



## Notice of a public meeting of

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

**To:** Councillors Fitzpatrick, Reid, Scott (Chair) and Brooks  
**Date:** Tuesday, 3 September 2013  
**Time:** 5.30 pm  
**Venue:** The Thornton Room - Ground Floor, West Offices (G039)

## **AGENDA**

### **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. Minutes** (Pages 3 - 6)

To approve and sign the minutes of the meeting held on Monday 18 March 2013.

### **3. Public Participation**

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

Anyone who wishes to register or who requires further information is requested to contact the Democracy Officers 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 Monday 2 September 2013.**

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

Members will consider the Draft Final Report of the Careers Education, Information, Advice and Guidance (CEIAG) Scrutiny Review Task Group. They will be asked to agree any further revisions required and identify and agree the draft recommendations arising from the review so they can be included in the draft final report before its presentation to the Learning and Culture Overview and Scrutiny Committee.

**5. Urgent Business**

Any other urgent 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](mailto:catherine.clarke@york.gov.uk) and [louise.cook@york.gov.uk](mailto:louise.cook@york.gov.uk)

For more information about any of the following please contact the Democracy Officers responsible for servicing this meeting Catherine Clarke/Louise Cook

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



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

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City of York Council

Committee Minutes

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Meeting	CEIAG (Careers Education, Information, Advice and Guidance) Scrutiny Review Task Group
Date	18 March 2013
Present	Councillors Brooks, Fitzpatrick, Reid and Scott (Chair)
In Attendance:	Councillor D'Agorne

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### 1. **Election Of Chair**

Members were given the opportunity to nominate a Chair.

Resolved: That Cllr Scott be elected as the Chair of the Careers Education, Information, Advice and Guidance Scrutiny Review Task Group (CEIAG).

### 2. **Declarations Of Interest**

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

No interests were declared.

### 3. **Public Participation**

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

### 4. **Careers Education, Information And Guidance (CEIAG) - Scoping Report For Task Group Review**

Members considered a report that outlined the proposed scrutiny topic submitted by Cllr D'Agorne on national and local developments in the provision of careers education, information and guidance (CEIAG) to young people in schools.

Members noted that since September 2012 schools were now legally responsible for securing access to independent and impartial careers guidance for all pupils in Years 9 to 11. Careers guidance consisted 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. In developing their provision for pupils schools were free to decide what careers provision to make available in accordance with the needs of their pupils. Schools could choose to either buy into the Local Authorities programme of careers activities or develop their own initiatives.

Officers confirmed that the Local Authority were working towards achieving the matrix Standard which was the governments badge of quality for information and advice about learning and work. To achieve this standard officers needed to demonstrate that they provided a high quality and impartial service.

Members noted that each school also had the opportunity to achieve one of the quality awards that were available for providing a high level of CEIAG provision.

In answer to Members questions officers confirmed that:

- Huntington Secondary School and York High were the only two schools in York to hold the Local Quality Mark which equated to the National Standard.
- as a provider City of York Council (CYC) ensured all staff providing CEIAG were either qualified to level 6 or were working towards it.
- the matrix Standard would be awarded to CYC later this year.
- Manor and Canon Lee were the only two Secondary Schools in York who currently did not purchase any level of careers guidance from CYC.
- a free core offer was available to schools to help with children that were or could fall within NEET (Not in Education, Employment or Training).
- a Service Level Agreement (SLA) was drawn up with all those schools who choose to purchase a service from CYC.
- the CYC 14-19 Team were working with Years 11 and 12 students to raise awareness of vocational alternatives such as apprenticeships.



- training providers were a mix of public and private sector providers who found placements for employees and delivered National Vocational Qualifications (NVQ's).
- representatives from all secondary state schools within the City had formed a Careers Network Group.

The task group considered the suggested methodology and timetable and agreed that to enable them to identify the standard of CEIAG for young people in York they would:

- receive from officers examples of all the programmed careers activities on offer, a standard model of an SLA and the fees charged.
- invite all the Careers Network Group, training providers such as the Chamber of Commerce, Nestle, Aviva, North Yorkshire Business and Education Partnership Ltd (NYBEP) and the 14-19 team to an information gathering event.
- talk to a selection of young people and parents to gather their views on their CEIAG experience.
- attend a college open evening or Year 9 options talk.
- receive feedback from the Youth Council and the 'Tell me that I matter Panel'.
- consider the transition years from KS2 in Primary Schools to Secondary Schools and what focus Primary Schools apply.
- consider visiting a number of state schools within the City.
- possibly supplement the information gained by sending a questionnaire to all schools.

Cllr D'Agorne informed Members that he would also provide feedback on a Leeds Conference he had attended regarding 'The Importance of Employee Engagement'.

Members agreed that the review should be completed by 31 July 2013.

- Resolved:
- (i) That the review based on the timetable detailed in Annex E and above be agreed.
  - (ii) That a selection of informal and formal meetings be arranged.
  - (iii) That an information gathering event be organised.
  - (iv) That officers send further back ground information to Members

Reason: To ensure compliance with scrutiny procedures, protocols and the committees annual workplan.

Cllr Scott, Chair

[The meeting started at 6.00 pm and finished at 6.50 pm].



**Careers Education, Information, Advice & Guidance  
Task Group (CEIAG)**

**3 September  
2013**

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**CEIAG Review – Draft Final Report**

**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 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 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’

6. 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**

7. 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.
8. 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**

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

### **Consultation**

10. The Task Group held a number of consultation meetings (as shown on the timetable) with the following:
  - 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**

11. 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*

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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.

*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.”*

12. Researched by Pearson, 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.
13. The Task Group are not qualified to say whether any particular model of careers advice delivery should be favoured over another. We have however been able to identify some particular deficiencies that might be addressed and identify some best practice that might be followed.
14. The Task Group were however surprised how the information that we gathered changed our perceptions and ultimately our recommendation that we made. Put bluntly if we had based this report on documents available to us and our first meeting only we would have considered there were few issues to be addressed within careers advice offered within the City of York Boundary. By the time of our 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

15. 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:-
  - a. Who provides it
  - b. Who receives it
  - c. The breath of advice
  - d. At what age they receive it
  - e. What follow up advice is received
  - f. What the advice is called
16. All schools are allocated some free careers advice form the City of York Council through, by what we for the purpose of ease of reference will call a “Connexions Adviser”. The amount allocated to the school was calculated by a matrix that essentially allocated time based on the needs of pupils. How the school allocated the free time provided is a matter for

them. In addition most, but not all schools purchased additional time from City of York Council.

17. There was universal acceptance by schools on the quality of the work of the Connexions advisers.
18. We are pleased to confirm that when asked, all schools confirmed that at present they had not found that careers advice was a target for cost cutting in schools. That is not to say that they did not have to fight their corner when it came to the allocation of funds. It is clear that all schools recognised the need and value of careers advice.
19. In addition to this many schools have dedicated experts in careers, 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.
20. We asked whether schools would prefer that the monies currently provide to the Council for careers advice should be allocated direct to schools so that they could choose how they should spend it on providing careers support to those who needed it most. It was unanimously agreed that the present system should be maintained
21. A few schools offered every pupil a careers interview when they reached a given age. Such an interview might be no longer than 15 minutes. Some schools would create a career “passport” following such an interview. Most however had a more targeted approach such that not all pupils would be offered a careers interviews. Whilst those not “entitled” to a careers interview would get careers advice that would be in a group setting rather than an individual basis.
22. The information that we gathered from the Young People’s representatives was that there was little or no preparation suggested before such an interview. Some did make use of some on-line tools but this appears to have been on their own initiative. It was also felt that advice given was more about school options rather than careers.
23. The Young People’s representatives advised us that they wanted 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. Is wide ranging and based on Careers rather than subject choice;

- c. More employers coming in to school;
24. 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.
25. The employers consulted questioned how Connexion Advisers were recruited suggesting it was easy for them to lose touch with the career 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
26. We were advised that before the creation of the National Apprenticeship Service part of the Connexions Adviser's role was to visit employers to encourage the take up of apprenticeships. This role now falls to the National Apprenticeship Service and that 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.
27. Whilst the Task Group noted the importance of Labour Market information it did identify difficulties that can arise by relied too much on it. 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. It also 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.

#### Work Experience

28. At the meetings held on 3 June 2013, the Task Group discussed the provision of work experience across the city, recognising that young people and employers expectations were different.
29. Historically, work experience had been seen as a right, but the Task Group noted that this is no longer the case. We 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. We were advised that 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.

30. 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.
31. NYBEP also confirmed they had worked closely with engineering companies in the Scarborough area which had highlighted that the young people coming through schools now 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.
32. However when we met with Young People Representative on 3<sup>rd</sup> July 2013 there were some concerns expressed by them 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 that there was a fall-back position whereby the Young Person would then be offered a work experience position either in a school or retail outlet.
33. 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

34. It was noted that many more young people are now going into employment with training rather than employment itself. The Task Group 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?
35. It was confirmed that the drive for apprenticeships had created new opportunities and was gaining in status, although inevitably apprenticeships will now be offered where otherwise a traditional job offer would have been available.

It was pleasing to note that York is bucking the regional trend as the number of apprenticeships is steadily rising.

36. The various training providers in York have formed a group that has enabled a more co-ordinated approach to be taken about giving information to Young People about the Apprenticeship option. Whichever Trainer attended the school they would provide details of the full offering available and not just their own offering. Last year 50 sessions were conducted by member of the groups within York schools.
37. 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
38. It was also recognised that young people need to understand the labour market when considering which apprenticeship to go for. Therefore a bit of knowledge for teachers about the local labour market would be good, bearing in mind that many teachers who teach in York schools are not from York. The Task Group also acknowledged there is no guarantee of a job at the end of an apprenticeship.

#### Employment Opportunities for Young People

39. York St John confirmed that 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.
40. 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. It was acknowledged 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 also 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.

41. 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.
42. 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, as they are very online literate. SLC confirmed their information could be incorporated via the council's website free of charge.
43. Following further discussion on employment opportunities for young people, the Task Group recognised 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.
44. 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.

45. Employers that are now recruiting should therefore be encouraged to re-address where their apprentices are going to come from, to address the swing back to the labour market by 16-17 year olds.
46. 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.
47. 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).
48. It was accepted that Teachers do give some guidance e.g. "You're good at geography, why not do A-Level in Geography?" However it was accepted that teachers were unlikely to say "these are the apprenticeships currently available". 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

49. 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.
50. 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 use of resources that might be needed more by others.

#### **Review Conclusions**

51. 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.

52. There was universal acknowledgment of the excellent work done by the Connections staff.
53. We can say that no two schools in York approach career advice in the same way. There is no consistency in approach
54. All schools are provided with some free CYC career advice time. The amount provided is dependent on assessment of need.
55. All but one school buy in some additional time front CYC
56. Some employ specialist careers advisers. Some rely upon their pastoral staff and/or teachers.
57. Even the terms used vary i.e. Careers or Aspirations
58. Some are able to organise career fairs others would welcome the chance to host them but do not have the resources to do so.
59. Some schools see this as part of Pastoral responsibilities increasing recognition that teachers feel out of their depth.
60. There is no evidence that career education is seen as an area to cut when competing for resources within schools.
61. Not all children are offered careers advice - you have to be noticed.
62. In some schools all students are provided with a career appointment. Where is provided it is a one off event.
63. One school offered interviews for all and provided a career passport document.
64. Employers keen to be involved. There is a communication deficit between employers, schools and young people. "Employers are from Mars, young people are from Venus, addressing the young people/jobs mismatch."
65. Schools keen to have employers involved
66. Vocational options and apprenticeships are not always open to all.
67. Focused on options not careers

68. Career advice is rarely provided before year 10
69. Work Experience - limited choice and relies upon students own ability to find placements. Placements in not career path
70. Facilities on offer at Castlegate not fully understood by young People.
71. No preparation for the careers meeting
72. No support available for the application process for apprenticeships
73. Good websites - student room
74. Lack of communication between leaving School and moving to York College.
75. More support moving from Primary School to Secondary School that the post 16 move.

### **Options**

76. Having considered all of the information contained within this report and its annexes, the Task Group may choose to:
  - Revise this draft final report and agree any additional information to be included
  - Identify appropriate draft recommendations

### **Draft Review Recommendations**

77. Below are a number of draft recommendations for the Task Group's consideration:
  - i. 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.
  - ii. Career advice needs go be provided at year 9 Advice should be focused on careers not options. Preparation process to be part of the interview. Need to be followed up Career passport be created.
  - iii. Taster days for 6th form and college to be aimed at end of year 10.

- iv. Each person should be offered a career interview.
  - v. Need to provide greater scope for vocational trainers to be involved. Vocational options to be made available to all.
  - vi. Need to provided greater scope for involvement by employees - investigate promoting the CIPD "Inspiring the Future" initiative.
  - vii. Re-establish the local link between connections 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 nor on current needs of employers.
  - viii. Create/coordinate a milk round of employers willing to visit schools. A central Careers Fair will not be able to reach as many.
78. The draft recommendations agreed by the Task Group will be included in this section of the draft final report prior to its presentation to the Learning & Culture Overview & Scrutiny Committee in September 2013.

### **Children & Young People's Plan**

79. 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.

### **Recommendation**

80. Having considered the draft final report and its annexes, Members are recommended to
- i) Identify and agree the draft recommendations arising from this review so that they may be included in this draft final report before its presentation to the Learning & Culture Overview & Scrutiny Committee
  - ii) Agree any other revisions required to this draft final report

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

**Contact Details**

**Author:**

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Chair of Task Group

**Chief Officer Responsible for the report:**

Andrew Docherty  
Head of Civic, Democratic & Legal Services

In conjunction with:

Melanie Carr  
Scrutiny Officer  
Scrutiny Services  
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**Scoping Report Approved**



**Date** 22 August 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** – 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 18<sup>th</sup> 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](http://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 independent<sup>1</sup> careers guidance<sup>2</sup> for pupils in years 9-11. Careers guidance must be presented in an impartial<sup>3</sup> 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

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<sup>1</sup> Independent is defined as external to the school.

<sup>2</sup> 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.

<sup>3</sup> 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.

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## 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](http://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](http://www.cparegister.org).

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## 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.

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## 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](mailto:Janet.Jackson@blackburn.gov.uk); Sharon Roscoe, Blackburn with Darwen EIP [sroscoe888@stbedes.learningfutures.org.uk](mailto: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](mailto: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](mailto: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](mailto: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](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](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](http://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.





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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 21<sup>st</sup> century will be quite different from those in the 20<sup>th</sup> 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.

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

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

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

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

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

**Key Stage 2 learning outcomes**

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
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**

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
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**

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
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**

	<b>Learning outcome statement</b>	<b>Things you know that work</b>
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	•

Annex D

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

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