

## **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)<sup>1</sup> 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**

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<sup>1</sup> 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

**Annex C** – DfE Practical Information for Schools Colleges

**Annex D** – ACEG Framework & Guidance for Careers & Work-Related  
Education

**Annex E** – Timetable for Review

**Annex F** – NYBEP Employability Charter

**Annex G** – Barnardos Report