none"> • Occupations • Occupational sectors/job families • Entry requirements • Job vacancies • Local and regional labour market • Trends, e.g. the global market, new technology, environmental protection 	<ul style="list-style-type: none"> • Availability of information a key determinant of young people's career choices
Valuing equality, diversity and inclusion (EDI)	<ul style="list-style-type: none"> • Equality Act 2010 • Gender issues and other issues related to the protected characteristics • Differences in employment and earnings • Techniques for challenging unfairness 	<ul style="list-style-type: none"> • Evidence of impact of differences in economic, social and cultural capital • Harmful effects of stereotyping and discrimination • Continuing evidence of persistent discrimination in the workplace • Social mobility and social justice • Business case for EDI
Learning about safe working practices and environments	<ul style="list-style-type: none"> • Health and safety • Ergonomics • Job design • Rights and responsibilities at work • Preventing exploitation at work 	<ul style="list-style-type: none"> • Accidents and injuries at work

Developing skills for career wellbeing and employability		
Making the most of careers information, advice and guidance (IAG)	<ul style="list-style-type: none"> • Information skills, e.g. find, select, organise, present, evaluate • ICT skills, e.g. search, storage, privacy • Factual/impartial –v– promotional/biased information • Find and evaluate sources of IAG before using them • Preparing for and following up careers interviews/small group work 	<ul style="list-style-type: none"> • Lack of information, institutional barriers to information and individual vacillation inhibit choice • Data from YELLIS indicates there has been a move away from formal sources of information towards more informal sources since 1997. Challenge is for young people to use these sources effectively
Preparing for employability	<ul style="list-style-type: none"> • Basic skills: literacy, numeracy and ICT • Soft skills, e.g. customer care, teamwork, time management, personal organisation • Attitudes, e.g. business awareness, working to a high standard, global mind-set • Work experience and volunteering 	<ul style="list-style-type: none"> • Supported by work adjustment theory • Government strategy for employment and skills
Showing initiative and enterprise	<ul style="list-style-type: none"> • Being enterprising in employment and self-employment • Social enterprises • Enterprise skills, e.g. decision-making, leadership, risk management • Enterprise qualities and attitudes, e.g. openness to new challenges, self-reliance, adaptability, perseverance, drive and determination, flexibility, creativity, ability to improvise, confidence, initiative 	<ul style="list-style-type: none"> • Young people need to be more entrepreneurial in managing their own careers • Contribution of SMEs to economic growth
Developing personal financial capability	<ul style="list-style-type: none"> • Functions and use of money • Manage money and personal finances • Tax, National Insurance, pensions and pay slips • Be critical consumers of goods and services • Manage financial risk • Public funding for learning • Return on investment 	<ul style="list-style-type: none"> • Increased cost of higher education • Need for financial literacy in modern world, especially carrying out transactions online

Identifying choices and opportunities	<ul style="list-style-type: none"> • Knowledge of qualifications, routes and pathways • Networking • Negotiation 	<ul style="list-style-type: none"> • Insights from careership, opportunity structure and happenstance theories
Planning and deciding	<ul style="list-style-type: none"> • Goal/target-setting • Action planning • Decision-making styles and strategies • Problem-solving • Influences/networks of support 	<ul style="list-style-type: none"> • Students need skills to make sense of the main factors they consider when choosing AS/A level subjects, namely, usefulness for future career, interest/enjoyment and perceptions of their ability in the subject. • Importance of 'realistically high' aspirations • Important to have a good planning process and an actual plan
Handling applications and selection	<ul style="list-style-type: none"> • CVs, application forms, letters of application • Self-marketing and applying online • Interviews • 'second stage' selection methods • Record-keeping 	<ul style="list-style-type: none"> • Employers' reports on unpreparedness of young people
Managing changes and transitions	<ul style="list-style-type: none"> • Strategies for making effective transitions • Types of transitions, e.g. changing school, starting an apprenticeship/job, going to uni, job change, redundancy/unemployment, retirement 	<ul style="list-style-type: none"> • Frequency of decision and transition points throughout life

You can see the complete set of learning outcomes for each phase in the sections which follow.

Key Stage 2 learning outcomes

	Learning outcome statement	Things you know that work
1	describe what you are like, what you are good at and what you enjoy doing	•
2	talk positively about what you would like to do	•
3	identify what you like about learning from careers and work-related activities and experiences	•
4	be aware of different ways of looking at people's careers and how they develop	•
5	be aware that people feel differently about the kinds of work they do	•
6	describe a local business, how it is run and the products and/or services it provides	•
7	describe the main types of employment in your area now and in the past	•
8	be aware that you have the same rights to opportunities in learning and work as other people	•
9	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited	•
10	be aware of the help that is there for you and how to make good use of it	•
11	identify key qualities and skills that employers are looking for	•
12	show that you can be enterprising	•
13	show that you can make sensible decisions about saving, spending and giving	•
14	make good use of information about secondary school options for you	•
15	know how to make important plans and decisions carefully	•
16	know how to make a good impression when you apply to do things	•
17	know how to handle transitions that are challenging	•

Key Stage 3 learning outcomes

	Learning outcome statement	Things you know that work
1	describe yourself, your strengths and preferences	•
2	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	•
3	explain how you have benefited as a learner from career and work-related learning activities and experiences	•
4	describe different ways of looking at people's careers and how they develop	•
5	identify different kinds of work and why people's satisfaction with their working lives varies	•
6	describe the organisation and structure of different types of businesses	•
7	be aware of what job and labour market information (LMI) is and what it can do for you	•
8	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	•
9	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	•
10	identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need	•
11	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	•
12	recognise when you are using the qualities and skills you need to be enterprising	•
13	show that you can manage a personal budget and contribute to household and school budgets	•
14	look systematically at the choices and opportunities open to you when you reach a decision point	•
15	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	•
16	know how to prepare and present yourself well when going through a selection process	•
17	show that you can be positive, flexible and well-prepared at transition points in your life	•

Key Stage 4 learning outcomes

	Learning outcome statement	Things you know that work
1	recognise how you are changing, what you have to offer and what's important to you	•
2	be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	•
3	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	•
4	explain key ideas about career and career development	•
5	explain how work is changing and how this impacts on people's satisfaction with their working lives	•
6	explain different types of businesses, how they operate and how they measure success	•
7	find relevant job and labour market information (LMI) and know how to use it in your career planning	•
8	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	•
9	be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	•
10	build and make the most of your personal network of support including making effective use of impartial carers information, advice and guidance	•
11	show that you have acquired and developed qualities and skills to improve your employability	•
12	show that you can be enterprising in the way you learn, carry out work and plan your career	•
13	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	•
14	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	•
15	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	•
16	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	•
17	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	•

Post 16 learning outcomes

	Learning outcome statement	Things you know that work
1	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	•
2	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing	•
3	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner	•
4	explain the impact of changing career processes and structures on people's experience and management of their own career development	•
5	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work	•
6	explain how what businesses do, the way they operate and the way they measure success is changing	•
7	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans	•
8	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	•
9	recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	•
10	develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance	•
11	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers	•
12	develop and apply enterprising qualities and skills in your approach to learning, work and career planning	•
13	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work	•
14	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	•
15	know how to make career enhancing plans and decisions	•
16	know how to prepare for, perform well and learn from your participation in selection processes	•
17	know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions	•

Progression - This chart shows progression in the aspects of career and work-related learning from Key Stage 2 to post 16.

Self-development through careers and work-related education

Elements of learning	KS2	KS3	KS4	P16
Self-awareness	describe what you are like, what you are good at and what you enjoy doing	describe yourself, your strengths and preferences	recognise how you are changing, what you have to offer and what's important to you	assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
Self-determination	talk positively about what you would like to do	tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing	be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
Self-improvement as a learner	identify what you like about learning from careers and work-related activities and experiences	explain how you have benefited as a learner from career and work-related learning activities and experiences	review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner

Finding out about careers and the world of work

Exploring careers and career development	be aware of different ways of looking at people's careers and how they develop	describe different ways of looking at people's careers and how they develop	explain key ideas about career and career development	explain the impact of changing career processes and structures on people's experience and management of their own career development
Investigating work and working life	be aware that people feel differently about the kinds of work they do	identify different kinds of work and why people's satisfaction with their working lives varies	explain how work is changing and how this impacts on people's satisfaction with their working lives	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
Understanding business and industry	describe a local business, how it is run and the products and/or services it provides	describe the organisation and structure of different types of businesses	explain different types of businesses, how they operate and how they measure success	explain how what businesses do, the way they operate and the way they measure success is changing

Elements of learning	KS2	KS3	KS4	P16
Investigating jobs and labour market information (LMI)	describe the main types of employment in your area now and in the past	be aware of what job and labour market information (LMI) is and what it can do for you	find relevant job and labour market information (LMI) and know how to use it in your career planning	draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans
Valuing equality, diversity and inclusion	be aware that you have the same rights to opportunities in learning and work as other people	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
Learning about safe working practices and environments	know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices	recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices

Developing skills for career management and employability

Making the most of careers information, advice and guidance (IAG)	be aware of the help that is there for you and how to make good use of it	identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need	build and make the most of your personal network of support including making effective use of impartial careers information, advice and guidance	develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
Preparing for employability	identify key qualities and skills that employers are looking for	recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	show that you have acquired and developed qualities and skills to improve your employability	explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
Showing initiative and enterprise	show that you can be enterprising	recognise when you are using the qualities and skills you need to be enterprising	show that you can be enterprising in the way you learn, carry out work and plan your career	develop and apply enterprising qualities and skills in your approach to learning, work and career planning

Elements of learning	KS2	KS3	KS4	P16
Developing personal financial capability	show that you can make sensible decisions about saving, spending and giving	show that you can manage a personal budget and contribute to household and school budgets	show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
Identifying choices and opportunities	make good use of information about secondary school options for you	look systematically at the choices and opportunities open to you when you reach a decision point	research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you
Planning and deciding	know how to make important plans and decisions carefully	know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you	know how to make career enhancing plans and decisions
Handling applications and selection	know how to make a good impression when you apply to do things	know how to prepare and present yourself well when going through a selection process	know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	know how to prepare for, perform well and learn from your participation in selection processes
Managing changes and transitions	know how to handle transitions that are challenging	show that you can be positive, flexible and well-prepared at transition points in your life	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions

Guidance on using the ACEG Framework

About learning outcomes

The weight of evidence confirms that the quality of the teacher and the quality of the pedagogy are major factors in how well learners build up their understanding and ability to do things.

Good practice tips

1. combine and sequence theoretical and practice elements carefully. Curriculum coherence is crucial
2. differentiate between individual learners to meet their needs
3. extended practice is needed to inculcate values, e.g. the values associated with employability
4. transferable learning skills are best acquired in expansive learning environments (e.g. on work experience)
5. identify locally relevant contexts for framing the core concepts and principles of career learning and development.

The learning outcomes in this framework aim to describe what a student can achieve as a result of two or three years' learning. For the more detailed planning that goes into short-term schemes of work and lesson plans, you will need to identify specific learning outcomes that are steps on the way to achieving the bigger learning outcomes in the framework. This is worth doing with the caveat to avoid the 'tyranny' of learning outcomes! Too many learning outcomes can be a burden and a barrier to discovery in learning – the unintended and unexpected benefits that can come from a learning event.

A straightforward model for writing a learning outcome is to identify what the learner will know and/or be able to do at the end of a learning process. For this, you need to state:

- the input and process, e.g. 'At the end of this unit on options at 16+'
- the level and type of learning, e.g. 'explain' is a higher level of learning than 'identify'
- the outcome, e.g. 'the options open to you'

The outcomes in the framework are permissive rather than prescriptive. Schools and colleges should use them as a foundation on which to build a robust CEG provision that fulfils their duties and responsibilities at the heart of which are the needs of their learners.

Remember that learning outcomes are not the only measures of effective CWRE provision. Destination outcomes are important too!

Managing the curriculum

It is for schools, colleges and other learning providers to decide how to manage careers and work-related education. Some institutions will have one middle leader who has subject leadership responsibility for careers and work-related education; others will have separate leaders for careers education and work-related education. Where the latter situation applies, the senior leader with overall responsibility for careers and work-related education will need to ensure that systems are in place to enable the two curriculum leaders to work together.

More than one in four secondary schools have appointed individuals from professional backgrounds other than teaching to the role of curriculum leader for careers and work-related education and some have opted to commission the service from a careers guidance company or education business partnership. These new models can work very effectively, provided that due attention is given to professional development and management support for the individual.

Primary schools

Many primary schools plan learning about work and career-related learning in their curricula, particularly at Key Stage 2. They are unlikely to make separate provision for such elements of learning, adopting instead the approach of integrating the learning outcomes selected as priorities for their pupils into different aspects of the curriculum.

Secondary schools

Most secondary schools organise careers and work-related education as a combination of discrete provision and elements integrated into the schemes of work for other subjects. Inspection and monitoring evidence suggests that the most effective model for delivering the separately timetabled element is to organise the careers and work-related education outcomes within an integrated course of personal, social, health and economic (PSHE) education, taught by a team of specialist PSHE education teachers, and supplemented by some suspended timetable activities such as curriculum days. Relying on curriculum days alone is inadequate and attempts to teach careers and work-related education through tutorial programmes can result in pupils experiencing programmes of inconsistent quality.

Sixth forms, sixth form colleges and FE colleges

Evaluations have shown that tutorial approaches are more effective in the post-16 sector and for students studying A level courses an approach that combines work in the tutoring programme with a series of other activities such as talks, conventions and independent study provides an effective way of organising careers and work-related education in the curriculum. For students working towards vocational qualifications, careers and work-related education outcomes can be integrated into their main course programme.

Work-based learning providers

Young people opting for work-based training still need help with understanding the world of work and developing the skills to secure and succeed in work. The selected learning outcomes from the careers and work-related education framework can be integrated into their training programmes.

Use the framework to help with these curriculum leadership and management tasks:

- Meeting learners' needs, e.g. How could you use the framework to map and audit your provision?
- Learners' entitlement, e.g. How can you use the framework to help you define student entitlement?
- School improvement, e.g. What outcomes would you prioritise if raising aspirations was identified as a priority in your school improvement plan?
- Curriculum development, e.g. How would you use the framework to re-think breadth, balance and coherence when revising your CWRE programme?
- Contextualisation of learning, e.g. How would you use the framework to help subject teachers understand the scope that careers and work provide for contextualising subject-based learning?
- Thematic learning, e.g. What learning outcomes would you prioritise if you wanted to contribute to a week of activities on the theme of 'green and sustainable development'?
- Selection of activities, e.g. When designing the CWRE programme, which activities would you prioritise to have the most impact on young people's career and work related learning?
- Assessing learning, e.g. What criteria or measures would you use to decide whether a learning outcome had been achieved?
- Partnerships and resource deployment, e.g. What physical and human resources do you need and where can you use them to best effect?
- Evaluation, e.g. How could you use the framework in making judgements about the worthwhileness of your current programme?

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CEIAG Scrutiny Review - Suggested Review Methodology & Timetable

Area of Inquiry	Visits / Meetings	Suggest Method
<p>i) To analyse how effectively schools, colleges and the Local Authority are responding to the revised statutory duty to provide careers guidance to young people.</p> <p>ii) To consider the extent and quality of CEIAG in schools and colleges, models of delivery and how they are delivered.</p> <p>iii) To consider the impact of CEIAG and support on the outcomes of young people, particularly those who are vulnerable, as measured by NEET and sustained progression.</p>	<p>Meeting of CEIAG Learning Network: schools, colleges and CX staff</p> <p>1st May 2-4pm, Eccles Room, West Offices</p>	<ul style="list-style-type: none"> • their response to the revised statutory duty to provide careers guidance to young people • curriculum delivery • the engagement of partners including local employers and providers and how partnership working is progressing under the new arrangements
<p>iv) To consider how best to involve more employers and training providers in providing information and advice to young people in schools and colleges.</p>	<p>Meeting 3 – 3 June 2013 @ 1:30pm Severus Room, West Offices</p>	To meet with Representatives from LA, partner agencies such as North Yorkshire Business Education Partnership and local businesses to discuss employer engagement
	<p>Meeting 4 – 3 June 2013 @ 4pm Severus Room, West Offices</p>	To meet with CYC's 14-19 Team and training providers who coordinate training provider visits to schools, and provide information, advice and recruiting to apprenticeships

<p>v) To gather the views of young people and parents about the information, advice, guidance and support that they received through the curriculum and through one to one appointments</p>	<p>Meeting 6 – 3 July 2013 @ 5:30pm</p>	<p>Open Session to meet with a selection of young people to gather their views on their CEIAG experience and discuss with them the issues that affected their decision making about their next step</p>
	<p>Informal School Visits Task Group Members to arrange their own visits to schools of their choice</p>	<p>To meet with parents and/or governors from a selected school or college</p>
	<p>Meeting 7 – 16 July @ 5:30pm Informal Task Group Meeting</p>	<p>Task Group Members to:</p> <ul style="list-style-type: none"> • Provide feedback on their individual visits to schools • Consider a first draft final report containing findings from all the information gathered to date. • Identify draft conclusions and recommendations arising from the work on the review

Yorkshire Coast Employability Charter

What is the Yorkshire Coast Employability Charter?

The Charter is an agreement between local schools, colleges and employers to work together with the aim of:

Supporting every young person on the Yorkshire Coast to gain the knowledge, skills and personal qualities required to find employment and thrive in the workplace.

Driven by the Yorkshire Coast Business Partnership, a 'Skills Summit' took place in February 2012 where key employers, schools, colleges and universities in the Scarborough Borough agreed to work together to improve the employability of young people in the area. Further down the line, the concept of The Employability Charter was formed, which will embed an employability programme into local schools (primary and secondary) as well as further and higher education.

An Employability Working Group has identified four shared principles to which employers and education institutions will make a commitment:

1. To ensure that the curriculum enables students to gain the employability skills required for the workplace
2. To provide access to high quality careers information and advice
3. To provide a rewarding experience of the work environment
4. To create job opportunities for young people and provide practical support to help students secure employment on leaving full time education.

To support this and related developments a consortium led by Scarborough Borough Council was successful in a bid to the national Coastal Communities Fund. Part of this funding will be dedicated to developing and co-ordinating the Charter and facilitating activities bringing students and employers together to provide a basis for the employability programme.

The Charter is one strand of the Coastal Communities Fund and it is important that the Charter developments will link with these other priorities such as an increase in the availability of apprenticeships in the local area.

Why is it needed?

Education and business share a need to:

- » Ensure that young people have the skills and knowledge they will need to make informed choices about their future and to do well in their chosen career path
- » Shape the future workforce to respond to the needs of a growing economy

Over the next five years we will see unprecedented investment in the Scarborough Borough, potentially in excess of £2 billion, in the following key sectors:

- Potash Mining
- Offshore Wind
- Engineering and Manufacturing
- Housing
- Leisure

Skills are a key driver of economic growth. The availability of skills in the local labour market contributes significantly to the economic well-being of an area. The Charter will enable the Yorkshire Coast to grow the workforce required to respond to the area's economic needs and opportunities.

How will it work?

There will be a wide range of opportunities on offer for employers to engage with schools/colleges in a way that suits them. Activities will range from work experience placements to sector related links with the curriculum, and from mock interviews to events and competitions.

Schools/colleges will be encouraged and supported to increase the level of employer involvement in the curriculum and to identify the best ways of increasing the employability skills of their students. Students themselves will engage directly in the Charter by gaining recognition for and ownership of their 'employability'.

Building on existing links between schools/colleges and employers, we plan to increase both the volume and quality of this activity to a level that has a significant impact on young people, on employers and on our coastal communities.

We also aim to develop appropriate quality measures/awards that enable all those involved to measure their progress, identify further quality improvements and gain recognition for their commitment to the employability of new entrants to the workforce. Appropriate awards will be developed in keeping with what is meaningful to schools, colleges, employers and young people themselves. It is planned that these 'awards' will form an integral part of Charter developments beyond initial commitment.

What will be the benefits of the Charter?

Employers will be able to:

- » Influence the skills, knowledge and attitudes of future employees
- » Find new recruits
- » Promote their company and their sector
- » Have their contribution recognised through the Charter.

Schools/colleges will be able to:

- » Engage directly with local employers to support the curriculum
- » Have confidence that their students are making well informed choices and will thrive in the workplace
- » Use employability activity to increase the motivation of their students
- » Promote the benefits of the Charter to current and prospective students and parents/carers.

Young people will be able to:

- » Gain a better understanding of their skills and abilities
- » Make well informed choices about their future
- » Demonstrate their value to local employers
- » Find employment and thrive in the workplace.

When will the Charter be set up?

Development work is under way and the Charter will be launched officially this autumn. We expect momentum to build over the next two years and are planning for long term sustainability of the Charter.

A central database of employers, schools, colleges and opportunities will be managed centrally to ensure that all are matched appropriately to meet mutual need and minimise duplication.

How can I get more information?

Look out for regular newsletters, presentations at network meetings, website and twitter feed – all in development. If you let us have your contact details we will keep you up to date with all developments and opportunities.

The Charter will soon have its own unique branding – a competition is currently under way to find a winning design by a local design student from schools and colleges in the area.

How can I get involved?

- » Provide your ideas and suggestions to ensure that project development meets your needs
- » Sign up to the Charter and receive regular information bulletins about engagement opportunities.

Who can I talk to about the Charter and where should I send my contact details?

Rebecca McCleary, Partnership Manager - rebecca@nybep.org.uk

NYBEP Ltd, IT Centre, Innovation Way, Heslington, York YO10 5NP

Tel: 01904 567616

Mobile: 07824 874215

Web: www.nybep.org.uk

Twitter: @YC_EmpCharter



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Helping the inbetweeners:

Ensuring careers advice
improves the options
for all young people

**Believe in
children**



Barnardo's

August 2013



by Jane Evans
and Jonathan Rallings

Section one: Introduction and executive summary.....

Making the transition from education into the workplace can be difficult for anyone, regardless of their background. But for the disadvantaged young people Barnardo's works with, a lack of dependable, authoritative support and advice to help them make choices about their future careers can make that transition seem almost impossible. The poor outcomes for those who fail to get a firm foot on a career ladder are all too well known.¹ Informative, impartial, and reliable careers guidance is vital to help ensure everyone receives a fair chance to fulfil their ambitions in the workplace.

During 2012 some significant changes were made to the way that careers guidance² is provided to young people in England. Most notably the responsibility for delivering careers guidance was passed from local authorities to schools, and the National Careers Service – a combination of predominantly web and helpline-based provision – was established to offer careers guidance to people of all ages, as well as Plotr, a government-supported website specifically targeted at young people. At the same time Connexions services – local authority-based provision which previously led the delivery of much careers guidance to young people – continue to decline as local authorities are forced to make tough choices to make savings in their budgets.

This report outlines these policy changes in more detail and then looks at the impact they are having on young people. It does not profess to be a definitive account of exactly where careers guidance services have fallen into decline or fully reflect the pressures on schools and local authorities to deliver these services effectively in an increasingly tough economic landscape. Instead it describes the views of young people that Barnardo's works with, as well as those of professionals working with them – young people who want to work, but many of whom seem more likely to end up trapped in low-paying jobs or even become

classified as 'not in education, training or employment' (NEET).

This research was driven by a desire to find out how the most vulnerable young people were being served by careers guidance. What we found, however, was that for the very vulnerable – those young people NEET or bottom of the attainment scale – much provision thankfully remains available in parts of the country. Instead it appears to be the cohort of young people just above them who are most at risk of receiving poor careers guidance which in turn prevents them achieving their ambitions; these are young people who may have been disengaged from school and be equally in need of independent guidance, but increasing pressure on local authority budgets means that this group no longer qualify for intensive support. Barnardo's believes that with focused guidance and full information,³ these same young people could progress to sustainable, enjoyable careers rather than the more usual path they presently take into a succession of short-term jobs, disillusionment, and probably forms of state subsidy through tax credits, benefits, or support services.

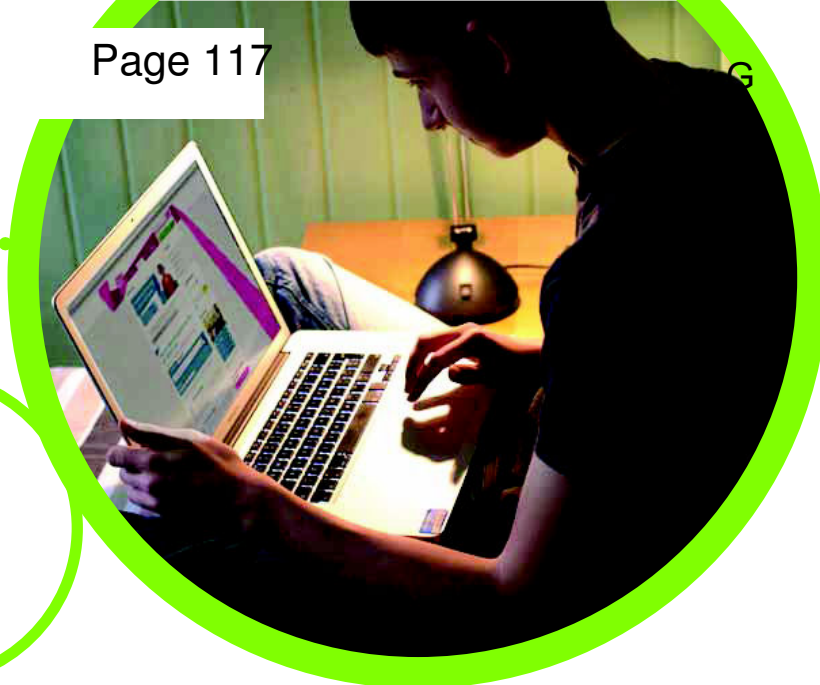
However, it is clear reaching these young people is not always easy. For many of them school is not an environment which they necessarily trust or enjoy – they have in the past benefitted from the flexibility of support offered by Connexions and other local youth-based services in the community. Yet as the duty to provide careers guidance passed from local authorities to schools in 2012, such non-school/community-based support is increasingly unavailable to most young people as services in many areas are increasingly focussed on school-based provision.

The decline in Connexions services is the starkest reminder of the backdrop to this report – that is one of budget cuts for public services, which is reducing the likelihood that quality careers guidance provision is

1 Coles, B et al (2010) *Estimating the life-time cost of NEET: 16-18 year olds not in education, employment or training*. University of York, www.york.ac.uk/media/spsw/documents/research-and-publications/NEET_Final_Report_July_2010_York.pdf, accessed 28 February 2013.

2 Barnardo's recognises that quality careers provision contains elements of 'education', 'information', 'advice', and 'guidance'. However, for the purposes of this report 'careers guidance' is used as a catch-all term to represent an amalgam of each of these separate elements.

3 Please see Section two: Research background for a description of Barnardo's belief of what quality careers information, advice and guidance consists of.



available to all that need it in many areas. The report highlights examples of good practice by local authorities and schools in using resources more effectively to protect services. Nevertheless the overall picture is still one of patchy services operating across different parts of the country and even from young person to young person.

Most pertinently we find that despite the Coalition Government emphasising the importance of young people receiving impartial, independent, and preferably face-to-face, guidance in schools, this is not happening everywhere. We recognise that schools face enormous challenges with no new resources to deliver on their new duties to provide independent careers guidance. However, a recurring theme arising from conversations with the young people we interviewed was inadequate information being provided by schools about vocational courses, apprenticeships, or options beyond the more traditional route of school sixth form and A-levels. Worryingly much of the careers guidance being provided in schools and elsewhere still seemed to lack true aspiration for the child and was often too gender-specific.

In part the Government intends to mitigate cuts to 'on-the-ground' services by the introduction of web and telephone-based careers guidance available to all. However, none of the young people we talked to had heard of the National Careers Service website or Plotr, which were introduced in

2012. Indeed our research questions the assumptions often made by policy makers that all young people are digitally literate – although all those we spoke to were using the internet regularly, in most cases this was only to access social media via smartphones. Almost none had considered searching the internet to find more advice on pursuing a career.

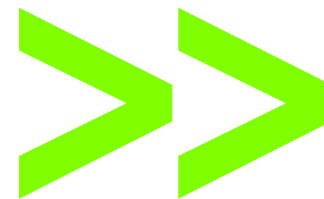
Indeed it seemed that many young people lacked the skills to use remote services without direct support from an adult. The new websites are not necessarily easy for a young person to navigate even if they are confident accessing information via the internet. A related barrier to young people accessing the telephone helpline was the cost of calling it from their mobile phone (up to 40p per minute) given many did not appear to have access to a landline where the same call would be free.

However, more fundamentally the messages we received were that for careers guidance to be taken seriously by young people it needs to come from a trusted and authoritative source that they know. Whilst web and phone-based services can be extremely helpful in providing specialist information, they can never truly replace the advice and guidance elements that are present in face-to-face interaction.

From the research we have developed a number of conclusions and recommendations based on the findings:

Conclusions:

- The changes in policy have resulted in a decline in provision for young people. The replacement of face-to-face services with remote online or telephone-based services is wholly inadequate.
- With quality careers guidance disadvantaged young people stand a better chance of fulfilling their ambitions in the labour market.
- The young people most likely to be missing out on careers guidance are not the NEET group, but those just above this group in terms of attainment.
- Face-to-face advice is vitally important for quality careers guidance to be provided effectively to young people.
- It is disadvantaged young people who are most reliant on state services to help them as they are least likely to be able to access reliable face-to-face guidance informally outside of school.
- Some young people are at risk of missing out on careers guidance if it is not available outside school and in more individualised formats.
- Careers guidance services are inevitably being hit by cuts. Where careers guidance works well, local authorities and schools are working together. There needs to be better synergy between their respective duties in relation to careers guidance.
- There is still too much gender-stereotyping in careers guidance. More needs to be done to encourage diversity of aspiration for all children regardless of gender.
- Independence of careers guidance in schools is not currently guaranteed. Schools need to be helped to increase the depth and diversity of their careers guidance provision.
- Young people are not as digitally competent as it is often perceived. Web and telephone support can only be part of the solution – they need to be made more accessible for young people and policy makers must recommend they are most effectively used in conjunction with adult support.



Recommendations:

- **Careers guidance must be more readily available beyond schools.**

The group of young people who would benefit most from quality careers guidance – neither those most obviously vulnerable to being NEET, nor those destined for Higher Education or advanced apprenticeships, but instead those somewhere in the middle of these extremes – are among those least likely to receive it, often because they are not always able or willing to access it in schools. Policy makers must explore how we can ensure a menu of careers guidance is readily available beyond the school gates to help intervene earlier with these ambitious, but disadvantaged, young people.

- **Face-to-face careers guidance must be guaranteed for all young people who ask for it.**

It is clear from our research that there is no effective substitute for quality face-to-face careers guidance. Although there is valuable information contained in the new websites set up by the Government, young people will only be able to use it effectively in conjunction with adult support. Otherwise they will look for face-to-face advice from any source if experts are not accessible to them in person. This results in limited understandings of the options available to them and increased propensity to fall through the net towards poor outcomes.

- **Schools need better guidance on how to offer quality careers guidance to their pupils, and provision in schools should be benchmarked to national standards which can be assessed within Ofsted inspections.**

Whilst there is no clarity or accountability around schools' duty to provide independent careers guidance, it is likely services in schools will remain patchy at best. Barnardo's

agrees with the findings of the Education Select Committee recently repeated in a Commons debate that *'the transfer of responsibility to schools was regrettable, as was the way it was done.'*⁴ Government needs to more clearly indicate how much resource schools are expected to devote to providing effective careers guidance, and national standards should be put in place so the quality of provision can be more clearly assessed within the Ofsted inspection regime.

- **The local authority role in respect of careers guidance should be clarified and best practice examples of schools and local authorities working together on this issue should be shared more widely.**

Research for this report uncovered some good examples of local authorities continuing to support local schools in providing careers guidance. This is a shared problem, but our report suggests this link is not always clear in all areas. The Government must further clarify how the overlapping responsibilities of schools and local authorities can best be drawn together. It is recommended that best practice case studies of the sort we have uncovered are disseminated to demonstrate how to create more effective services for young people despite the harsh economic climate.

- **Remote careers guidance needs to be better promoted and made more 'user-friendly' in order to reach the young people it is designed to help.**

Plotr still needs considerable development and a proper launch to raise awareness amongst the people expected to use it. The sections for young people on the National Careers Service website need to be transferred to Plotr so it is clear that this is a one-stop site for young people.

Designers should be informed by *My World of Work in Scotland*⁵ and *Gyrfacymru.com* in

⁴ Hansard HC Col.1WH (16 April 2013) Electronic version. www.publications.parliament.uk/pa/cm201314/cmhansrd/cm130516/halltext/130516h0001.htm#1305165000001, accessed 22 May 2013.

⁵ www.myworldofwork.co.uk/

⁶ www.careerswales.com/server.php?show=nav.home&outputLang=en

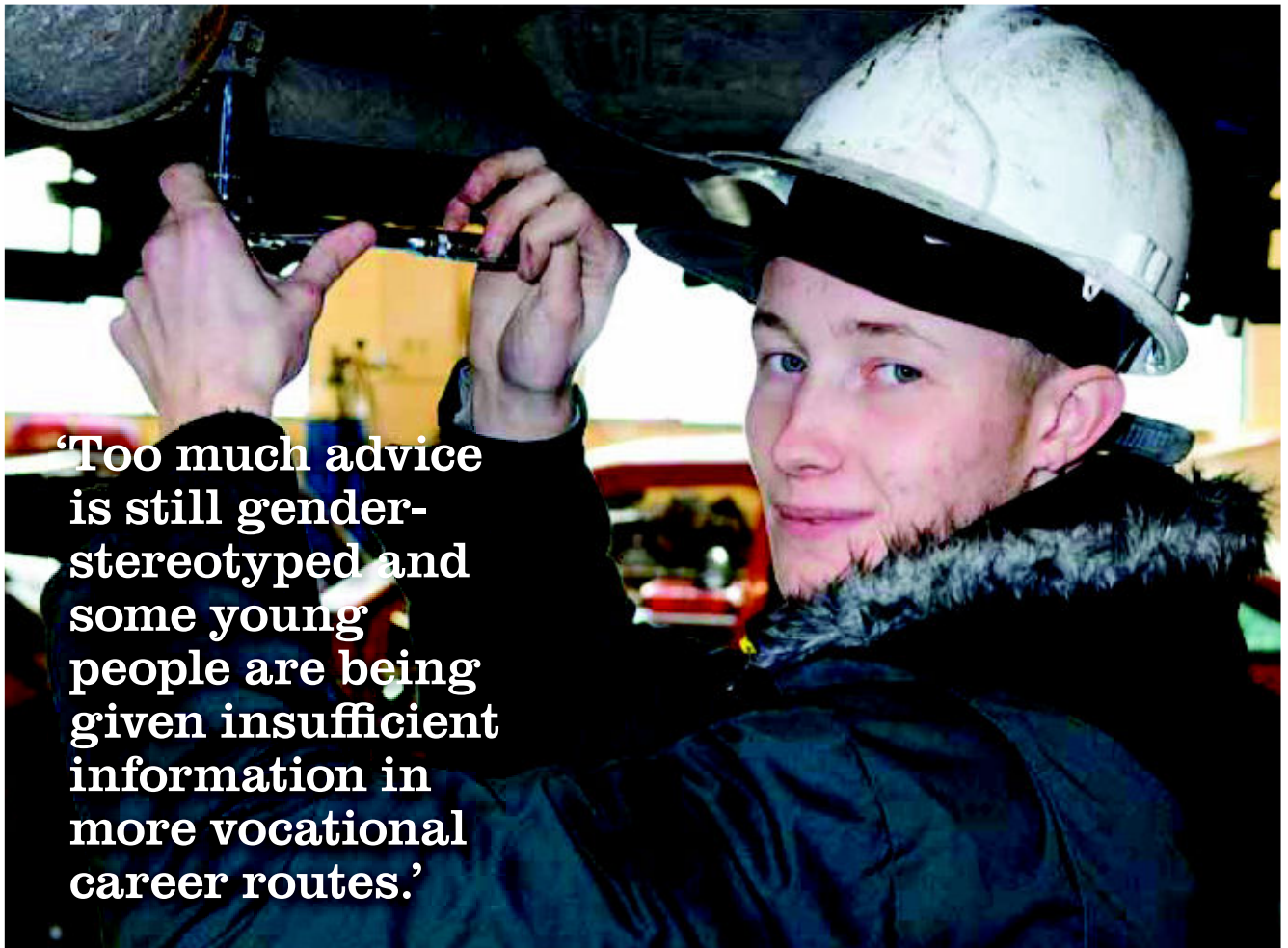
Wales⁶ for ideas about developing a functional website for young people. The Welsh site for example is divided into two sections for different age groups. Both Plotr and the NCS site should have a mobile site and an app to ensure maximum exposure to young people via the medium they are most likely to access from.

The telephone helpline should have a genuinely free number such as an 0808 80 number⁷ to ensure young people are able to access it.

Face time with a careers adviser could be provided at no cost by using a service such as Skype.

- **Young people need to be made aware of the widest possible range of career options, not just the most obvious. Guidelines should be issued to ensure that careers advice always challenges gender stereotypes.**

All young people deserve the highest quality careers guidance. Our research highlights concerns that too much advice is still gender-stereotyped and some young people are being given insufficient information on career routes which may be more vocational or non-traditional. Both schools and careers professionals should be given clearer guidance on how to offer truly independent and fully rounded careers guidance for young people which treats every child's ambition and aspiration as an individual concern.



⁷ www.helplines.org.uk/directory

Section two: Research background

This research was prompted by concerns about radical policy changes in the delivery of careers information, advice and guidance (careers guidance). These changes included a contraction of face-to-face provision and an increasing reliance on web-based and telephone information services. Because Barnardo's works with over 3,000 disadvantaged young people through our employment, training and skills services we knew from experience that these changes would impact on the young people we work with.

The research set out to discover what use young people themselves made of the emerging technology and what their other experiences of careers guidance had been. Methods were selected which captured the voices and experiences of young people directly, to ensure that they were heard in a context which does not always represent them fairly.

Twenty nine young people aged between 15 and 22 who attended Barnardo's employment, training and skills services in Yorkshire; the North East of England, and East London were interviewed in pairs, or in groups, using a conversational, semi-structured method. Adults who worked to support the young people contributed additional understanding about young people's requirements, and professionals such as Connexions and local authority workers were interviewed to gain practical insights on applying the policy changes.

The report privileges the voices of the young people we spoke to. Their lives and their views should be central to policy developments which will affect the rest of their lives.

Barnardo's expectations of good quality careers guidance

Good quality careers guidance is:

- **face-to-face** – not just online or over the phone
- **proactive, available and accessible** – there when and where young people need it
- **aspirational** – doesn't limit young people's options
- **qualified, informed and impartial** – avoids stereotyped judgements
- **holistic** – has the capacity to focus on barriers when needed
- **outcome, not output focused** – good careers advice is about sustainable employment, not getting into any job.



Section three: Policy context

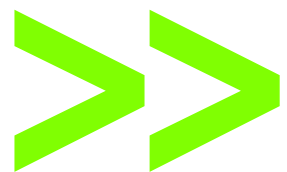
This research has been conducted in the context of three significant recent changes to the provision of careers information, advice and guidance (careers guidance). These changes and their impact continue to be the subject of political debate.⁸ This section briefly outlines the substance of these changes before going on to discuss their impact in the main body of the report.

1. Cuts to Connexions services

Connexions was launched in 2000 to provide a universal careers service but with a specific remit to reduce the numbers of young people not in education, employment or training (NEET). It worked with a combination of specialist careers guidance and advice provided by personal advisers (PAs) who were often drawn from a youth and community background. Many PAs developed skills suited to working with the most vulnerable and disengaged young people, often coming to specialise in serious barriers to engagement

such as teenage pregnancy or homelessness. Making this combination of youth work and careers skills mesh together coherently was as one local authority officer described it to us 'a big ask'. Despite this, those most at risk of being NEET were often well-served by dedicated specialists who understood their needs for intensive support. Although there were sometimes tensions between careers or youth-focused approaches, the advantages of using a youth work approach were that advisers were prepared to leave their offices and find the young people who needed their support, even when they were not attending school.

In 2008 Connexions funding was transferred from central government to local authorities. Subsequently as councils have been required to find 28 per cent savings over the course of the present parliament, Connexions has been one of the hardest hit areas leaving either a decimated or extremely patchy service across



⁸ www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/westminster-hall-debate/

most parts of the country, although local authorities retain a duty to offer a service to this group of vulnerable young people.

2. A duty for school-based advice

Since September 2012 schools have been required to ‘secure access to independent careers guidance for pupils in years 9-11’ – replacing the previous duty on local authorities to provide universal careers guidance and guidance for all young people (through Connexions). Schools ‘should’⁹ offer face-to-face guidance for those pupils who need it ‘particularly those from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities’,¹⁰ leaving out the below average attainers whose parents only have limited advice to give. This duty was recently extended to cover further education colleges and sixth form colleges.¹¹

Crucially, though, schools have received no additional funding to provide careers guidance despite the fact that local authorities had previously been fully funded to deliver this duty. Furthermore just 13 pages of guidance to schools have been released to accompany this change. It is therefore not surprising that two influential bodies have found the end result to be insufficient.

- A survey by the Institute of Careers Guidance found that schools appeared to be unprepared to deliver this requirement from September¹² with a worrying eight per cent merely looking to direct pupils to online services and other websites which would be inappropriate to meeting this duty fully.
- On 23 January 2013 the Education Select Committee comprehensively reported its findings on the transfer of the duty to provide careers guidance to schools and reported ‘concerns about the consistency, quality, independence and impartiality of careers guidance now being offered to young people.’¹³

3. Web-based information and telephone advice

The National Careers Service was launched in April 2012 as the central hub for careers guidance for people of all ages. Guidance from the Department for Business Innovation and Skills (BIS) suggests ‘the service will be able to handle one million helpline calls from adults and 370,000 from young people, and 20 million hits on its website. It will also be able to give 700,000 people face-to-face advice each year’.¹⁴

Websites

The Government set up two new websites offering careers guidance in 2012:

- [The National Careers Service Online](#)¹⁵
- [Plotr](#)¹⁶ for 11 to 24-year-olds.

The National Careers Service website

provides careers guidance for adults predominantly. However, within this site is some information for young people aged 13-19, including details of the telephone helpline, access to a moderated chat room, and an offer of advice by text or email.

Plotr – aimed specifically at young people – is apparently still in development but is nevertheless live online. It includes a Twitter feed and a Facebook link, however at the time of accessing, it only had 60 likes (including this researcher). There is a page for searching local job opportunities which simply links to other job search sites and the National Apprenticeship Service (NAS) site. A better developed part of the site is the ‘careers world’ section which has interactive overviews of several career areas, together with some talking head videos of people explaining how they got into their line of work.

Telephone helpline

The National Careers Service provides a national telephone helpline for 13 to 19-year-olds with a free 0800 number. This is backed up with a text messaging service.

9 Not ‘must’ – so they only need have regard to this part of the guidance.

10 Education Act 2011, the duty to secure independent and impartial careers guidance for young people in schools (DfE, 27 March 2012) and Section 68 Education and Skills Act 2008.

11 Department for Education (DfE) and Department for Business Innovation and Skills (BIS) (June 2013) *Securing independent careers guidance: guidance for further education colleges and sixth form colleges*.

12 *Children and Young People Now* (21 February 2012) *One in three schools has no plan to deliver careers advice*.

13 www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63203.htm

14 National Careers Service (2012) *The right advice at the right time*. Department for Business Innovation and Skills (BIS).

15 <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

16 <https://www.plotr.co.uk/>

Section four: Analysis

This section of the report summarises what young people and professionals from Barnardo's services told us about the impact these recent policy changes are having on the provision of careers guidance. Where appropriate we have used the actual words of the interviewees to describe their impressions and experiences.

The young people most affected

Firstly, it is important to note that the young people Barnardo's is most concerned are being affected by cuts and changes to careers guidance are not those most obviously vulnerable to being not in education, employment and training (NEET), nor those destined for higher education or advanced apprenticeships, but instead the group somewhere in the middle of these extremes.

Many of the young people Barnardo's works with in its employment, training and skills services might have been disengaged with formal education or received unsatisfactory careers education and guidance at school. But not all are vulnerable to being NEET. Although poorly engaged with school, and often with low attainment at GCSE, these young people now want to work and have ambitions. Parents and family of this group are often supportive, but at a loss to give careers guidance beyond their own day-to-day experience, meaning that these young people are presented with a predictable and narrow range of career options which limits their future outcomes.

This means these young people often drift into unsuitable, short-term or dead-end jobs when, with some support, they might be encouraged into careers with better options for progression. Some of the young people we interviewed had ambitions to set up their own businesses. Those training to be chefs, in particular, showed a great deal of entrepreneurial spirit and there is no reason why their peers should not have also been similarly ambitious with the right guidance

and advice. However, whilst school leavers who end up NEET continue to receive intensive support from the local authority and outreach from specialist workers, perversely their more ambitious peers who had merely mediocre, or below average attainment, are often ineligible for further support and are left unsure how to fulfil their aspirations and potential.

It is this group who would particularly benefit from proactive, face-to-face intervention which is consistent and persistent, enabling them to make a successful transition to sustainable employment, learning or training. This analysis shows how the new arrangements neglect this significant set¹⁷ of young people and risk them becoming NEET further down the line by limiting their options to do fulfilling work that they can make progress in.

Gender stereotyping and the role of careers guidance in broadening horizons

One predictable but depressing finding of this research is how a large proportion of careers guidance continues to be gender-specific, despite the radical and ongoing changes to gender roles and expectations over recent decades. This is in line with findings by Ofsted about girls' career aspirations.¹⁸

For example, we spoke to sisters Habibah and Hazar in Yorkshire who were both studying Level one childcare, although, as Hazar complained, *'it's not really my thing'*. Both girls told us they would have preferred to do hairdressing and had had some beauty training, but when asked why they were doing childcare they replied:

'All the girls here do childcare, and all the boys do sport.'

It was clear both sisters simply accepted the limited expectations others had of them, whereas with quality careers guidance both girls might have been guided into something more appropriate to their skills and their

¹⁷ www.education.gov.uk/cgi-bin/schools/performance/2011/group.pl?qttype=NAT&superview=sec about 42 per cent of students do not achieve five A*-C GCSEs including maths and English.

¹⁸ Ofsted (April 2011) *Girls' Career Aspirations* (report 090239).



interests. The evidence that young people need more guidance to help them raise their aspirations beyond limited options – construction for boys and ‘hair or care’ for girls – was illustrated by one girl who explained:

‘They [the school careers adviser] just asked us what we wanted to do, and I didn’t know what I could do.’

Some were very influenced by parents, especially fathers. So one young man was clear that he wanted to follow in his father’s footsteps and become a pipefitter on the oil rigs, although it seemed certain he wouldn’t get enough GCSEs for the apprenticeship. It is unclear whether anyone had discussed this potential stumbling block with him, or suggested other potential careers or ways to reach his goal.

Another bright young man said:

‘I wanted to work with my dad, so in year 10, the school sorted it out for me to do a construction course.’

Whilst this school obviously acted with the best intentions for one of its pupils, it is unclear how much support the young man had received in coming to his decision. Whilst it may yet prove to have been the right

decision in this case, it is to be hoped that this young man was also supported to consider other options from beyond the example of his immediate family – something that quality careers guidance should encourage.

It is important to remember lack of variety and inspiration is a block on social mobility because it fails to recognise the young person’s individual talents, choices and aptitudes which may well be different from their parents’ sometimes limited experience. Above all they need detailed guidance from someone who knows about many suitable options and how to achieve them.

The impact of service cuts

It is also important to note that Barnardo’s recognises that access to careers guidance has long – if not always – been patchy, pre-dating the changes focused on by this report. We do not allude to a ‘golden age of Connexions’ or indeed any time before that (although amongst professionals of longstanding, we noted that some nostalgia is evident). Nevertheless we are concerned that the recent changes make it harder for the majority of young people to find and receive good quality careers guidance rather than easier.

19 For example *Half of Students not getting Connexions Careers Advice*, Association of Colleges, 2004 www.aoc.co.uk/en/newsroom/aoc_news_releases.cfm/id/1B5F6B71-C10C-4D95-888ED51F5F67416D/page/47, accessed 28 February 2013.

20 And still does in those areas where it continues to exist.

Although there has been debate¹⁹ about the effectiveness of Connexions, what it undoubtedly did well²⁰ was to provide face-to-face advice to the young people who needed it most. This included, not just NEET young people who continue to receive intensive support, but a large group of young people who were unlikely to get the careers guidance that they need from anywhere else. The youth work background of many Connexions PAs meant that they were specialists in proactively engaging young people and finding them outside of school settings. Now young people may have to wait for a Connexions appointment often with an overburdened worker. As one Barnardo's service manager pointed out: *'the only young people being supported at the moment are those that are homeless.'*

Similarly a support worker at The Base in Whitley Bay explained that young people who were pregnant, or had been in care were still receiving good quality, regular support from a Connexions personal adviser. On the other hand, she spoke about Jim who...

'...has plans, but not the GCSE grades. He may be dyslexic. He is able enough to continue, but I don't think there is enough for them.'

There is evidence that some areas are working innovatively to protect services as best they can. In North Tyneside, for example, we found that the service had imaginatively made savings on office space by setting up drop-in sessions in local libraries and youth centres instead. However, in other areas it was clear the pressures to make savings to the council's overall budget had forced the Connexions Service to be pared back drastically, or even scrapped altogether.

Independence of careers guidance in schools

Although this report is critical of the quality of much careers guidance available to young people, Barnardo's nevertheless recognises the extreme pressures on schools in the present economic climate. The transfer of the duty to secure independent careers guidance for young

people from local authorities has ostensibly been driven by a wider localisation agenda which has seen more independence passed to schools generally through academisation and other means. However, without additional money to pay for specialist advisers it is likely many schools will struggle to deliver quality independent careers guidance to their pupils – and early evidence suggests that in many cases schools are reducing the provision available.²¹

Our discussions suggested this underfunding creates several risks. Firstly, there is a question about how far schools can be expected to deliver impartial careers guidance. The duty on schools has been transferred from local authorities *'recognising the critical role that schools play in young people's lives, and the importance of achievement at school in laying the foundations for life and work'*.²²

Significantly, the duty includes a requirement for schools to give independent and impartial advice and guidance – a point specifically emphasised in statutory guidance issued in 2013.²³



¹⁹ www.careersengland.org.uk/documents/public/CE%20school%20survey%20REPORT%2020.11.12%20for%20publication%200930%2021.11.12.pdf

²² National Careers Service (2012) *The right advice at the right time*. Department for Business Innovation and Skills (BIS).

²³ Department for Education (2013) *Statutory guidance: The duty to secure independent and impartial careers guidance for young people in schools*. DfE, London.

²⁴ A Barnardo's project teaching skills to disadvantaged young people to help them into the employment market.

However, paradoxically this research found that it is *because* schools know their students well that it can be hard for them to be unbiased. Two young women at Barnardo's Palmersville training centre²⁴ demonstrated this in contrasting ways. One woman described the variety of jobs she had done before coming to Palmersville to train for her long-held ambition to be a hairdresser:

'I didn't really know what I wanted to do. In school you always get told that you need to go to university and that. You don't get taught much about trades and that. It was just go to sixth form, or go to college, but when you're not the academic kind you don't want to do that.'

Because of the funding that follows students, there is evidence schools may be over-inclined to persuade them into the school sixth form – even when they might be better suited to studying elsewhere.²⁵ Often this can lead to young people dropping out further down the line:

'I finished my AS-levels but didn't stay on to the second year to do A-levels. It was too boring.'

Young people can be surprisingly willing to please the adults in their lives and fall in with their suggestions. In this girl's case it took great determination and a redundancy to finally follow her aspirations in her early 20s.

A girl training to be a decorator had been told not to apply for college or sixth form:

'I used to be naughty at school and the teachers told me I wouldn't get in. They didn't even let us apply; they just told us we wouldn't get in.'

There must be a temptation on the part of a school to move difficult pupils on after year 11, so affecting their impartiality. Because young people often go along with adult suggestions many would not challenge this.

Schools' ability to provide face-to-face guidance

Another consequence of the cost pressures on schools is that they are often unable to deliver adequate face-to-face careers guidance, even if only to the pupils deemed most in need. This is despite clear government advice on offering face-to-face opportunities **'where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities'**.²⁶

For instance, Betty had been to a group session at school where she was simply asked what she wanted to do. She did not feel this was thorough enough; she had been hoping for some suggestions of what she could do. She was promised a further, private session but was disappointed that this had not yet happened and she had not been told when it might take place. Like many young people she was fired with enthusiasm and understandably impatient to organise her future plans. Young people can quickly become disillusioned without responsive, timely guidance. Many of the young people we spoke to were reluctant to make forward



²⁵ This conflict of interest between schools budgets and the needs of individual learners was highlighted within the recent Select Committee report – *Education Committee Seventh Report: Careers Guidance for Young People – the impact of the new duty on schools* (HMSO, 2013).

²⁶ Department for Education (2013) *Statutory guidance: The duty to secure independent and impartial careers guidance for young people in schools*. DfE, London.

²⁷ A Barnardo's project teaching skills to disadvantaged young people to help them into the employment market.

appointments with advisers and Connexions workers, which is why for many a drop-in arrangement works well. Meanwhile Betty was attending a Dr B's training restaurant²⁷ two days a week, so was not at school for some of the time. She was clearly anxious about missing future careers sessions through the school.

The contrast between pupils receiving proactive face-to-face careers information, advice and guidance and those getting an occasional session at school was illustrated by a mixed group at one of our services in the North East – some attending an education support centre and others attending a local school. The young people attending the education support centre had regular visits from a Connexions adviser and received face-to-face guidance. By contrast the school pupils agreed they had not had much, if any, careers guidance. Lee said he didn't think it was very good: *'No one came and there was nothing. No talk or lessons or anything. I haven't missed a lot of school either.'*

The students from the support centre were the only ones interviewed for this research who had original aspirations for their careers ranging from accountancy to engineering. The school pupils in the same group had limited, or gendered, ideas about their future careers, in common with most of the other young people we interviewed. This group demonstrated the value of well-informed, empathetic advice and guidance given face-to-face in helping young people. Without the rich information they needed to help them select a career path, several of the school pupils appeared to have settled for this limited vision of their capabilities and potential, which is likely to impact on their ability to realise a fulfilling career in the future and their social mobility.

Reaching young people not at school

The final risk of under-funded careers guidance provision identified by this



research is that just one session will be on offer at school which cannot be repeated if the young person does not attend it. As part of this research we asked young people about the careers guidance they had received at school. The responses we received were concerning. For example, Jason at the Hub construction training centre in East London explained that, while he had been attending work-based training his fellow pupils in mainstream school were learning how to write a CV. At a later date he was subsequently not allowed to attend a careers guidance session as he had no CV.

Jason felt rejected by this experience, but more seriously it is also likely to have undermined his trust in careers guidance as a whole. Other young people who were poorly engaged with school told us they saw in-school careers sessions as something that could be skipped, often on the flimsy advice of their peers.

'The school counsellor could arrange for someone to come in and give advice, but I heard from other people that it wasn't worth it. They had it off the adviser and they said it was terrible, so I just didn't bother. I thought "what's the point going to all that trouble" – to find out that you can actually do better than they are saying.'

²⁸ <http://media.education.gov.uk/assets/files/pdf/s/sfr10-2013.pdf>



Two hundred thousand secondary school pupils were persistently absent from schools in 2011-12, with the greatest proportions coming from deprived areas or disadvantaged backgrounds.²⁸ Many other young people fall short of being described as 'persistently absent' but may truant regularly, be excluded, have poor health, or just not be paying attention. Careers advice is one of the many important lessons they will miss out on. This raises particular concerns for young people whose attendance is irregular, for whatever reason.

Whilst schools are trying their best to offer careers guidance, the lack of resources places limits on how far they can accommodate the specific needs of pupils such as Jason and Betty. Certain groups of young people are at risk of missing out on support through no fault of their own – not just poor attenders but other young people who are out of school for a range of legitimate reasons such as because they are ill, in training, formally excluded, or attending vocational courses at college part-time. Barnardo's workers know (some of them are ex-Connexions workers) that these young people benefit from a persistent approach, not a tick box attitude.

Schools need to be fully empowered to deliver careers guidance – for example further clarification is needed by schools on their responsibilities for providing guidance; on what quality provision looks like; and how they can manage their budgets effectively to provide this. But in order to reach all young people it is also important that careers guidance is available in a variety of other settings too – for example at youth centres, or in pupil referral units, vocational training centres and colleges.

Local authorities' continued duties and best practice

However, although schools have now inherited a duty to secure independent careers guidance for their pupils, local authorities retain a responsibility to provide a service to the young people most vulnerable to becoming NEET. Some local authorities are going beyond that duty and also work together with schools in their area to support high quality, consistent careers guidance.

In the two local authority areas in the North of England where part of this research was conducted, each authority was helping the schools to manage this new demand. In one area, 30 out of 32 secondary schools had agreed to contribute to shared provision via the local authority's outsourced Connexions provider. Sharing costs means that they are reduced and, according to the local authority, this allows them to control quality, standards and consistency.

These examples of good practice demonstrate how many local authorities and schools are constructively working together to create efficiencies and deliver quality careers guidance for their young people. However, as cuts on local authority budgets will carry on until 2015, it is unclear whether models of good practice will continue. For example, we found one authority offering schools a discounted price on its remaining Connexions service, but it was not certain of being able

to sustain this indefinitely. There is also a concern that two closely overlapping duties on different institutions at a time of budget cuts, risks some young people falling through the net – it is important local authorities and schools continue to work closely together to ensure young people receive the careers guidance they need.

Web-based careers guidance for young people

When the National Careers Service was originally announced in November 2010 (then as the ‘All Age Careers Service’) the reason given by then minister John Hayes was to join up careers guidance services for young people and adults holistically to better manage the transition between education and work:

‘A single, unified careers service would provide major benefits in terms of transparency and accessibility... would have more credibility for people within it as well as users... [and] the ability to support young people more effectively during their transition to adulthood.’²⁹

It was only later that it began to become clear that the bulk of the new service would be offered remotely, not face-to-face, and previously associated resources would not be transferred into the new service. This has meant that no clear rationale has ever been put forward by government to justify the transfer of many services online – and in this absence some commentators have surmised this move to simply be a cost-cutting measure.³⁰

Regardless of the reasons behind the shift to web and phone-based careers guidance, it might be assumed that young people would benefit most from this shift, being as they belong to a generation which has grown up using such innovations throughout their lives. However, the interviews with the young people involved in this research painted a very different picture.

Young people were keen to use technology for social purposes. Across the country the consistent response was that almost all were frequent users of BlackBerry Messenger, and visitors to Facebook (to the extent that some services had blocked access to the site) and some also specified Twitter and ‘music sites’.

One young man used Skype to keep in touch with his father who worked on the oil rigs, and boys in particular, played a lot of online games. In fact one boy said he had received careers guidance from someone he met online while playing *Call of Duty*:

‘It sounds stupid, but my mate over Xbox he was a chef and every time he came on I asked how’s work been and I took a real interest in what he did so he said “John why don’t you take catering into consideration cos you’re so keen”. He became a head chef at the age of 18. So he said to try it out and I haven’t regretted it.’

However, the young people we spoke to were not always as digitally literate as might be expected by policy makers. Their affinity for social networking (nearly all those interviewed were on BlackBerry Messenger during the conversation with researchers) was often in stark contrast with their ability to use the internet in other ways. Many seemed unclear about how they could use a search engine to find more information about potential careers online. Others only had limited access to the internet through their phones or crowded facilities in schools or youth clubs.

As one worker remarked around the assumption that young people will proactively search the internet to obtain careers advice:

‘I don’t think it is a good idea in terms of our young people. I don’t think it is something they would actively seek. It would have to be something we would do here, looking over their shoulder, and saying “this is what you are looking for” because we’ve already coaxed that info out of them, because they

²⁹ <https://www.gov.uk/government/speeches/new-all-age-careers-service>

³⁰ www.guardian.co.uk/education/2011/may/10/all-age-career-service-money

³¹ <http://media.ofcom.org.uk/facts/>

have no idea what they want to do. They don't know where to start plus some of them can't read. It has to be done verbally.'

We do not know what young people thought of Plotr or the NCS site as none of those interviewed were aware of them. This raises questions about how effectively both sites are reaching out to young people. At the time of writing neither website has a mobile version, making it difficult to use on a smartphone – the everyday way in which most young people, (and increasing numbers of adults) access the internet³¹ at much less cost than through a personal laptop and broadband connection. It is recognised that the National Careers Service website is designed for all ages, but the elements which are aimed at young people – such as the moderated chat room – are well-hidden within the adult website and required an informed search to find the links. Several of our interviewees had looked at the National Apprenticeship Service site for training opportunities. To do this they had had face-to-face guidance and support from Barnardo's workers; they would be unlikely to find this site and sign up to it without this

encouragement. A young woman who was deaf had found the old Next Steps site very helpful, finding that the quizzes and aptitude tests boosted her confidence.

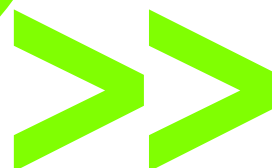
When asked about getting advice and information from websites young people continued to express a preference for face-to-face advice:

'Oh. Neil can do that. If you know the person it's alright.'

'I ask my dad about everything.'

'I would rather have someone actually come and speak to us about it. When you are reading something you don't take as much in as someone actually talking to you.'

For many young people it seems there is a issue around trust and authenticity about the advice given to them – this is often engendered by a personal relationship.



Telephone helpline

Although all the young people had smartphones, few were using them to make many phone calls – indeed some were reluctant to make calls of any sort. One girl explained she had a hearing impairment, and a young man was conscious of having a stammer, but most of the others simply lacked the confidence to pick up the phone and speak to even known adults, let alone a stranger. As a support worker explained:

'Asking about work experience, "what areas do you think you need help with?" they say "I don't like talking on the phone". It is massive for them. They say "Joy you do it"; you have to coach them how to make a phone call and what to say and it is quite a big deal really. You forget that. Nerve-racking for them.'

There were also issues around how far the helpline could offer locally tailored knowledge – the careers telephone helpline for 13 to 19-year-olds is a national provision. It can only give information and advice on a national basis. For example, a telephone adviser based in the North East said he would 'defer to Connexions' if a young person needed information about local opportunities – however, he also acknowledged that Connexions services had become thin on the ground. Locality is vital for young people, particularly vulnerable young people who often have never travelled far beyond their home environment. Without local knowledge young people are only going to be able to get part of the support they need – for example finding out they need to access a catering qualification, but needing to go elsewhere to find out where they can access a college offering the appropriate course.

Finally the number is a 0800 number, free from a landline, but which could be charged up to 40p per minute by some mobile companies. As general access to landlines further declines (such as the removal of most public call boxes) this raises real issues for young people who are frequent users of mobile phones – indeed a recent survey suggested that half of young people aged 18-34 have given up using a landline altogether.³² The helpline does recognise this issue and offers a call back service – but even to do this it took over 50 seconds to navigate two menus to speak to an adviser. This is potentially another barrier to young people – particularly the most vulnerable young people likely to be from low income homes – being able to effectively utilise the helpline. One solution could be to offer careers guidance service via Skype or similar service therefore providing a degree of face time to young people at no cost.

The National Careers Helpline is again, a potentially useful aspect of provision – but only as part of a wider menu of services. Although the advisers on the helpline may be well-qualified and have a helpful attitude, any advice they can give is necessarily limited.

Our findings raise questions about the effectiveness of the Government transferring a large amount of careers information and advice online or through a telephone helpline when many young people will be unable to access them in the manner intended. Websites can play a part in helping to deliver information about future careers, but for careers guidance to be effective many young people still need to use the information received online in conjunction with advice

'They say "I don't like talking on the phone." It is massive for them.'



³² www.dailymail.co.uk/news/article-2047625/Half-people-30-admit-using-home-phone.html. It is reasonable to project that this trend away from using landlines is likely to be even more pronounced for the under-18 age group.

Section five: Conclusions and recommendations

In the past 12 months substantive changes have been made to the provision of careers information, advice and guidance for young people aged 14-19. This paper has examined the guidance, scrutinised the resources, and interviewed some of the young people and professionals affected by these massive changes. Our research concludes that the changes have been made with two main objectives: firstly, the understandable need in a time of austerity to save money, and secondly an ideological drive to reduce bureaucracy. The end result of these two drivers is a much-reduced and underfunded service which limits the choices and opportunities for young people to pursue their aspirations and gain meaningful, sustainable employment. In particular, the paucity of guidance and lack of funding for schools to deliver careers guidance leaves pupils with below average achievement, attainment and attendance without the necessary support to develop their ambitions.

Rather than being driven by a desire to reduce costs and paperwork, careers provision for young people should place the young people's needs at the centre of the service. If young people receive adequate, tailored, and encouraging careers guidance they will be less at risk of becoming NEET or churning in and out of low paid jobs. It is this which will save money in the long term, not restricting the advice available at source. This means that young people should receive pro-active careers interventions which challenge and expand their aspirations beyond the constraints of gender and a commonplace selection of jobs. Careers advice should set out to reach all young people who need it, and be delivered in ways and in places that suit their circumstances. This may not be in school for poor attenders, and it may require more than one appointment with an adviser to help the young person to fully realise their ambitions. Families can make an important contribution to young people's

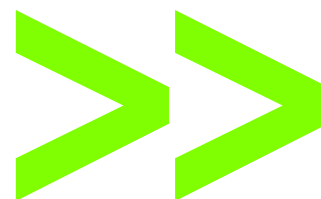
career decisions, but many families cannot access the full range of possibilities open to young people and can only speak about what they know. This is a potential block on social mobility - young people deserve to have the fullest range of options presented to them in order to progress.

With increasing digitisation of government services, more research is required about what use young people make of technology and what would help them to get into the habit of using IT to access services. Our research found that young people are motivated by a desire to communicate, and to game, and the way they use the internet reflects those motivations. Current careers websites are not in tune with these social impulses and are therefore not being used by young people. All of the young people interviewed for this research wanted to talk, face-to-face, with an informed adviser, who understood them and the local labour market they were poised to enter. This is not a need which can be filled with websites or national telephone helplines.



Our conclusions can be summarised as follows:

- With quality careers guidance disadvantaged young people stand a better chance of fulfilling their ambitions in the labour market.
- The young people most likely to be missing out on careers guidance are not the NEET group, but those just above this group in terms of attainment.
- Face-to-face advice is vitally important for quality careers guidance to be provided effectively to young people.
- It is disadvantaged young people who are most reliant on state services to help them as they are least likely to be able to access reliable face-to-face guidance informally outside of school.
- Some young people are at risk of missing out on careers guidance if it is not available outside school and in more individualised formats.
- Careers guidance services are inevitably being hit by cuts. Where careers guidance works well, local authorities and schools are working together. There needs to be better synergy between their respective duties in relation to careers guidance.
- There is still too much gender-stereotyping in careers guidance. More needs to be done to encourage diversity of aspiration for all children regardless of gender.
- Independence of careers guidance in schools is not currently guaranteed. Schools need to be helped to increase the depth and diversity of their careers guidance provision.
- Young people are not as digitally competent as is often perceived. Web and telephone surveys can only be part of the solution – they need to be better accessible for young people and policy makers must recommend they are most effectively used in conjunction with adult support.



Our recommendations based on these findings are as follows:

- **Careers guidance must be more readily available beyond schools.**

The group of young people who would benefit most from quality careers guidance – neither those most obviously vulnerable to being NEET, nor those destined for higher education or advanced apprenticeships, but instead those somewhere in the middle of these extremes – are among those least likely to receive it, often because they are not always able or willing to access it in schools. Policy makers must explore how we can ensure a menu of careers guidance is readily available beyond the school gates to help intervene earlier with these ambitious, but disadvantaged, young people.

- **Face-to-face careers guidance must be guaranteed for all young people who ask for it.**

It is clear from our research that there is no effective substitute for quality face-to-face careers guidance. Although there is valuable information contained in the new websites set up by the Government, young people will only be able to use it effectively in conjunction with adult support. Otherwise they will look for face-to-face advice from any source if experts are not accessible to them in person. This results in limited understanding of the options available to them and increased propensity to fall through the net towards poor outcomes.

- **Schools need better guidance on how to offer quality careers guidance to their pupils, and provision in schools should be benchmarked to national standards which can be assessed within Ofsted inspections.**

Whilst there is no clarity or accountability

around schools' duty to provide independent careers guidance, it is likely services in schools will remain patchy at best. Government needs to more clearly indicate how much resource schools are expected to devote to providing effective careers guidance, and national standards should be put in place so the quality of provision can be more clearly assessed within the Ofsted inspection regime.

- **The local authority role in respect of careers guidance should be clarified and best practice examples of schools and local authorities working together on this issue should be shared more widely.**

Research for this report uncovered some good examples of local authorities continuing to support local schools in providing careers guidance. This is a shared problem, but our report suggests this link is not always clear in all areas. Government must further clarify how the overlapping responsibilities of schools and local authorities can best be drawn together. It is recommended that best practice case studies of the sort we have uncovered are disseminated to demonstrate how to create more effective services for young people despite the harsh economic climate.

- **Remote careers guidance needs to be better promoted and made more 'user-friendly' in order to reach the young people it is designed to help.**

Plotr still needs considerable development and a proper launch to raise awareness amongst the people expected to use it. The sections for young people on the National Careers Service website need to be transferred to Plotr so it is clear that this is a one-stop site for young people.

Designers should be informed by *My World of Work* in Scotland³³ and *Gyrffacymru.com* in Wales³⁴ for ideas about developing

³³ www.myworldofwork.co.uk/

³⁴ www.careerswales.com/server.php?show=nav.home&outputLang=en

a functional website for young people. The Welsh site for example is divided into two sections for different age groups. Both Plotr and the NCS site should have a mobile site and an app to ensure maximum exposure to young people via the medium they are most likely to access from.

The telephone helpline should have a genuinely free number such as an 0808 80 number³⁵ to ensure young people are able to access it.

Face time with a careers adviser could be provided at no cost by using a service such as Skype.

- **Young people need to be made aware of the widest possible range of career options, not just the most obvious. Guidelines should be issued to ensure that careers advice always challenges gender stereotypes.**

All young people deserve the highest quality careers guidance. Our research highlights concerns that too much advice is still gender-stereotyped and some young people are being given insufficient information on career routes which may be more vocational or non-traditional. Both schools and careers professionals should be given clearer guidance on how to offer truly independent and fully rounded careers guidance for young people which treats every child's ambition and aspiration as an individual concern.



³⁵ www.helplines.org.uk/directory



www.barnardos.org.uk

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Learning & Culture Overview & Scrutiny Committee - Work Plan for 2013-14

Meeting Dates	Work Programme
17 July 2013 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal – SLA Performance Bi-annual Update Report 2. Bi-annual progress report on Safeguarding & Looked After Children 3. Year End Finance & Performance Monitoring Report 4. Scoping Report for School Meals Scrutiny Review 5. Workplan
18 Sept 2013 @ 6:15pm	<ol style="list-style-type: none"> 1. School Improvement and Ofsted Update (KH) 2. Review of the Costs of Looked After Children (ER) 3. First Quarter Finance & Performance Monitoring Report 4. Attendance of Chair of York @ Large (arriving approx 6:15pm) 5. CEIAG Review - Draft Final Report 6. Workplan inc. verbal update on ongoing review of School Meals
20 Nov 2013 @ 5:30pm	<ol style="list-style-type: none"> 1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report 2. Second Quarter Finance & Performance Monitoring Report (Richard Hartle) 3. Scoping Report on Night Time Economy Scrutiny Review 3. Workplan inc. verbal update on ongoing scrutiny review of School Meals
22 January 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report 2. Attendance of Chair of Learning City (invite to send) 3. Bi-annual progress report on Safeguarding & Looked After Children 4. Draft Final Report for School Meals Scrutiny Review 5. Workplan inc. verbal update on ongoing Night Time Economy Scrutiny Review
19 March 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. Attendance of Cabinet Member for Education, Children & Young People's Services – Update on priorities and challenges for 2013/14 & Priorities for year ahead 2. Third Quarter Finance & Performance Monitoring Report 3. Draft Final Report for Night Time Economy Scrutiny Review 4. Workplan
30 April 2014 @ 5:30pm	<ol style="list-style-type: none"> 1. Attendance of Cabinet Member for Leisure & Culture – Update on priorities and challenges 2. Draft Workplan for 2014/15 – Discussion re Possible Topics for Review in 2014/15 3. Workplan 2013/14

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