

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)¹ framework and guidance for careers and work-related education (CWRE) in England – see Annex D
- Education Select Committee 7th report on careers guidance for young people– this can be viewed at:
<http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63202.htm>

Review Methodology & Timetable

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

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

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 3rd 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 profession 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.

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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