



Notice of a public meeting of

CEIAG (Careers Education, Information, Advice and Guidance) Scrutiny Review Task Group

To: Councillors Brooks, Fitzpatrick, Reid and Scott

Date: Monday, 18 March 2013

Time: 6.00 pm

Venue: The Guildhall, York

A G E N D A

1. Declarations of Interest

At this point in the meeting, 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. Public Participation (Pages 1 - 2)

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 Friday 15 March 2013.**

3. CEIAG - Scoping Report for Task Group Review (Pages 3 - 48)

The scoping report presents the Task Group with the initial information gathered and asks them to decide whether to proceed with the review based on the suggested methodology and timetable and agree some appropriate visit/meeting dates or to revise the suggested methodology and timetable.

4. 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 Officer responsible for servicing this meeting Catherine Clarke and Louise Cook

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
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- Review existing policies and assist in the development of new ones, as necessary; and
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**Careers Education, Information, Advice & Guidance
Task Group (CEIAG)**

18 March 2013

CEIAG– Scoping Report for Task Group Review

Background to Suggested Review

1. 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.
2. 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.
3. 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.
4. In considering the remit for the review, the Committee considered some areas of inquiry proposed by CYC's Youth Support Service Manager. The Committee agreed those 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.

- The role that employers could play in providing information and guidance to young people.
5. 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’

Initial Information Gathered

6. 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.
7. To inform the Task Group’s work on this review, 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, has been provided for their initial consideration – see details below:
- In April 2011, the DfE provided Local Authorities with statutory guidance which they must have regard to when providing targeted support services for young people – see copy at Annex A
 - In March 2012, the DfE published statutory guidance for schools and colleges which they must have regard to when exercising their new responsibilities – see copy of statutory guidance at Annex B
 - 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 DfE therefore provided some additional practical information for schools and colleges to draw on when interpreting their new responsibilities and deciding on the most appropriate forms of independent careers guidance for their pupils – see copy at Annex C.

- In April 2012, the Association for Careers Education and Guidance (ACEG)¹ issued a new framework and guidance for careers and work-related education (CWRE) in England. It was 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. At its heart was a set of recommended learning outcomes for key stage 2, key stage 3, key stage 4 and post-16 education and training – see copy of ACEG guidance at Annex D.
- In January 2013, the Education Select Committee published its seventh report on careers guidance for young people, focussing on the impact of the new duty on schools – this can be viewed at: <http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63202.htm>

Suggested Review Methodology & Timetable

8. A timetable with a suggested method for carrying out the work on this review has been drafted for the Task Group's consideration, based on the areas of inquiry agreed by the Learning & Culture Overview & Scrutiny Committee at their meeting in January 2013– see Annex E. If the Task Group is minded to agree to with the proposed way forward, a number of convenient dates for the suggested visits and meetings will need to be identified and agreed.
9. In light of the Learning & Culture Overview & Scrutiny Committee's concerns about identifying a full picture of the standard of CEIAG across all York schools, as highlighted in paragraph 3 above, it is suggested that the Task Group meet not only with representatives from Millthorpe School and Manor CE School (both of which were part of the OFSTED thematic review), but also with the appropriate staff from two other schools. CYC's Youth Support Service Manager has suggested St Peters School and York High School.

Options

10. Having considered all of the information contained within this report and its annexes, Members may choose:
 - to proceed with this review based on the suggested methodology and timetable above and agree some appropriate visit/meeting dates

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.

- to revise the suggested methodology and timetable

Children & Young People's Plan

11. A review of CEIAG would support 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.

Recommendation

12. Having considered the information provided within this report, Members are recommended to
 - i) proceed with the review based on the timetable detailed in Annex E
 - ii) agree a number of future meeting dates.

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

Contact Details

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Chief Officer Responsible for the report:

Andrew Docherty
Head of Civic, Democratic & Legal Services

Scoping Report Approved



Date 14 January 2013

Wards Affected:

All

For further information please contact the author of the report

Background Papers:

Learning & Culture O & S Scrutiny Report on CEIAG for Young People in Schools & Colleges - dated 19 September 2012

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 – Draft Timetable for Review

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

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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>Visits to 4 Schools</p> <p>The following schools are suggested:</p> <ul style="list-style-type: none"> • Millthorpe School • Manor CE School • St Peters School • York High School 	<p>To visit a number of schools to meet with a senior leader & the CEIAG advisor to discuss:</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 2 - Informal</p>	<p>To meet with CYC's 14-19 Team who coordinate training provider visits to schools, and provide information advice and recruiting to apprenticeships</p>
	<p>Meeting 3 - Informal</p>	<p>To meet with Representatives from the Local Authority and partner agencies such as North Yorkshire Business Education Partnership to discuss employer engagement</p>

	<p>Meeting 4 – Formal Task Group Meeting</p>	<p>To consider an interim report detailing:</p> <ul style="list-style-type: none"> • Findings from informal meetings previously held • Data and case studies on the destinations of young people at the end of year 11 and year 13, as well as NEET and drop out data providing evidence of progression and unmet need (to be provided by Youth Support Services) • Feedback from parent surveys conducted by schools and the Local Authority • Information on best practice from elsewhere and compare a range of delivery models being developed by other LAs
<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 5 - Informal</p>	<p>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>Visit to School (school to be decided)</p>	<p>To meet with parents and/or governors from a selected school or college</p>
	<p>Meeting 6 – Formal Task Group Meeting</p>	<p>To consider a draft final report containing findings from all the information gathered and draft recommendations</p>