

## **SCRUTINY BOARD (INCLUSIVE GROWTH, CULTURE AND SPORT)**

### **INQUIRY INTO INFORMATION, ADVICE AND GUIDANCE (IAG) PROVISION IN LEEDS**

#### **TERMS OF REFERENCE**

#### **1.0 Introduction**

- 1.1 At the beginning of the municipal year, the Scrutiny Board expressed an interest in undertaking a piece of work aimed at achieving inclusive growth by addressing local employment and skills gaps. However, the Board firstly agreed to consider the Council's wider draft Inclusive Growth Strategy and also the draft Leeds Talent and Skills Plan in recognition that many of its key areas of interest linked to employment and skills would also be reflected within these draft Plans.
- 1.2 These draft Plans were considered by the Scrutiny Board during September and November 2017. In conclusion, the Board particularly recognises the merits of providing quality impartial information, advice and guidance to all learners and potential learners to empower them to make informed choices about learning and progression. However, the Leeds Talent and Skills Plan acknowledges that many young people in particular emerge from the education system without the skills for work and, with unclear or unrealistic career ambitions, are far more likely to spend time not in education, employment and training, or trapped in a low skilled role with low pay.
- 1.3 Moving forward, the Scrutiny Board is pleased to be working with businesses, schools and other education providers to identify ways to improve Information, Advice and Guidance (IAG) in Leeds. This should seek to raise aspirations and meet the needs of individuals; be based on up-to-date labour market information to enable a better understanding of the local economy and key employment sectors to support individuals to make more informed choices about all the possible routes into work.
- 1.4 In liaison with the Executive Member for Employment, Skills and Opportunity, supported by the Chief Officer for Employment and Skills, the Board agreed to undertake more detailed Scrutiny surrounding the quality and accessibility of Information, Advice and Guidance (IAG) provision in Leeds and assist in developing an IAG Charter for young people in Leeds setting out their rights to impartial and objective information and guidance in making education and career choices.
- 1.5 The Scrutiny Board is keen to explore the above in the context of recent legislation and statutory guidance issued by the Department of Education surrounding the provision of careers advice.

- 1.6 In particular, the Board is keen to explore how apprenticeships and technical education options are and will be promoted against the more traditional academic paths, particularly in light of a new legal duty introduced from 2 January 2018 which requires all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils for the purpose of informing them about these options.
- 1.7 The Scrutiny Board acknowledges the aim of this approach in terms of allowing pupils to consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. By hearing directly from providers about alternatives to academic and school-based routes, every pupil can build up a full picture of the options available to them at important transition points, leading to better-informed choices.
- 1.8 In view of the new expectations being placed upon local schools in particular, the Children and Families Scrutiny Board has been invited to contribute to this Scrutiny inquiry too.

## **2.0 Scope of the inquiry**

- 2.1 The purpose of the Inquiry is to make an assessment of and, where appropriate, make recommendations on the following areas:
- The strengths and weaknesses of existing IAG provision in Leeds within the context of individuals gaining a good understanding of the local economy and key employment sectors to enable them to make more informed choices about all the possible routes into work.
  - The implications of new statutory duties and guidance by the Department of Education, including the following:
    - The Technical and Further Education Act 2017
    - Careers strategy: making the most of everyone's skills and talents. Department for Education. December 2017.
    - Careers guidance and access for education and training providers (Statutory guidance for governing bodies, school leaders and school staff). Department for Education. January 2018.
  - Key principles linked to the development and delivery of a new IAG Charter for Leeds.

## **3.0 Desired Outcomes and Measures of Success**

- 3.1 It is important to consider how the Scrutiny Board will deem if their inquiry has been successful in making a difference to local people.

Some measures of success may be obvious and others may become apparent as the inquiry progresses and discussions take place.

3.2 The key outcomes sought from the inquiry are:

- Working in collaboration with key stakeholders to identify existing gaps in local IAG provision and opportunities for further improvement.
- Identifying key principles to inform the development and delivery of a new IAG Charter for Leeds.

#### **4.0 Comments of the relevant Director and Executive Member**

4.1 In line with Scrutiny Board Procedure Rule 12.1 where a Scrutiny Board undertakes an Inquiry the Scrutiny Board shall consult with any relevant Director and Executive Member on the terms of reference.

#### **5.0 Timetable for the inquiry**

5.1 The Inquiry will take place over two working group sessions to provide greater flexibility for the Board to gather and consider evidence.

5.2 It is anticipated that the Scrutiny Board's report will be produced in March 2018.

#### **6.0 Submission of evidence**

##### **6.1 Session one – Working Group Meeting – w/c 5<sup>th</sup> February 2018**

To consider evidence in relation to the following:

- The strengths and weaknesses of existing IAG provision in Leeds within the context of individuals gaining a good understanding of the local economy and key employment sectors to enable them to make more informed choices about all the possible routes into work.
- The implications of new statutory duties and guidance by the Department of Education, including the following:
  - The Technical and Further Education Act 2017
  - Careers strategy: making the most of everyone's skills and talents. Department for Education. December 2017.
  - Careers guidance and access for education and training providers (Statutory guidance for governing bodies, school leaders and school staff). Department for Education. January 2018.

**6.2 Session two – Working Group Meeting – w/c 19<sup>th</sup> February 2018**

To consider and identify key principles linked to the development and delivery of a new IAG Charter for Leeds.

**6.3 Session three – Scrutiny Board Meeting – 14<sup>th</sup> March 2018**

To agree the Scrutiny Board's draft report for formal approval.

**7.0 Witnesses**

7.1 The following have been identified as possible contributors to the inquiry, however others may be identified during the course of the inquiry:

- Executive Member for Employment, Skills and Opportunity.
- Executive Member for Children and Families.
- Chief Officer for Employment and Skills.
- Representation from the Further and Higher Education sector.
- Head Teacher representation from local primary and secondary schools.
- Young people representation via the Voice, Influence and Change Team.
- Representation from the West and North Yorkshire Chamber of Commerce.

**8.0 Equality and Diversity / Cohesion and Integration**

8.1 The Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve it's ambition to be the best City in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

8.2 Equality and diversity will be a consideration throughout the Scrutiny Inquiry and due regard will be given to equality through the use of evidence, written and verbal, outcomes from consultation and engagement activities.

8.3 The Scrutiny Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

8.4 Where an impact has been identified this will be reflected in the final inquiry report, post inquiry. Where a Scrutiny Board recommendation is agreed the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity, conducting impact assessments where it is deemed appropriate.

**9.0 Post inquiry report monitoring arrangements**

- 9.1 Following the completion of the Scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored.
- 9.2 The final inquiry report will include information on the detailed arrangements for how the implementation of recommendations will be monitored.

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