

## Children and Young People Select Committee – Review of Employment and Education – Summary of Evidence

Issue	Summary	Issues
<p><b>Strand One Demand</b></p>	<p><b>What the research says:</b></p> <p><b>CIPD 2012</b> Need to sell the case to employers for employing young people (e.g. growing talent and workforce planning, cost effectiveness)</p> <p>What support do employers need to bring in more young people?:</p> <ul style="list-style-type: none"> <li>- A more joined up skills and employment system of support for young people</li> <li>- More direct support for taking on young people – pastoral, advice not just financial</li> <li>- Better careers advice and guidance in particular for alternatives to university education</li> <li>- Employer engagement with schools needs to start earlier; evidence that young people listen more to employers rather than teachers or parents. Employers think they could help to offer career insight talks, provide work experience and internship placements</li> </ul> <p><b>PWC – How employers can change the way young people see apprenticeships</b></p> <ul style="list-style-type: none"> <li>- Attend careers fairs and give careers talks</li> <li>- Offer work experience or job shadowing</li> <li>- Bring recruitment processes to life</li> </ul> <p><b>CIPD – Employers are from Mars, Young People are from Venus</b> Employers need to:</p> <ul style="list-style-type: none"> <li>- Make the business case for recruiting young people to managers</li> <li>- Adapt their expectations of young people</li> <li>- Think about roles and access routes</li> <li>- Take action to attract from a wider pool of young people</li> <li>- Ensure selection processes are youth friendly and transparent</li> </ul> <p>Policy Makers need to:</p> <ul style="list-style-type: none"> <li>- Provide greater support for young people during transition</li> <li>- Careers advice and guidance and work preparation should be part of the national curriculum and schools need to be assessed in how well they are performing</li> </ul> <p>What do young people say?:</p> <ul style="list-style-type: none"> <li>- Don't rely on teachers but get external experts including employers into schools</li> </ul>	<p>Improving communication / collaboration between LA, Education and Training Providers and Local Employers</p> <p>Encouraging employers to realise the benefits of recruiting young people</p> <p>Providing support in respect of transition from employment to education</p> <p>Providing support to employers when taking on young people and apprentices</p> <p>Supporting employers to broaden outreach and promotion of their work in education and training settings</p>

- Pay attention to those areas where greater advice is needed
- Careers advice and guidance needs to be part of the curriculum
- There needs to be more information on what choices are available for those leaving school
- More support should be given to encourage employer contact and work experience opportunities

**CBI Skills Survey 2012**

- The proportion of employers involved in apprenticeships has risen to almost two thirds
- Employers say that the need to provide businesses with the skills they require is the single most important reason to raise standards in schools
- Employers want to see primary schools concentrating on the key enabling skills of numeracy and literacy
- For those in the 14-19 age group, employers believe schools and colleges should be prioritising development of employability skills as well as literacy, numeracy and technology
- There is an appetite from employers to play a greater role in delivering careers advice with more than half willing to do more
- There is a pressing need to improve literacy/numeracy skills in school and college leavers
- Employers are not confident of meeting their need for high skilled employees in the future
- STEM skills open up career opportunities at every level
- One in five jobs now require degree level skills
- Employability skills are the most important factor taken into account when businesses recruit graduates

**Stockton Youth Assembly – Annual Debate Feedback – Getting Ready for Work**

- All of the young people felt that they were uninformed about the types of jobs available. They felt that more information was needed on the jobs/opportunities and the best way to pursue them. Feedback from the young people revealed that schools were not providing enough of this kind of information. Schools needed to give more help to young people making choices – not just Plan A
- Travelling to work and lack of experience limited young people's opportunities
- Most felt that work experience was useful in helping young people to make choices about their futures and that there should be more opportunities for work experience
- Young people felt that there were negative perceptions about particular sectors (e.g. engineering, manufacturing) and that these sectors needed to do more to attract young people (particularly girls). Young people commented that their choices had been influenced by what they enjoyed doing –

Introducing role models to young people early on (Young people listen more to employers rather than teachers or parents according to the research).

Work experience valued.

not what would lead to work

### **Business Visits - Feedback**

- A common problem was that young people were not prepared for the work environment
- Recognition of the need for succession planning (and the older workforce also tend to lack the experience of the new technologies). However, apprentices could be time consuming; utilising mentors had worked well in one business
- One idea would be to take on more apprenticeships than vacancies to introduce an element of competition and improve performance
- Applicants displayed a lack of training on writing CVs interview skills etc. All businesses visited commented that young people were not interview ready
- Recommended a pre-apprenticeship induction programme would help as a way of introducing young people into the work place and provide a safe training environment
- Young people seemed unaware of the various industries which existed and the types of occupations/ opportunities within them together with the qualifications which would help them obtain employment
- Quality assurance work was identified as an area which would suit an apprenticeship route as no formal qualification existed for this type of work
- One business reported problems in filling particular types of posts and that it was difficult to find candidates with the right attitude and flexibility; working cultures could also be an issue
- The businesses were interested in being part of a more co-ordinated approach and having a higher profile with local schools/ colleges
- The quality of careers advice should feature more strongly in Ofsted inspections
- Careers advisers are not up to date
- There was a feeling that some schools wanted to “hang on” to their pupils and that pupils were not being advised on other options available
- The majority of teachers have no experience of working in industry
- Education is too subject based
- Work readiness is an issue, however, one business commented that they felt it was their responsibility to deal with issues such as dress/ behaviour
- One business encouraged anyone looking for work to sign up with an agency
- Young people’s expectations are too high
- There is a need to get out the message that apprenticeships can be the start of a rewarding career pathway
- Schools and colleges are not devoting enough time to careers guidance and there is a need to education parents also
- Colleges put on courses that will generate income and not what industry needs

Employers believe that education providers have little knowledge of industry and more needs to be done promote industry/ local business

Issues with young people not being interview ready or work ready

Employers have high expectations of young people; Young People also have high expectations.

**Stockton Perspective:**

Jobs Miss Match

Priority growth areas: Digital and Creative , Advanced Manufacturing, Health, Logistics, Processing, Low Carbon

In 2011 there were 84,800 jobs available - 57,100 were filled by Stockton residents, 27,700 from across the Tees Valley. 31,200 residents travelled out of the Borough for work.

In May almost 1 in 3 people claiming JSA were aged between 16 and 24 years. 8% were 16 – 19.

**Strand Two  
Provision &  
Performance**

Post-16 learning and skills needs in Stockton are supported by one general FE college, one sixth form college, two school sixth forms, four work based learning (WBL) providers offering Apprenticeships and one WBL provider offering Foundation Learning. The table below shows who they are and the level of qualifications/training they deliver. However, there are approximately 200 providers delivering education and training in the Stockton local authority area. Some of this may be specialist delivery tailored to a particular employer need, or national employers who use the same college/provider to deliver throughout their business.

Provider	Type	Skills for Life	Below L2	L2	L3	L4	Apprenticeships	
							Int	Adv
Conyers	School Sixth Form			✓	✓			
Egglescliffe	School Sixth Form			✓	✓			
Nacro	Private Training	✓	✓					
NETA	Private Training			✓			✓	✓
Stockton Riverside College	General Further Education	✓	✓	✓	✓	✓	✓	✓
Tees Achieve	Local Authority	✓	✓	✓	✓	✓	✓	✓
Stockton Sixth Form College	Sixth Form College	✓		✓	✓			
Cablecom	Private Training	✓		✓			✓	✓
Janard	Private Training			✓			✓	✓

Teesside University is the main higher education establishment that Stockton residents attend, with approximately 933 applicants (aged 19 or under from across the borough) accepted in 2009. Durham University has a large site with over 100 post-graduates learning from the Stockton site.

Stockton is a net exporter of learners, which means that a higher number of learners (34%) travel out of the borough to take part in education and training, than those who travel into the borough (16%). The

Gaps in provision

Need different access routes to work

Need to improve joint working between LA, LEP, Employers, Schools and other colleges

Get representatives from local business onto governing bodies?

<p>majority (70%) of those learners that travel out of the Borough go to Middlesbrough.</p> <p>Although there are a number of providers delivering to Stockton learners, the most popular are Middlesbrough College and Queen Elizabeth Sixth Form College based in Darlington – both with good Ofsted grades - whilst our two Stockton colleges show Ofsted ratings as ‘requires improvement’. The Committee have received presentations from the new principals at SRC and SSFC on their plans for improving the Ofsted judgement</p> <p>There have been improvements in performance at key stage 4 with Stockton Secondary Schools achieving the highest percentage of students achieving the key indicator of 5 or more GCSE passes at GCSE, however, 43% of pupils are coming out of school without English and Maths GCSE (A* - C).</p> <p>In respect of post 16 providers, all four have exceeded the national average pass rate of 98.1% and on the higher grade measure (A*-B), Egglecliffe exceeded the national figure by almost 6% and Conyers and Stockton Sixth Form both improved the % of students achieving A* - B grades from 2012 but were below the national figure of 52.8%.</p> <p>Colleges do not currently collaborate with each other on a complementary curriculum</p> <p>Although it is recognised that education providers are in competition with each other, there is evidence of collaboration e.g. Conyers and Egglecliffe sponsored bid for post 16 Maths and English at Billingham site.</p> <p>Youth Services are picking up those young people who drop out of courses part way through the year.</p> <p>Education Funding Agency:</p> <ul style="list-style-type: none"> <li>- Allocates 16 – 19 revenue funding and learner support budgets (and fund apprenticeships?)</li> <li>- Funds youth contract for disengaged 16 and 17 year olds</li> <li>- Funding changed to support more demanding study programmes and flat rate of funding per students not payments for each qualification studied</li> <li>- Can cease funding or require improvement where institutions are failing</li> </ul> <p>From September this year, new 16 to 19 study programmes were introduced, supported by changes to post-16 funding. All students in full or part-time education will be expected to follow a study programme</p>	<p>Collaboration on social events as a first step?</p> <p>Encourage enrolment throughout the year</p>
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tailored to their individual needs, education and employment goals, including students with learning difficulties and/or disabilities.

When designing Study Programmes, providers should encourage students to:

- Progress to a level of study which is higher than their prior attainment;
- take qualification(s) which are stretching rather than easy to pass;
- take qualification(s) that are judged to be of good/suitable size and level of rigour that will enable genuine progression to meaningful employment, training or higher levels of education;
- achieve English and maths GCSE A\*-C or take English and maths provision that will lead to significant progress towards this if this has not already been achieved;
- participate in value-added non-qualification activity and work experience, whenever appropriate.

Study programmes for 16 – 19 year olds must:

- Not be wholly occupational
- Include one qualification of substantial size which offer progression into education/ employment
- Include high quality work experience or internships (where appropriate) and other enrichment activities
- Include GCSE A\* - C in English and Maths or qualifications leading to this level for students who have not already achieved them

FE colleges and sixth forms can recruit 14 – 16 year olds from September 2013. Colleges enrolling this age group must offer them a full KS4 programme either alone or in collaboration with schools.

The new Traineeship Programme supports young people aged 16 – 24 to develop the skills they need to secure employment including apprenticeships. This programme forms part of the Study Programme framework.

Apprenticeships are open anyone living in England, over 16 years-old and not in full-time education whether they are just leaving school, have been working for years or are seeking to start a new career. As employees, apprentices earn a wage and work alongside experienced staff to gain job-specific skills whilst working towards a National Vocational Qualification (NVQ). There are three levels: intermediate, advanced and higher.

Apprenticeships are advertised by the National Apprenticeship Service. In August 2013, there were 206

How are we developing coherent study programmes to meeting the needs of all young people and utilising the flexibilities of the new funding methodology?

How are we engaging sufficient employers to enable successful delivery or work experience within study programmes and traineeships?

Relationship between colleges and schools?

apprenticeship vacancies advertised in the Tees Valley. 2633 applications were received, 129 Tees Valley employers advertised and the vacancies were supported by 37 learning providers, 12 of which are based in the Tees Valley.

Professor Alison Wolf, in her 'review of vocational education, recommended that study programmes be introduced to offer students breadth and depth and without limiting their options for future study or work.

<p><b>Strand Three Support</b></p>	<p>Local authorities have <b>existing responsibilities</b> to support young people into education or training, which are set out in the following duties:</p> <ul style="list-style-type: none"> <li>• <b>Secure sufficient suitable education and training provision</b> for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area.</li> <li>• Make available to young people aged 13-19 and to those aged 20-24 with a Learning Difficulty Assessment support that will <b>encourage, enable or assist them to participate in education or training</b>. Tracking young people’s participation successfully is a key element of this duty.</li> <li>• In addition, ESA 2008 places two new duties on local authorities with regard to 16 and 17 year-olds. These relate to the raising of the participation age (RPA): From 2013, all young people will be under a duty to participate in education or training until the end of the academic year in which they turn 17. From 2015, this will rise to their 18th birthday.</li> <li>• A local authority in England must ensure that its functions are (so far as they are capable of being so) exercised so as to <b>promote the effective participation</b> in education or training of persons belonging to its area to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.</li> <li>• A local authority in England must make arrangements to enable it to <b>establish</b> (so far as it is possible to do so) <b>the identities of persons</b> belonging to its area to whom Part 1 of ESA 2008 applies but who are <b>failing to fulfil the duty to participate</b> in education or training</li> </ul> <p><b>Delivering the existing duty to support participation:</b></p> <ul style="list-style-type: none"> <li>• In order to discharge this duty, local authorities must collect information to <b>identify young people</b> who are <b>not participating</b>, or who are at risk of not doing so, to target their resources on those who need them most. The information collected must be in the format specified in the Client Caseload Information System (CCIS) Management Information Requirement. Young people’s current activity information should be made available at regular intervals.</li> <li>• Local authorities will be expected to continue to work with schools to identify those who are in need of <b>targeted support</b> or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally. Tools such as risk of NEET indicators (RONI) support this.</li> </ul>	<p>Value in getting employers speaking to young people and parents</p> <p>Encourage all schools to provide transparency about careers work and resources allocated to it (Education Select Committee recommendation)</p>
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- Local authorities are expected to lead the **September Guarantee** process, which underpins the delivery of this duty. This is the process by which local authorities aim to ensure that all 16-17 year olds receive an offer of a suitable place in education or training by the end of September each year.
- Information will be required on the **number and proportion of young people** in each area who:
  - ✓ receive an offer under the September Guarantee,
  - ✓ are participating in education or training,
  - ✓ who are NEET, or
  - ✓ whose current activity is not known

This information will be taken from the CCIS data reported to DfE and made available publically via the DfE website on a regular basis.

- Local authorities are expected to pay particular attention to young people who are not in any form of education, employment or training.
- Local authorities should continue to maintain **close links with Jobcentre Plus** to ensure that young people who are NEET and receiving benefits get support that is appropriate to their needs

#### **Duty to promote effective participation**

The participation of young people in education and training should be actively supported through **local authorities' wider functions** wherever possible and practical inducing:

- post-16 transport policy statement,
- Where possible, ensuring a focus on participation is embedded throughout their education and children's services
- local authorities, schools and colleges will need to set out what services they provide for young people with SEN in the area – the 'local offer' – up to the age of 25.

Local authorities should **provide strategic leadership in their areas**, working with and influencing partners locally to support participation.

The **three primary routes** for young people to participate are:

- a. Full-time education;

- b. An Apprenticeship;
- c. Full-time work combined with part-time education or training.

**Duties on Schools**

Schools and Colleges are now held to account for the destination of all their leavers.

From September 2012, schools have been under a duty to secure access to independent and impartial careers guidance for their pupils in years 9-11 on the full range of post -16 options, including Apprenticeships. This will extend to years 8 -13 and will include colleges. Guidance secured should be independent and face to face where it is the most suitable support for young people to make successful transitions.

Schools also have specific responsibilities for young people with statements of SEN leaving school, including arranging an annual review of the statement which focuses on transition from school. The responsibilities placed on young people by RPA should be clearly built into that transition plan. Local authorities will need to work with schools to identify and support those young people at risk of being NEET post-16.

**Schools and colleges will be held to account for the destinations of all their leavers** through the annual publication of Destination Measures.

**Duties on sixth forms, colleges and other training providers**

The primary duties are to promote good attendance of 16 and 17 year olds and inform local authority support services if a young person (aged 16 or 17) has dropped out of learning, so the young person can be contacted swiftly and offered support to help them re-engage

The Education Act 2011 introduced a statutory duty on schools to secure access to independent, impartial careers guidance for their pupils in year 9 – 11.

How do we monitor the effectiveness of Careers advice?

## Careers

The Education Act 2011 placed schools under a duty to secure access to independent and impartial careers guidance for all Year 9 to 11 pupils from September 2012. Stockton Borough Council is offering a Local Authority traded service via dedicated Careers Advisers within Youth Direction, which schools can purchase to meet this requirement.

All of the Careers Advisers are professionally qualified to at least Level 6, the minimum standard recommended for schools purchasing Careers Guidance by the Department for Education and the Career Development Institute. Stockton Youth Direction is also externally accredited to the Matrix Standard, the national quality benchmark for information, advice and guidance services. This quality standard is recommended by the DfE in their statutory guidance to schools to provide Careers Guidance.

There is a clear correlation between a young person knowing what they want to do and attainment.

Benefits of careers guidance: lower course switching/ drop outs, motivated students, success rates, better informed about labour market information.

### **Education Select Committee Careers Guidance for Young People: The impact of the new duty on schools**

“The Government's decision to transfer responsibility for careers guidance to schools is regrettable. We have concerns about the consistency, quality, independence and impartiality of careers guidance now being offered to young people. We heard evidence that there is already a worrying deterioration in the overall level of provision for young people. Urgent steps need to be taken by the Government to ensure that young people's needs are met..... we recommend that a minimum of one personal careers interview with an independent adviser should be available for every young person..... we recommend that all schools are required to publish an annual careers plan, which would provide transparency about what could be expected in terms of careers work and would set out the resources allocated to these activities.”

56.8% of initial destinations are to colleges within the Borough, 34.2% are colleges outside Stockton, 6.3% are to employment, MA, training and foundation learning and 2.7% of initial destination activity is NEET (64yp)

Stockton have developed a PAT tool to help determine the needs of young people who are NEET.

**“Going in the right direction” – Ofsted Thematic Review published September 2013**

Only one in five schools were effective in ensuring that all its students in Years 9, 10 and 11 were receiving the level of information, advice and guidance they needed to support decision-making.

*Recommendations*

**Schools** should:

- develop and implement a clear strategy for careers guidance
- use destination data on students’ progression
- ensure that every school governing body has an employer representative, and that the vocational route, including apprenticeships, is given equal status to the academic route, for example, by fostering greater links with employers so that young people and their parents/carers are exposed to a wider range of career options
- promote the wider range of progression routes available at further education colleges, independent learning providers, and communities and skills providers.

**Ofsted** should:

ensure that inspectors take greater account of the quality of careers guidance and of students’ destinations in judging the effectiveness of a school’s leadership and management

Government Response to Ofsted’s Thematic Review of Careers Guidance [Sept 2013]

- We will revise the statutory guidance for schools on their duty to secure independent and impartial careers guidance. The revised statutory guidance will provide an opportunity to set clear expectations and highlight Ofsted’s recommendations for schools.
- Her Majesty’s Chief Inspector, Sir Michael Wilshaw, has already confirmed that he will give careers guidance a higher priority in school inspections from September 2013. Ofsted’s lead inspector for careers guidance has contributed to training for inspectors, raising awareness of this issue.

**14 – 19 Full Participation Plan**

The 14 – 19 strategy for education and training will be closely linked to the local skills and economic development agenda led by the Tees Valley Local Employer Partnership (LEP), Tees Valley Unlimited, to ensure that education and training prepares young people for employment and economic stability and also ensure that the local offer clearly meets employer need.

## NEET

NEET for 16 – 19 year olds in Stockton has reduced steadily over the past decade. In May 2009 there were 988; in May 2013 there were 607 (a 39% reduction).

Young people across all schools become NEET.

Top 6 reasons for becoming NEET

- Completed college course (41.6%)
- Didn't like what they were doing (19.5%)
- Finished school and wanted support over the summer (13.9%)
- Illness/ health/ pregnancy (9.1%)
- Employment ceased (4.8%)
- Chose the wrong option (4.6%)

A common theme is unrealistic expectations of world of the world of work.

### **Lost in transition – The work foundation**

More young people are struggling to make the initial transition from education into sustained work

The NEET cohort is a diverse group

NEETs face a number of barriers to work - in addition to lack of work experience there are other barriers such as health problems and poor qualifications

Young people become NEET at different points

### **CYP Visit to Matty's Bistro – 11 November**

Councillor Carol Clark, Barbara Inman and Ken Lupton  
Carolyn Chubb, Judy Trainer

- Engagement Activity targeting hard to reach young people - building confidence, discipline and team working; also undertake IAG with young people#
- Scheme provides a sympathetic environment for participants to work towards becoming work ready
- 24 workshops per programme providing catering for events etc.
- Mondays/ Tuesdays 10am – 3pm

More flexible provision:  
In year starts to full year courses

More time to progress (e.g. 3yr A level courses)  
Guaranteed progression is students pass

Guaranteed progression if students pass: colleges to have a Y12>Y14 Retention Plan (RPA Pilot)

NEET Offer –

More offers

Share good practice

Deliver individual units of a bigger qualification

- Participants gain Level 2 Health and Hygiene Certificate
- Scheme has good progression to work (78% of cohort of 60 young people)
- A number of businesses have approached the scheme to find employees
- Young people tend to be 17 upwards; funding runs from 16 – 19 unless LDD
- Some Young People have dropped out but the scheme is oversubscribed

### **Careers Interventions**

Northfield School – 12 November - Councillor Carol Clark and Ken Lupton  
 Ian Ransey – 21 November – Councillor Barbara Inman

### **CYP Visits - LDD Young People supported by STEPS – Durham University Sports Centre and Greengates School**

Councillors Carol Clark, Norma Stephenson, Barbara Inman  
 Judy Trainer

- STEPS work with people to identify their skills, abilities and development needs. They also provide advice and guidance to employers of people with a disability. STEPS support disabled people into college, voluntary work, work experience and paid work
- Young People often start by carrying out voluntary work then progressing into employment
- Employment provides work experience and income and also builds confidence
- The young person (aged 22) we met worked one day each week (3 hours) as a Sports Assistant at Durham University Sports Centre on a 12 month contract. He was very enthusiastic about the job and wanted to continue in similar employment. When we visited, he was helping with a groups of disabled young people and adults and provided an excellent role model or the group
- He said the most enjoyable aspect of the work was meeting people and he had no concerns about any aspect of the work in his current role
- Another young person worked one half day each week at Greengates School cleaning and preparing art materials for use by the pupils. She had aspirations to work in a childcare setting and enjoyed her current role. The support worked had assisted her in getting started and worked with her initially until she was confident in completing her duties. Support has also included helping her to become familiar with the bus route to the school
- The service were keen to encourage local employers to consider areas of work which would be suitable for a placement from STEPS