

Scrutiny Report

Information, Advice and Guidance Provision in Leeds

Scrutiny Board (Inclusive Growth, Culture
and Sport)

March 2018



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Desired Outcomes and Recommendations

Desired Outcome – There is greater awareness and accessibility of key resources for young people and parents around employer engagement, technical qualifications and apprenticeships.

Recommendation 1 – That the Director of City Development leads on ensuring that key resources promoting employer engagement, technical qualifications and apprenticeships (such as the ‘What Could I Be?’ Publication and ‘Future’ Magazine) are being actively promoted amongst schools and also directly to young people and parents using all available mechanisms and services outside of the school setting.

Desired Outcome – There is greater dialogue and collaborative working between local schools and the business sector around meeting the Gatsby Benchmarks.

Recommendation 2 – That the Director of City Development takes the lead in helping to facilitate greater dialogue between local schools and the business sector to secure greater commitment towards working collaboratively in meeting the Gatsby Benchmarks around employer engagement and experiences of workplaces and developing a best practice approach that will inform a stable careers programme for local schools and deliver much needed consistency across the city.

Desired Outcome – That a Young Person’s IAG Charter is established for Leeds.

Recommendation 3 – That the Executive Board supports the development of a Young Person’s IAG Charter for Leeds to foster a sense of entitlement and expectation from young people, and those who influence them, of what careers IAG should be provided to them.



Desired Outcomes and Recommendations

Desired Outcome – That the Young Person’s IAG Charter incorporates the key principles identified by Scrutiny.

Recommendation 4 – That, subject to the agreement of recommendation 3, we recommend that the Young Person’s IAG Charter for Leeds incorporates the following principles:

- That the Charter clearly sets out the key activities, aligned with the Gatsby Benchmark quality standards, that young people should expect from their learning provider in accordance with statutory duties and guidance;
- That the Charter recognises the existence of the established Leeds Careers Education, Information, Advice and Guidance Network that all learning providers are encouraged to participate in free of charge.
- That the Charter clearly sets out how young people and parents should be able to access information relating to their learning provider’s careers IAG policy and also signposts them to other available external resources.
- That the Charter reflects the key attributes and skills that are valued by employers and the associated responsibilities placed upon young people in demonstrating to employers that they are prepared for the world of work.
- That the Charter recognises and complements the work of organisations, such as the national Careers and Enterprise Company and the Enterprise Advisers Programme, which operates across the Leeds city region.
- That the Charter is also reflective of Leeds City Region/ West Yorkshire Combined Authority ambitions to improve the provision of IAG in order to ensure coherence and consistency for young people in the city and city region.

Desired Outcome – That the content and format of the Young Person’s IAG Charter is informed directly by young people.

Recommendation 5 – That the Director of City Development leads on working closely with the Council’s Voice, Influence and Change Team to facilitate engagement with young people so that the format of the Young Person’s IAG Charter meets the needs of the target audience.

Evidence of this engagement work should also be reported back to Scrutiny.



Desired Outcomes and Recommendations

Desired Outcome – That there is an effective brand and promotional campaign surrounding the new Young Person’s IAG Charter that conveys meaningful messages using language and communication technologies that resonate with young people, as well as targeting parents and carers too.

Recommendation 6 – That the Director of City Development leads on developing an effective brand and promotional campaign surrounding the new Young Person’s IAG Charter, including an appropriate title for the Charter, using language and communication technologies that resonate with young people, as well as targeting parents and carers too.

Desired Outcome – That the Council continues its commitment towards lobbying for further improvements to the careers IAG system nationally, particularly surrounding the formal compliance framework.

Recommendation 7 – That the Director of City Development leads on lobbying for further improvements to the careers IAG system nationally, particularly surrounding the formal compliance framework and the role of Ofsted, and also through devolved responsibilities.

Desired Outcome – That existing good IAG provision amongst local primary schools is captured and shared more widely.

Recommendation 8 – That the Director of City Development works with the Director of Children and Families to map existing IAG practices amongst local primary schools in order to capture and widely promote good practice.



Introduction and Scope

Introduction.

1. Most people spend many years of their life in a working environment and therefore it is important to equip everyone and particularly young people, with the necessary skills for them to plan their career and know how and where to access impartial and unbiased information. Alongside qualifications, the development of key enterprise and employability skills are also important to enable young people to enter and succeed in the labour market.
2. Whilst it is clear that good quality careers information, advice and guidance (IAG) can help to widen the horizons of young people, challenge stereotypes and raise aspirations, it is recognised both nationally and locally that the quality of IAG provision continues to be variable.
3. To try and address this, recent governments have made several reforms, including the establishment of the National Careers Service in 2012 and the Careers and Enterprise Company (CEC) in 2014, which set out to be the strategic coordinating function for employers and learning providers to provide support to young people aged 12 to 18 years. Whilst both aimed to improve the quality and range of careers advice on offer, it remains evident that further significant improvement is still needed.
4. Locally, the draft Leeds Talent and Skills Plan was presented to the Inclusive Growth, Culture and Sport Scrutiny Board in November 2017 as part of the formal consultation process. In consideration of this draft Plan, we noted that a key focus for action is around continuing to drive and support improvements in the city's IAG offer to young people, increasing their knowledge and experience of the world of work.
5. Recent national developments, including the Technical and Further Education Act (2017), the national Careers Strategy: *making the most of everyone's skills and talents* (2017), and the corresponding statutory guidance for governing bodies, school leaders and school staff on careers guidance and access for education and training providers (2017), all indicate a greater appetite from Government to increase the scale and quality of provision of careers IAG for young people.
6. We therefore agreed to undertake an inquiry to consider 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. Linked to this, we were very keen to explore the implications of the new statutory duties and guidance issued by the Department of Education on local learning providers.
7. In particular, we investigated 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. This new duty aims to allow pupils to consider how the



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- opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes.
8. We also appreciate that 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.
 9. In exploring the implications of the new statutory duties and guidance issued by the Department of Education, we found that much of the guidance is structured around the Gatsby Benchmarks.
 10. The Gatsby Charitable Foundation's 'Good Career Guidance' report brought together the best national and international research to look at what practical actions could improve careers guidance in England. In conclusion, the report sets out eight Gatsby Benchmarks that define excellence in careers provision.
 11. The research provides a clear and consistent message that a good careers programme means achieving all eight Gatsby Benchmarks with every pupil. As such, the Government now expects every school to begin using these Benchmarks to improve careers provision now, and to meet them by the end of 2020.
 12. We therefore make particular reference to these within our report, setting out the existing challenges and support needs of local learning providers in meeting all eight Benchmark standards within the required timescales, but also in terms of sustaining such high quality IAG provision for the future.
 13. Linked to this, the timeliness of our inquiry also enabled Scrutiny to assist in the early development stages of a proposed Young Person's IAG Charter for Leeds.
 14. Reflective of the Council's limited capacity to intervene in this area, the establishment of a Charter aims to empower the young people themselves and also their parents/carers to clearly know their rights in terms of what they are entitled to and can expect from careers IAG provision, alongside the skills, attributes and behaviours that employers also value.
 15. We therefore set out to determine what the key principles of a new IAG Charter should be in light of current expectations, but also in terms of ensuring that it connects directly with young people and also their parents/carers.
 16. In view of particular expectations being placed upon local schools to deliver effective IAG provision, an invitation was extended to the Chair, and any other nominated representatives, of the Children and Families Scrutiny Board to assist in undertaking this inquiry.
 17. Throughout our inquiry, we engaged with senior representatives from the Council's Employment and Skills and Children and Families service areas, whom are actively working together to support and encourage local IAG provision and to achieve the ambitions of the Leeds Talent and Skills Plan.
 18. We also welcomed the valuable contribution of a number of external stakeholders representing local learning providers and also the business sector



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in terms of providing a useful insight into the challenges they are facing surrounding IAG provision and in helping to inform a positive and coherent way forward to help drive improvement and meet expectations.

19. Unfortunately, despite our best efforts, we were unable to engage directly with young people during the course of our inquiry. However, we did liaise with representatives of the Council's Voice, Influence and Change Team who help to facilitate the involvement of young people in local decision making and to become more active citizens, primarily through local school councils and the Leeds Youth Council, which involves young people across the city aged 10 to 18 years.
20. We learned that this service had facilitated a consultation exercise with young people during 2012 around IAG provision. The report setting out the findings of this consultation was therefore shared with Scrutiny to help inform our inquiry. Interestingly we learned that the consultation findings had also informed a document produced by the Leeds Youth Council entitled 'Careers Advice – Tips from young people' that is still being used as a key reference tool in some local schools (a copy of this document is appended to this report).
21. Whilst we have been able to cite the views of young people based on the consultation findings in 2012, moving forward we are keen to ensure that young people remain a driving force in raising the quality of IAG provision across the city and also play a key role in the ongoing development and delivery of the proposed Young Person's IAG Charter for Leeds.

Scope of the inquiry.

22. The purpose of our inquiry was 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.

Best Council Plan.

23. Seeking to improve local IAG provision contributes directly to our ambitions to enable all of our residents to benefit from a strong economy in a compassionate city, and in particular, to



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the Best Council Plan outcome for everyone in Leeds to earn enough to support themselves and their families and the Best Council Plan priorities around supporting economic growth and access to economic opportunities by providing skills programmes and employment support. It also supports our ambitions to be a NEET-free city and a city where children and young people can grow up to lead economically active and rewarding lives.

Desired Outcomes, Added Value and Anticipated Service Impact.

24. Despite the short timeframe of this inquiry, we have been able to work collaboratively with key stakeholders in identifying existing challenges and gaps associated with local IAG provision. We also explored with them opportunities to enable a positive and coherent way forward to help drive improvement and achieve the standards set out within the eight Gatsby Benchmarks, not only within the required timescales, but in terms of sustaining this high quality IAG provision for the future.
25. Linked to this, we also considered the merits of establishing a Young Person's IAG Charter for Leeds and discussed the proposed principles of this Charter in light of current expectations and also in terms of ensuring that it connects directly with young people and their parents/carers.
26. Whilst we accept that the impact of the Charter cannot be measured directly, general improvements in careers IAG provision should be evident, in the

medium to long term, with positive economic outcomes through reduced numbers of young people not in education, employment and training (NEET); in reduced rates of drop out from a range of post-16 destinations; in improved destinations for young people with special educational needs and disabilities (SEND); and ultimately in a more efficient local labour market.

Equality and Diversity.

27. The Equality Improvement Priorities 2016 to 2020 have been developed to ensure that the council meets its legal duties under the Equality Act 2010. The priorities will help the council to identify work and activities that help to reduce disadvantage, discrimination and inequalities of opportunity to achieve its ambition to be the best city in the UK.
28. Equality and diversity issues have been considered throughout this scrutiny inquiry and the individual, organisation or group responsible for implementation or delivery of the recommendations arising from this inquiry should also give due regard to equality and diversity and where appropriate, an equality impact assessment will be carried out.



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Acknowledging the longstanding issues relating to IAG Provision.

29. It is evident that an inadequate understanding of the world of work can lead to an insufficient understanding of where the areas of economic and employment growth lie now, and in the future. The consequences of this in terms of making poor choices can then lead to higher risks of drop out from educational pathways, qualifications or training that are not appropriate to a career pathway.
30. In recognition of this, this area of policy and practice has been the subject of several national reforms aimed at achieving greater quality and consistency, including the establishment of the National Careers Service in 2012 and the Careers and Enterprise Company (CEC) in 2014. Yet despite such efforts, this still remains a challenge due to a number of longstanding issues.
31. Firstly, we recognise that one of the main drivers of reform stems from the desire of Government to give schools the key role in the provision of careers education, information, advice and guidance. However, the fall out of this has led to a much reduced role for local government and, in the view of many stakeholders, a fragmented approach which lacks accountability, is subordinate to educational attainment, and does not serve young people well.
32. It is also evident that schools are expected to deliver IAG under considerable constraint, resulting in varying levels of capacity and capability, which has therefore impacted on the overall quality of provision for young people. Linked to this, we noted that such provision has often been supplemented or bought in from external providers, resulting in additional financial pressures for schools too.
33. Where there is evidence of strong support from school senior leadership demonstrating areas of good practice, we acknowledge that the amount of time made available for IAG is still often limited due to other competing demands focused around educational attainment.
34. Despite the Council's own limited capacity to intervene in this area, we were pleased to note that, historically, the Council has always sought to proactively support and encourage better provision through a range of mechanisms that provide information and support to young people and their parents and carers and has also developed best practice in some aspects of this.
35. In summary, these mechanisms include the following: (more detailed information is set out in Appendix 1)
 - *The Leeds Careers Education, Information, Advice and Guidance Network*, of which 95% of Leeds secondary schools and colleges attend frequently.
 - *Parent mailing of Post 14 and Post 16 learning options* (also known as the 'Leeds Letter'), which was



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recognised by the DfE as good practice.

- *Leeds Pathways and UCAS progress*, which is a web based IAG resource.
- *CEIAG self-assessment tool*, devised by the Council in 2013/14 to support schools and colleges in understanding their duties and identify what they do well and areas requiring improvement. This is now being revised to reflect the new duties.
- *The Moving on Project and the Next Steps Event*, which is targeted support to schools with high NEET rates.
- *Intended, Offers and actual Destination data (IOD returns)*, which helps to ascertain which young people may not have an offer of learning and are invited to engage in these events.

36. Whilst emphasising the need to continue promoting and maximising the use of these local engagement and support mechanisms, we explored the potential benefits of other forthcoming support mechanisms being provided nationally by Government aimed at supporting learning providers to achieve the new IAG quality standards set out within its Careers Strategy.

37. However, we also undertook to consider what other practical solutions could be established locally, including the proposed IAG Charter, that will also continue to inspire and secure commitment from all stakeholders to work collaboratively in delivering good

quality, impartial and consistent IAG provision to the young people of Leeds.

An understanding of the new national requirements and expectations.

38. The Government's reform agenda relating to technical and further education was set by the Sainsbury Report, which recommended introducing a framework of 15 'professional and technical' routes, given the shorthand of T-levels, to replace the 20,000 courses that currently exist. The report's recommendations were made government policy in the Post-16 Skills Plan of July 2016.
39. Subsequently, the Technical and Further Education Act, which received royal assent in April 2017, takes forward key aspects of the Government's programme of reform of technical and further education.
40. The Department for Education's Careers Strategy, published in December 2017, also sets out a series of measures to be implemented during 2018-20 to improve careers guidance in England.
41. However, it is the new national Careers guidance, published in January 2018, which expands on the duties imposed on schools under the Technical and Further Education Act and the Careers Strategy and therefore was the main focus of our attention throughout our inquiry.



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42. In particular, we noted that this guidance is very much structured around the Gatsby Benchmarks, setting out information on what schools need to do to meet each one.
43. The Gatsby Charitable Foundation's 'Good Career Guidance' report brought together the best national and international research to look at what practical actions could improve careers guidance in England. The research identifies eight Gatsby Benchmarks and provides a clear and consistent message that a good careers programme means achieving all eight Gatsby Benchmarks with every pupil.
44. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties. As such, the Government now expects every school to begin using these Benchmarks to improve careers provision now, and to meet them by the end of 2020.
45. A summary of these Benchmarks, including information on what schools need to do to meet each one, are set out in Appendix 2. To supplement this, an overview of the requirements and expectations placed upon schools, with indicative timescales, along with a summary of what support will be made available to schools between now and 2020, is also set out in Appendix 3, as cited within the careers guidance document.
46. Interestingly we found that the areas of IAG provision picked up by these Benchmarks resonated with everyone who contributed to our inquiry. Our report therefore continues to focus specifically on these eight Benchmarks, reflecting on forthcoming expectations and the support needs and opportunities to help meet these successfully.

Supporting local learning providers to meet the Gatsby Benchmarks.

1. A stable careers programme.

47. The Gatsby Benchmarks recognise the importance of having a programme of careers education and guidance that is known and understood by young people, parents, teachers, governors and employers.
48. As such, in accordance with this first Benchmark, every school is required to have their own careers programme in place which meets the requirements of all eight Benchmarks, showing how they come together into a coherent strategy that is embedded in school structures.
49. Acknowledging that careers guidance involves a set of complex activities across the whole school, as well as working with external stakeholders, the Government's Career Strategy recognises that to lead and coordinate these activities requires a person with leadership skills, administrative ability, and specialist knowledge of careers.
50. This view was very much echoed by all who contributed to our own inquiry. We acknowledge that many schools find it difficult to prioritise careers advice



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because of a lack of dedicated and trained resource within their school, including the absence of a clearly defined careers leadership role. There are also differences in the level of seniority, title, job description and background of the individual coordinating the careers programme in each school.

51. As such, we are pleased to note that the ambition of the Careers Strategy is for every school to appoint a 'Careers Leader' who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.
52. The Strategy states that Career Leaders need to:
 - have the appropriate skills and experience;
 - be sufficiently senior to lead the implementation of all eight of the Benchmarks;
 - have buy-in from the Governors and the Senior Leadership team;
 - work with subject teachers across the school so that careers provision is embedded within the curriculum.
53. The careers guidance expands on this ambition further and states that, from September 2018, every school should appoint a named person to this role as well as publishing their name and contact details on their website.
54. To help achieve this, we understand that a national programme of engagement with schools will be carried out to set out the benefits of the role and ensure appropriate training and support is developed. This will primarily

be co-ordinated through the Careers and Enterprise Company (CEC). However, further details are still expected by September 2018, including a clear description of the roles and responsibilities of a Careers Leader.

55. We noted that the general provision of information on the school website is also an important element of achieving this first Gatsby Benchmark, as the Government expects schools and colleges to openly publish details of their careers programme as from September 2018. Again, we very much welcome this transparency approach.

2. Learning from career and labour market information.

56. We recognise the importance of labour market information (LMI) in helping young people and their parents/carers to understand the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
57. In line with this second Benchmark, the careers guidance states that schools should make sure that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options. In doing so, schools should also be explaining the value of finding out about the labour market and support young people and their parents/carers to access and understand this information.
58. During our inquiry, it was reported that the availability of labour market information is not the real issue. The longstanding challenge has been around enabling access and translating



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it into something meaningful for all young people and their parents and giving visibility to the different and changing education and training pathways and employment opportunities locally. We therefore go on to pick up such issues as we continue to reference other relevant Benchmarks.

3. Addressing the needs of each student.

59. The Gatsby Benchmarks describe a system in which a careers programme works for every single young person, whatever their background or needs.
60. There will therefore be an expectation placed upon the role of Careers Leaders to provide and, when needed, prioritise careers support for disadvantaged young people who have fewer opportunities to get the right advice, guidance and experiences. This may include young people such as those eligible for the Pupil Premium, those with special educational needs and disabilities, or those classed as looked after children and Children in Need by their local authority.
61. Careers Leaders will also be expected to make sure that young people from disadvantaged backgrounds are aware of the subject choices, experience and qualifications required to pursue different career options.
62. Whilst the school careers programme should aim to raise the aspirations of all pupils, we agree that it should also be tailored to individual needs too. However, this is closely aligned to the final Benchmark around Personal

Guidance, which we address in more detail later in our report.

4. Linking curriculum learning to careers.

63. Whilst many schools will choose to deliver careers education, including employability and enterprise, through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education, the new careers guidance states that schools should work towards weaving careers education and guidance in to subjects across the curriculum.
64. However, the guidance also reinforces the importance of pupils understanding the value of achieving core academic subjects at GCSE, with particular emphasis around English and Maths, in terms of these providing a sound basis for a variety of careers beyond the age of 16.
65. Schools are also required to make clear to pupils that if they do not achieve a grade 4 or better in GCSE Maths and English by the end of key state 4, they will be required to continue working towards this aim as part of their 16-19 study programme.

5. Encounters with employers and employees.

66. Children who meet employers from a young age can find out about a wide range of jobs and understand how the subjects they learn at school connect to their future. This is particularly important for children from disadvantaged backgrounds who may lack a diversity of role models with



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experiences of different jobs and careers. Children (and their parents) may also have fixed views about what kind of jobs might be suitable for them, so it is important to challenge these views before they become entrenched and ambitious, realistic aspirations encouraged instead.

67. We were therefore surprised to learn that, until very recently, there has been no explicit requirement on schools to draw on employers / businesses in their delivery of IAG and broader enrichment activity, despite there being strong research evidence about the impact of employer engagement on pupil's future prospects and earnings in adult life. Neither has there been any requirement for schools to enable access to a range of learning providers of post 14 vocational and technical learning pathways.
68. To help address this, the Technical and Further Education Act introduced a requirement, which commenced on 2nd January 2018, for all local-authority-maintained schools and academies to give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships.
69. In practice this will mean every school allowing each provider access to all pupils in years 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.
70. In doing so, this will allow 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 then build up a full picture of the options available to them at important transition points. This will also lead to better-informed choices and help to reduce the risk of dropping out of courses.
71. The Act also requires schools to explain in a policy statement, published on the school website, how providers can get involved with the school and the opportunities they have to talk to pupils.
72. In relation to employers in particular, we welcomed the contribution of the Chambers of Commerce to our inquiry and learned that, whilst there is an abundance of information available around existing initiatives aimed at engaging employers in the IAG agenda, many would welcome more concise guidance and particularly around how best to engage with schools.
73. It was also brought to our attention that both employers and other learning providers have previously been frustrated with a lack of consistency in the approaches taken by schools around engagement. In particular, it was noted that employers and other learning institutions would welcome consistency in terms of being able to engage with whole year groups rather than be presented with a selected sample of pupils.
74. We are therefore pleased to note that as part of the careers guidance, all schools are also being advised that they must make provider visits available to all pupils in the relevant year group. The school should not do anything which might limit the ability of pupils to



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- attend. We noted that unacceptable behaviour would include restricting invitations to selected groups of pupils, or holding events outside of normal school hours.
75. However, in alignment with this particular Gatsby Benchmark, the Careers guidance now expects every school to begin to offer every young person seven encounters with employers – at least one each year from Year 7 to Year 13 – and to meet this in full by the end of 2020.
76. We very much welcome this decision to engage earlier with young people from Year 7, particularly as this was also one of the key recommendations arising from the local consultation exercise with young people back in 2012 (see Appendix 4).
77. We noted that the guidance also emphasises the need for positive engagement with Science, Technology, Engineering and Maths (STEM), recognising that the demand for STEM skills is growing, particularly for sectors such as engineering, construction and manufacturing.
78. Careers services are therefore expected to play a key role in encouraging people of all ages and backgrounds to consider the value of STEM qualifications and careers, dispelling stereotypes and making sure people have up-to-date information about the skills employers will need. Linked to this, it is expected that some of the required encounters with employers should include STEM employers.
79. In relation to encounters with employers, we also very much recognise the need to raise greater awareness and understanding of available apprenticeship routes into work.
80. Many schools and parents may not fully understand how apprentices work and what employers are looking for. This presents real barriers as the findings from the young people consultation also showed that, in order of preference, students prefer to go to ‘a member of family’ to ask for careers advice followed by ‘a teacher’ and then by ‘a careers advisor’.
81. Parents in particular may not understand that their child will stay in education with an apprenticeship and that these are on a par with academic routes.
82. We noted that there are now various entry levels associated with apprenticeships, which include:
- Intermediate, Level 2 – equivalent to 5 GCSE passes – good for apprentices just starting out.
 - Advanced, Levels 4,5,6,7 – equivalent to foundation degree and above – suitable for those with two or more A levels and can also lead to a degree apprenticeship.
 - Degree, Levels 6,7 – equivalent to bachelor’s or master’s degree – suitable for those with two or more A levels.
83. At the time of writing our report, we acknowledged that the National Apprenticeship Week was being held



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from 5th to 9th March 2018, which aims to promote and celebrate apprenticeships.

84. As well as trying to promote apprenticeships to young people, this event is about raising the profile of apprenticeships with employers too, as getting an apprenticeship in some industry sectors can be very competitive.
85. Linked to this, we also recognise that, if the opportunities aren't there, young people will revert to looking at traditional educational pathways.
86. During our inquiry, we noted that the annual Leeds Apprenticeship Recruitment Fair is a positive example of how the Council has worked outside of existing mechanisms for engaging with young people, such as schools, to meet a considerable appetite in the city to know more about apprenticeships.
87. Reference was also made to the 'What could I be?' publication that seeks to promote apprenticeships amongst high school children, although we acknowledged that there is still a strong reliance on schools to effectively distribute this resource to their pupils.
88. However, we were interested to learn about another similar free publication that also aims to promote apprenticeships - the 'Future' magazine - which has proved to be popular amongst young people. As well as being published in the style of a glossy magazine that is attractive to young people, we found that the magazine, along with other information, is accessible on-line too (www.future-mag.co.uk), allowing young people and

also parents, to easily access it themselves.

89. We note that being able to access and research information online was another key finding arising from the consultation with young people in 2012 and therefore we would like to see this, and other similar resources that promote employer engagement, technical qualifications and apprenticeships, being actively promoted amongst schools and also directly to young people and parents using all available mechanisms and services outside of the school setting (such as the Youth Service).

Recommendation 1
That the Director of City Development leads on ensuring that key resources promoting employer engagement, technical qualifications and apprenticeships (such as the 'What Could I Be?' Publication and 'Future' Magazine) are being actively promoted amongst schools and also directly to young people and parents using all available mechanisms and services outside of the school setting.

90. When recruiting to apprenticeships, we realise that employers will be looking for key characteristics in potential apprentices and employees as well as academic achievement, such as being resilient and having good communication and problem solving skills.
91. We learned from the Leeds College of Building that, whilst some young people may be able to demonstrate the



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practical and mathematical skills required to successfully complete a construction apprenticeship, they may find themselves struggling to achieve the pre-requisite English qualification. This can therefore be deemed a key barrier for those young people in terms of pursuing this route of access into work. However, it was highlighted that some employers will still be willing to recruit apprentices who are demonstrating the key attributes and behaviours that they value and may also provide additional support during the apprenticeship to enable them to still work towards achieving core qualifications. As such, it was felt that this message needed to be communicated better amongst young people to give them the motivation to continue to strive and achieve positive outcomes.

92. Linked to this, we acknowledge that the national Careers and Enterprise Company has built a national network of Enterprise Coordinators co-funded with the Local Enterprise Partnerships (LEPs). Enterprise Coordinators are trained people who work with school leadership teams to build careers and employer engagement plans. In addition, each school is expected to have access to an Enterprise Adviser – a senior volunteer from business – by the end of 2020 in order to help them unlock relationships with other local businesses.

6. Experiences of workplaces.

93. It is clearly evident that work experience can give pupils a more realistic idea of the expectations and realities of the workplace, and is

particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models.

94. In accordance with this Benchmark, schools are required to ensure that by the age of 16, every pupil has at least one experience of a workplace, and one further such experience by the age of 18, additional to any part time jobs they may have.
95. During our inquiry, this was very much identified as an area that now requires a fundamental re-think in terms of the approaches taken to ensure that pupils gain a meaningful experience of the world of work and that there are also mutual benefits to employers too.
96. It was reported that, as part of the Youth Parliament ‘Make your Mark’ ballet last year which involved young people aged between 7-18 years, work experience was ranked the second most important issue to address, with transport issues ranked first.
97. Acknowledging that work experience can play a vital role in inspiring young people to make future career choices, it was clear that a ‘one size fits all’ approach does not work effectively.
98. During our inquiry, we were interested to learn about different approaches that have been tried. In particular, reference was made to the mutual benefits gained from project specific placements in terms of employers appreciating the work undertaken to meet a specific task and the young person feeling a sense of achievement and being inspired to progress further.



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99. Interestingly, we also noted that some projects were also being linked to curriculum based topics and so provides mutual benefits to the school too. We recognise that this approach also links closely with the previous Gatsby Benchmarks around linking curriculum learning to careers and addressing the needs of each student.
100. We appreciate that a school's organisation of work experience for pupils can be very resource intensive in terms of coordinating time away from school and undertaking associated risk assessments etc. However, we would also argue that such efforts also need to be warranted in terms of achieving meaningful rewards, especially for the pupils themselves.
101. However, to help alleviate some of the pressures associated with organising work experience placements for Year 10 pupils, at a time when there are more significant curriculum based pressures, we would also advocate a shift in focus in terms earlier Year groups undertaking work experience placements, leading to them requiring a lesser intensive work related experience during Year 10.
102. Moving forward, particularly in relation to the Gatsby Benchmarks around encounters with employers and experiences of workplaces, we believe that now is the time for the Council to help facilitate greater dialogue between local schools and the business sector in order to secure greater commitment towards working collaboratively in meeting these Benchmarks and developing a best practice approach that will inform a stable careers programme for local schools and

deliver much needed consistency across the city.

Recommendation 2
That the Director of City Development takes the lead in helping to facilitate greater dialogue between local schools and the business sector to secure greater commitment towards working collaboratively in meeting the Gatsby Benchmarks around employer engagement and experiences of workplaces and developing a best practice approach that will inform a stable careers programme for local schools and deliver much needed consistency across the city.

7. Encounters with Further and Higher Education.

103. We have already emphasised the need for young people to understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the work place.
104. Earlier we made specific reference to the Technical and Further Education Act introducing a requirement for all local-authority-maintained schools and academies to give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships.
105. In doing so, this will allow pupils to consider how the opportunity to study or train in different ways, and in different environments, might suit their



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skills, interests and aptitudes and they can build up a full picture of the options available to them at important transition points. This will also lead to better-informed choices and help to reduce the risk of dropping out of courses.

106. We also referenced earlier that, as well as employers, other learning institutions would also welcome more consistency in terms of being able to engage with whole year groups rather than be presented with a selected sample of pupils. Thankfully the new careers guidance acknowledges this too and advises all schools that they must make provider visits available to all pupils in the relevant year group and not do anything which might limit the ability of pupils to attend.
107. Aligned to the expectations of this Benchmark, by the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. By the age of 18, all pupils who are considering applying for university should have also had at least two visits to universities to meet staff and pupils.
108. During our inquiry, we very much welcomed the honesty of all the contributors that were representing schools and colleges in terms of acknowledging that they are all effectively competing with each other in terms of securing pupil places. However, they also welcomed efforts being made to create a shift in culture whereby there is greater collaboration amongst learning providers in

recognition that meeting the needs of students should be paramount.

8. Personal guidance.

109. Personal guidance is hugely beneficial as it tailors advice to individual needs and helps people to navigate their way successfully through education, training and career choices. Such guidance therefore must be impartial and delivered by qualified practitioners, putting the needs of the individual first.
110. In accordance with this Benchmark, every student should have opportunities for guidance interviews with a qualified careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. This links back to the first Gatsby Benchmark and the ambition for every school to appoint a 'Careers Leader' who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.
111. In terms of being appropriately trained, the main qualifications for careers professionals are linked to the Qualification in Career Development (QCD). However, we understand that the Career Development Institute has developed a set of professional standards for careers advisers which includes a Professional Register of advisers holding level 6 or higher qualifications. Registration shows that a careers adviser is professionally qualified and abides by the CDI Code of Ethics, which includes impartiality and updates their skills and knowledge by undertaking 25 hours CPD each year. Schools are therefore encouraged to



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view the Professional Register to search for a career development professional who can deliver a particular service or activity.

112. During our inquiry, we heard directly from a careers adviser working for a careers organisation (Aspire-Igen) and commissioned by a local school to provide face to face personal guidance to pupils. In doing, we recognised the key advantages of schools having access to qualified advisers to deliver impartial and a broader spectrum of IAG provision. However, despite this approach helping to alleviate this pressure on existing staff, we found that the cost of outsourcing this service still impacted on the accessibility of IAG provision for pupils, which clearly needs to be addressed.

Improving IAG provision for young people with special educational needs and disabilities.

113. In discussing the rights of all young people to access good quality IAG provision, particular reference was made during our inquiry around ensuring the rights of young people with special educational needs and disabilities too.
114. Linked to this, we are pleased to note that, as part of the Government's careers service ambitions, particular attention is also to be given to young people with special educational needs and disabilities, with the Government acknowledging that careers advice for

these young people can often be poor and lacking in aspiration. They too deserve IAG provision that is aspirational, personalised and well informed.

115. We note that the Government is therefore funding the Education and Training Foundation to provide professional development for careers professionals working with these young people. The Education and Training Foundation is developing two sets of online training modules to support careers professionals working with young people with SEND and this training will be freely available to schools, colleges and other careers professionals. The two resources will complement other resources funded by Government - currently being developed - on work experience placements and Study Programmes for learners with SEND.
116. We are also pleased to note that the CEC and Gatsby Foundation will work together to set out good practice in supporting young people with special educational needs and disabilities. Enterprise Advisers will receive training and information so they can recommend the resources available to design a careers programme to support people with special educational needs and disabilities. The CEC will also undertake targeted work with employers to stimulate more employer engagement that will support young people with SEND and will continue to make the case for employers to provide work experience and supported internships for young people with SEND.



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Empowering young people to know their rights to impartial, good quality IAG provision.

117. In undertaking this inquiry, we have been able to achieve a greater understanding of the desired standards and statutory expectations being placed upon learning providers in delivering impartial, good quality IAG provision.
118. Moving forward, we strongly believe that young people, parents, carers and guardians also deserve to have this clear understanding of what they are entitled to and can expect in terms of careers IAG provision, rather than just being 'given' a level of provision which their educational settings choose.
119. As such, we fully support the adoption and promotion of a Young Person's IAG Charter to foster a sense of entitlement and expectation from young people, and those who influence them, of what careers IAG should be provided to them. Young people can then compare this expectation with the reality, and hold those responsible for providing it to account when it is not met. Ultimately, through this empowerment approach, this should help drive forward improvements in local IAG provision that will serve the young people of the city more effectively.
120. However, we also accept that entitlement is not without responsibility. We therefore believe that the Charter also needs to feature expectations being placed upon the young people themselves, particularly from employers as they enter the world of work – the values and behaviours that they are looking for in their workforce. This will then help young people understand their responsibilities and encourage them to think about, and develop, these values and behaviours.
121. At this early development stage, we therefore advise that the Charter incorporates the following key principles:
- That the Charter clearly sets out the key activities, aligned with the Gatsby Benchmark quality standards, that young people should expect from their learning provider in accordance with statutory duties and guidance;
 - That the Charter recognises the existence of the established Leeds Careers Education, Information, Advice and Guidance Network that all learning providers are encouraged to participate in free of charge.
 - That the Charter clearly sets out how young people and parents should be able to access information relating to their learning provider's careers IAG policy and also signposts them to other available external resources.
 - That the Charter reflects the key attributes and skills that are valued by employers and the associated responsibilities placed upon young people in demonstrating to employers that they are prepared for the world of work.
 - That the Charter recognises and complements the work of organisations, such as the national Careers and



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Enterprise Company and the Enterprise Advisers Programme, which operates across the Leeds city region.

- That the Charter is also reflective of Leeds City Region/ West Yorkshire Combined Authority ambitions to improve the provision of IAG in order to ensure coherence and consistency for young people in the city and city region.

Recommendation 3

That the Executive Board supports the development of a Young Person's IAG Charter for Leeds to foster a sense of entitlement and expectation from young people, and those who influence them, of what careers IAG should be provided to them.

Recommendation 4

That, subject to the agreement of recommendation 3, we recommend that the Young Person's IAG Charter for Leeds incorporates the following principles:

- **That the Charter clearly sets out the key activities, aligned with the Gatsby Benchmark quality standards, that young people should expect from their learning provider in accordance with statutory duties and guidance;**
- **That the Charter recognises the existence of the established Leeds Careers Education, Information, Advice and Guidance Network that all learning providers are encouraged to participate in free of charge.**

Recommendation 4 (continued)

- **That the Charter clearly sets out how young people and parents should be able to access information relating to their learning provider's careers IAG policy and also signposts them to other available external resources.**
- **That the Charter reflects the key attributes and skills that are valued by employers and the associated responsibilities placed upon young people in demonstrating to employers that they are prepared for the world of work.**
- **That the Charter recognises and complements the work of organisations, such as the national Careers and Enterprise Company and the Enterprise Advisers Programme, which operates across the Leeds city region.**
- **That the Charter is also reflective of Leeds City Region/ West Yorkshire Combined Authority ambitions to improve the provision of IAG in order to ensure coherence and consistency for young people in the city and city region.**

122. As a Young Person's Charter, it is also vital that young people are able to clearly understand the principles and key messages within it.

123. Following the earlier consultation exercise undertaken with young people



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in 2012 around IAG provision, we acknowledged the work undertaken with the Leeds Youth Council in developing a guide for schools in helping them understand what the young people themselves have said they would find useful (a copy of this guide is provided in Appendix 5). Having been informed by the young people, this guide is presented in a format that can be easily understood by them too.

124. We therefore advise that a similar approach is taken with the development of the Young Person's IAG Charter in terms of working closely with the Council's Voice, Influence and Change Team to facilitate engagement with young people so that the format of the Charter meets the needs of the target audience.

Recommendation 5
That the Director of City Development leads on working closely with the Council's Voice, Influence and Change Team to facilitate engagement with young people so that the format of the Young Person's IAG Charter meets the needs of the target audience.

Evidence of this engagement work should also be reported back to Scrutiny.

125. We also acknowledge that the development of an effective promotional campaign surrounding the Charter is equally as important as the content of the Charter itself.

126. Linked to this, we appreciate that Information, Advice and Guidance (IAG) is the term being formally cited in statutory guidance to describe the support needed by young people, as well as adults, to help them make decisions about their future education pathways and career options. As such, this term has now become more familiar with learning providers and other practitioners engaged in IAG provision.

127. However, during our inquiry we did also question the use of this term when trying to capture the attention and real interest of young people.

128. In order to convey meaningful messages to young people surrounding the value of good IAG provision, we believe that branding plays a key role in this respect. Moving forward with the Charter, we therefore recognise the need to develop an effective brand and promotional campaign using language and communication technologies that resonate with young people.

129. Having already acknowledged the strong influence that parents and carers also have in relation to their child's future choices, it is vital that they too are being targeted effectively as part of this campaign.

Recommendation 6
That the Director of City Development leads on developing an effective brand and promotional campaign surrounding the new Young Person's IAG Charter, including an appropriate title for the Charter, using language and communication technologies that resonate with young people, as well as targeting parents and carers too.



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Ensuring compliance and strengthening accountability.

130. Whilst the introduction of a Young Person's IAG Charter seeks to encourage an empowerment approach in driving forward improvements in local IAG provision, we recognise the importance of having a formal robust compliance framework in place too.
131. The new careers guidance makes particular reference to 'Compass', an online self-evaluation tool for schools to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools are expected to baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
132. Locally, we acknowledged that back in 2013/14, the Council had also devised and launched the CEIAG Self-Assessment Tool to support schools and colleges in understanding their duties and enabling them to identify what they do well and the areas requiring further improvement to support them to plan and deliver provision. This assessment tool is still being utilised and is currently being revised to reflect the new duties from January 2018.
133. In terms of monitoring compliance, the careers guidance also states that destination measures will provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training, and notes that KS4 and 16-18 (KS5) education destinations are becoming an established part of the accountability system for schools. As such, further detail on destinations data, including best practice examples of how schools can make the most of this data, is to be provided in further statutory guidance due in September 2018.
134. Nationally, all schools are also reminded that careers guidance will continue to be considered as part of an Ofsted inspection, as set out in Ofsted's Common Inspection Framework and School Inspection Handbook.
135. However, whilst acknowledging that careers-related provision is already considered under three of the four areas evaluated as part of school inspections, there was consensus agreement during our inquiry that existing compliance measures associated with IAG provision are weighted significantly less than other demands being placed upon schools around the delivery of the curriculum and attainment levels.
136. Whilst we welcome the new requirement placed upon Ofsted to comment in college inspection reports on the careers guidance provided to students from January 2018, we strongly believe that more needs to be done, through Ofsted, in ensuring compliance and strengthening accountability for IAG provision in schools.
137. Linked to this, we note within the careers guidance that the Department of Education is expected to engage with



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Ofsted, as it reviews the Common Inspection Framework, to consider coverage of careers provision as part of the development of any planned changes to school and college inspection arrangements which will take effect from September 2019. In developing its approach to assessing careers provision as part of those changes, Ofsted will take account of the requirements within the new statutory guidance for schools.

138. Whilst awaiting the outcome of this, we would still urge that the Council continues to lead on lobbying for further improvements to the careers IAG system nationally, particularly surrounding the formal compliance framework and the role of Ofsted, and also through devolved responsibilities.

Recommendation 7
That the Director of City Development leads on lobbying for further improvements to the careers IAG system nationally, particularly surrounding the formal compliance framework and the role of Ofsted, and also through devolved responsibilities.

Introducing the world of work to primary aged children too.

139. Finally, whilst our inquiry has mainly focused on the expectations surrounding IAG provision for young people from Year 7 onwards, we also discussed the merits of introducing even younger children to ideas about

the work they might do in future, particularly as this has also remained a key area of interest to the Council's Children and Families Scrutiny Board following its earlier inquiry into reducing the number of young people who are not in education, employment or training (NEET).

140. Linked to this, we are pleased to note that the Careers Strategy also acknowledges that many primary schools are already thinking about how best to undertake this whilst others are already accessing excellent programmes, such as Primary Futures which give primary schools access to a wide range of professionals, who deliver sessions that help raise children's aspirations and counteract stereotypes about the people who do different jobs. However, the Government also acknowledges that there is no consistent approach across primary schools and limited evidence and best practice for schools to use when planning their activities.
141. The Government is therefore now keen to learn more about what works so that children can develop positive attitudes about work from an early age and make sure that primary schools have access to the tools they need to understand how they can start to build activities with employers into their lessons.
142. Starting next year, the Government will therefore be testing what careers activities are appropriate and work well in primary schools, providing £2 million to test new programmes, or expand ones that work, including in challenging areas. It will also be working with the CEC and interested Opportunity Areas to explore new approaches to employer



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engagement and early careers activities in primary schools and plans to share the results of this more widely so other schools can benefit and build their expertise.

143. In welcoming this move nationally, we also acknowledge that good practice already exists amongst local primary schools and therefore we believe there is merit in undertaking our own mapping exercise to begin capturing and widely promoting this good practice now.

Recommendation 8
That the Director of City Development works with the Director of Children and Families to map existing IAG practices amongst local primary schools in order to capture and widely promote good practice.

144. This inquiry has enabled us to understand the vital importance of continuing to motivate young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding and provide them with the knowledge and skills necessary to make successful transitions to the next stage of their life.
145. As well as tracking the recommendations set out within this report, we recognise the need for Scrutiny to maintain a general watching briefing of progress surrounding this agenda as efforts continue to inspire and secure commitment from all stakeholders to work collaboratively in delivering good quality, impartial and consistent IAG provision to the young people of Leeds.



Appendix 1

Overview of Council support to schools to meet their IAG responsibilities

The Leeds Careers Education, Information, Advice and Guidance Network

This network is led and quality assured by Learning Improvement, Children and Families Directorate and supported by a lead professional based within a secondary school. Over the last 6 years it has been well attended and currently 95% of Leeds secondary schools and colleges attend frequently. There are three network meetings each year with evaluation rated by attendees as predominantly good or excellent. Sponsorship from Aspire-igen has enabled the Network to run free of charge to members for the second consecutive year.

The network keeps CEIAG leads informed about changes in policy and duties, labour market information and promotes events, opportunities and resources available across Leeds and the city region. It also provides a platform for peer to peer support, challenge and improvement; and provides the opportunity for partners and providers to promote any changes to learning provision available for young people. Members work together to develop and trial new materials, including those to support parents and carers, teachers and children with special education needs and disabilities.

The network also provides Leeds City Council with the opportunity to keep schools up to date with the expected data returns they have to make for destinations as part of their statutory duties. The network also engages with the LEP Enterprise Advisers to promote their resources and commissioned programmes funded through the National Careers and Enterprise Company.

Parent mailing of Post 14 and Post 16 learning options.

For the past 3 years, the Council's Children and Families Services has written to the parents of all year 9 learners in the city in February and November providing details of the additional Post 14 learning options available to young people from year 10, this includes Leeds City College's 14-19 Apprenticeship Academy and UTC Leeds. Known as the 'Leeds Letter', this was recognised by the DfE as good practice and was used to inform the new 'Atypical Admissions' letter which from September 2016 all local authorities have been required to send annually as part of their statutory information duty.

For the past 5 years, the Council has written to all parents of year 10 and year 11 students, along with those in the NEET group, to inform them of Post 16 Learning options in the city. Sent in February and November, this mailing is funded by the Post 16 colleges and Study Programme providers and includes information on a range of other initiatives and events such as the Leeds Apprenticeship Recruitment Fair and Industry-led Apprenticeship Seminars and the Leeds Pathways website.

Leeds Pathways and UCAS progress

The Council has continued to invest in Leeds Pathways and UCAS Progress, the web based IAG resource. Work to update the website was undertaken in 2017 after consultation with partners, young people and other stakeholders and included the addition of new information



Appendix 1

relating to the local labour market and key employment growth sectors and links to apprenticeships and job opportunities. It includes an easier to navigate interface to provide parents and carers with an improved resource for accessing information to help their young people make the right education, employment or training choices.

UCAS Progress provides young people in year 11 with the facility to search for detailed course information and make multiple on-line applications to Post 16 providers. For the majority it is used for applications to Study Programme provision at colleges, schools and providers, with some applications being made to Apprenticeship providers. Young people, their home schools, Post 16 providers and parents are able to use the system to support young people with their applications, track progress and record when an offer of a start date has been made.

CEIAG Self-Assessment Tool

In 2013/14 the Council devised and launched the CEIAG Self-Assessment Tool to support schools and colleges in understanding their duties and enable them to identify what they do well and the areas requiring further improvement to support them to plan and deliver provision. This has been updated to reflect the new Ofsted Framework and is currently being revised to reflect the new duties from January 2018 along with details of new resources available from the Leeds City Region Enterprise Partnership. The CEIAG network promotes the Self-Assessment tool and schools are encouraged to provide peer to peer support to complete the self-assessment and share good practice. Where this is formally requested, the Professional Lead from the network will support implementation at a school.

The Moving on Project and the Next Steps Event

The Council working with post 16 providers has provided targeted support to schools with High NEET rates with the aim of supporting year 11 students who are potentially at risk of not securing a Post 16 destination and where additional support could be beneficial. Young people nominated by schools are provided with one to one sessions and additional impartial IAG about the different post-16 learning options available to them and are given an opportunity to express their preferences and take up alternative routes. Students are then tracked for a further 3 months.

Young people that do not have a confirmed offer of learning for September are invited to the Leeds 'Next Steps' event at the end of August. The event brings together post 16 providers (schools, colleges, flexible provision/short course providers and Apprenticeship providers) with live vacancies and can sign up individuals immediately, or refer them to interviews or taster courses. The Council's Leeds Pathways Support Team are present at the event to offer young people impartial IAG, and help direct them to providers who can offer the opportunities that are most appropriate to them.



Appendix 1

Intended, Offers and actual Destination data (IOD returns)

The Council collates the following information from all Leeds schools, academies and providers who enrol year 11 students:-

- April – Intended Destinations for year 11 and year 12 learners
- May, June and July – Post 16 Offers received by year 11 and year 12 learners
- September and October – Actual destinations of year 11 and year 12 leavers.

The IOD return forms part of schools' statutory duties in relation to the September Guarantee and helps to ascertain which young people may not have an offer of learning for the following September and they are then invited to either participate in the Moving On Project and or invited to the Next Steps Event in August. It also provides an indication of which schools do not have an adequate CEIAG strategy, may not be providing appropriate IAG to young people, or do not have a robust system for tracking destinations, thus increasing the risk of young people becoming NEET.



Appendix 2

The Gatsby Benchmarks¹⁰

1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

¹⁰ Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation



Appendix 2

5.Encounters with employers and employees	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.



Appendix 3

Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
From January 2018 (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018	<ul style="list-style-type: none"> Every school will be expected to publish details of their careers programme for young people and their parents.

Support for schools

Timing	Action
From September 2018	<ul style="list-style-type: none"> Job specification and standards for Careers Leaders developed and started to be used by schools.
From September 2018	<ul style="list-style-type: none"> The Careers & Enterprise Company will take on a broader role across all the Gatsby Benchmarks.
During 2018 and 2019	<ul style="list-style-type: none"> CEC will provide tools to help schools meet the Gatsby Benchmarks.
During 2018 and 2019	<ul style="list-style-type: none"> Careers Leaders training funded for 500 schools and colleges.
By end 2020	<ul style="list-style-type: none"> All schools will have access to an Enterprise Adviser.



Appendix 4

Careers information, advice and guidance consultation report (2012).

Summary of key findings

- In order of preference, students prefer to go to a 'members of family' to ask for careers advice followed by 'a teacher' and then by 'a careers advisor'
- In order of preference, students prefer to receive their advice 'at home', followed by 'at school' and then 'at advice centre'
- Younger students felt some initial careers education and guidance should be given in Year 7 and begin fully in Year 8 or 9. Older students who had already chosen options felt careers education and guidance should begin in Year 9. All respondents felt it was important for young people to receive advice *before* they pick their options.
- Younger students prefer to receive advice electronically with advice sent to email addresses with links to further information. Older students showed a preference for having face to face careers meetings before being provided with information electronically.
- Students would welcome careers fairs in schools to meet employers and universities as well as having former students come into school to do assemblies about career pathways.
- Social media plays a big part in students' lives – social media news feeds are an effective way of providing information and referring to other more detailed sites. The most popular forms of social media were listed as being Facebook and Twitter.

Recommendations to schools

- To start initial conversations about careers and pathways with students beginning in Year 7
- To give students opportunities to receive further careers information, advice and guidance (IAG) in Year 9
- To ensure that all teaching staff know where to signpost students to in order to receive IAG either through an in-school careers advisor, an external organisation or a website e.g. www.leedspathways.org.uk. In the first instance the majority of students felt most comfortable approaching a member of staff they have a good existing relationship with and so it's important all staff know a referral route.
- To develop interactive ways for students to learn about careers and higher education for example careers fairs or talks and presentations in assemblies.
- To embrace electronic media – particularly the use of email - to enable students to get initial information at school but do their own research at home with their family
- Publicise former occupations that members of staff may have had before becoming teachers

Appendix 5

Careers advice

Tips from young people



Suggestions for careers advice by school year – from young people in Leeds

Subject	Years 7 and 8	Year 9	Years 10 and 11	Post 16
General	Give your students a good foundation in important transferable skills such as CV writing, interview skills and interpersonal skills.			
				Give advice on budgeting and managing the costs of living independently (e.g. accommodation, bills, transport).
	Offer advice tailored to each student about the qualifications and job opportunities they can consider. Labour market information is available on the Leeds Pathways website.			
	Explain how the topics studied in class can be applied in careers and life.			
	Help students to understand and develop their skills in CV writing and preparing for interviews			
Pathways	Ensure students understand how subjects and qualifications can relate to different career paths and skills.	Help students develop a better understanding of university and how it works e.g. course requirements, target grades and career prospects.	Advise students the time and opportunity to independently research their career pathways and help them with resources.	Explain the university fees system and costs associated with university.
	Create a road map with students to ensure they understand when vital decisions such as GCSEs and further education have to be made.			
	Encourage students to take the steps required to achieve their goals by offering opportunities such as careers fairs.			
			Enable learners to attend local careers fairs, lectures and open days.	Dispel myths that university costs can stop the less wealthy going to university and encourage options such as part time employment.
	Ensure students are aware of the importance of being an independent learner, also reassure them that help is available if they need it.			
			Provide information on opportunities for alternative qualifications and routes to employment e.g. traineeships, apprenticeships, BTECs, diplomas, and training.	Ensure that students are aware of the possibilities of achieving good A Level results despite a poor GCSE performance.
	Explain the assessment processes that subjects will involve, such as exams and course work.		Ensure that learners are aware of the full range of post 16 options available to them, and that they can access advice from places like Leeds Pathways on which options are suitable for them.	
	Highlight the benefits of alternative qualifications and learning opportunities in order to encourage students to pick the option that is right for them.			
Employment		Encourage students to explore the different job opportunities that are related to their hobbies	Discuss the benefits of work experience. Develop a list of opportunities with learners and provide guidance notes on how to secure a suitable placement.	Continue to support work experience placements. Help students to source varied opportunities to experience the vast range of possibilities offered through employment.
	Make students aware that they need to independently research job opportunities and qualifications that interest them. Encourage them to proactively meet with employers.		Provide learners with specific information about job specialisations within a given field e.g. role of structural engineer within the field of engineering.	
	Provide examples of the different roles within job categories e.g. careers in healthcare can include doctors, radiographers, occupational therapists and even more specialised roles within these categories.			

A young person's career is in their own hands, and we need to help them make the most of it!

This guide has been developed by young people to help schools understand what information, advice and guidance young people have said they would find useful, and when. The Leeds Youth Council Learners Board Working Group, and members of the UK Youth Parliament consulted with youth groups, schools, and colleges to gather views about what young people felt would best prepare them for life after school.

Please use the guide as your school sees fit. We have organised recommendations by year group, and you may wish to adapt our suggestions or use some of the ideas to complement your existing provision. We hope it will be useful, and help you to support young people in Leeds to access the information, advice and guidance they need to achieve their potential in life, and give them the brightest possible future.

Thanks,

The Leeds Youth Council Learners Board, 2012-13

Contact us:

The Leeds Youth Council at:
vic@leeds.gov.uk
[facebook.com/LeedsYouthCouncil](https://www.facebook.com/LeedsYouthCouncil)
[@LeedsYC](https://www.instagram.com/LeedsYC)

For further advice and resources, see www.leedspathways.org.uk



Evidence

Monitoring arrangements

Standard arrangements for monitoring the outcome of the Board's recommendations will apply.

The decision-makers to whom the recommendations are addressed will be asked to submit a formal response to the recommendations, including an action plan and timetable, normally within two months.

Following this the Scrutiny Board will determine any further detailed monitoring, over and above the standard quarterly monitoring of all scrutiny recommendations.

Reports and Publications Submitted

- Report of the Director of City Development aligned with the remit for session 1 of the inquiry.
- Final report arising from the consultation exercise undertaken by Children's Services in 2012 with young people around careers information, advice and guidance.
- Good Career Guidance (Summary document) by Sir John Holman. Gatsby Charitable Foundation. 2014.
- Careers Advice – Tips from Young People. Leeds Youth Council publication (2012/13)

Dates of Scrutiny

Scrutiny Board Meeting – Agreeing terms of reference – 17th January 2018

Scrutiny Working Group – Session 1 of the inquiry – 5th February 2018

Scrutiny Board Meeting – Session 2 of the inquiry – 20th February 2018



Evidence

Witnesses Heard

- Councillor Mohammed Rafique, Executive Member for Employment, Skills and Opportunity.
- Sue Wynne, Chief Officer for Employment and Skills.
- Matt Wilton, Head of Employment Access and Growth.
- Richard Amos, Sufficiency and Participation Lead, Children and Families.
- Richard Cracknell, Voice, Influence and Change Co-Ordinator, Children & Families.
- Hannah Lamplugh, Voice Influence and Change Lead, Children and Families.
- Will Carr, Head Teacher, Ralph Thoresby School.
- Katharine Needham, Vice Principal, The Co-operative Academy Leeds.
- Christine Humberstone, Careers Adviser, Shine (Aspire-igen Group)
- Emma Davis, CEIAG Manager, Priesthorpe High School.
- Colin Booth, Principal of Leeds City College.
- Derek Whitehead, Deputy Principal, Leeds College of Building.
- Stuart Rees, Faculty Director, Leeds College of Building.
- Mark Goldstone, Head of Business Representation & Policy, West & North Yorkshire Chamber of Commerce.

**Scrutiny Board (Inclusive Growth, Culture and Sport)
Inquiry into Information, Advice and Guidance Provision in Leeds
March 2018
Report author: Angela Brogden**



www.scrutiny.unit@leeds.gov.uk