

Jobs, Opportunities and Money Scrutiny Report



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CHAIR'S FOREWORD

This report presents the findings of the review into Jobs, Opportunities and Money, that has been examining the work carried out by the Council and its partners to improve access to jobs and opportunities for young people in Kirklees. This was the first time that young people had actively been involved in gathering evidence for scrutiny and the first time that young people had chosen what scrutiny should look at based on what mattered to young people the most.

The members of the Children and Young People Scrutiny Panel would like to thank the individuals who have given their valuable time to input into the evidence gathering process, especially the young people who worked hard to firstly develop different evidence gathering methods, but then to work with their peers to gather such valuable information.

Thanks also go to the officers from Kirklees Council and C & K Careers Connexions Service who have taken time to respond to some very specific questions from young people themselves about jobs, opportunities and money.

I would also like to thank officers from the Involving Young Citizens Equally (IYCE) team, who have supported young people to take part in this review, as well as all the members of the Children and Young People Panel throughout 2011/12 and 2012/13.

Councillor Cahal Burke

Lead Member of the Children and Young People Scrutiny Panel

1. BACKGROUND AND CONTEXT

- 1.1 In 2010, the Children and Young People Scrutiny Panel were approached by the Directorate for Children and Young People to explore ways of involving children and young people in Scrutiny work.
- 1.2 In February 2011 Matthew Holland, Head of the Children's Trust Management and Development, asked the Kirklees Youth Council for their support in identifying a key priority from local children and young people.
- 1.3 Youth Councillors decided to generate a questionnaire to help them gather views from a wide range of children and young people. Over 700 responses were received. A wide range of issues were identified but the most important issues highlighted were 'things to do', 'jobs and opportunities' and 'money'. This information was then shared with the Children's Trust Board.
- 1.4 In particular, young people were concerned over the lack of jobs and their ability to get work experience. They also felt that support for young people leaving school, including financial assistance so they could continue in further education, was important.
- 1.5 Young people said it was important that there were courses to equip young people to have the skills to look for jobs, including business skills and knowledge to develop more entrepreneurial opportunities. They felt they needed better careers advice and that they would like more support from local businesses and employers of young people.
- 1.6 At the Children and Young People Scrutiny Panel meeting on 18 July 2011, the Panel agreed that the idea of 'Jobs, Opportunities and Money' put forward by young people and supported by the Involving Young Citizens Equally (IYCE) team should be a priority piece of work for the Panel.
- 1.7 It was felt important that young people should be involved in every stage of the project and should, through their knowledge and experiences, have the opportunity to develop their own research methods.

2. TERMS OF REFERENCE

1. To gather an understanding of the relevant Government policies relating to jobs and opportunities for young people.
2. To identify the work being carried out by the Council and partners to improve access to jobs and opportunities for young people in Kirklees, including financial assistance to continue in further education.
3. To work with young people in Kirklees to gather a wide range of views relating to jobs, opportunities and money.
4. To make recommendations as appropriate.

3. THE PANEL AND WORKING ARRANGEMENTS

- 3.1 The Panel carried out the review via Panel meetings, with an additional meeting set up to visit the young people who had been involved in developing the research methods and to gather their experiences of being involved in scrutiny work.
- 3.2 Young people were supported by Julia Ingram from the IYCE team, who in consultation with the Panel developed 3 evidence gathering methods including:
- A Jobs and Opportunities survey
 - An evaluation of Bursary leaflets
 - Mystery shopping of the 'Workabout' website.
- 3.3 A full list of attendees and contributors to the review are shown on page 29.

4. INTRODUCTION

- 4.1 In England today, there are approximately 2.5million young people aged between 14 and 19. The vast majority of young people are engaged in full or part time education. In 2010, 89 per cent of 16 year olds and 77 per cent of 17 year olds were in full-time post compulsory education or Government assisted training.
- 4.2 In Kirklees there are approximately 32,000 young people aged between 14 and 19 years. In 2011 there were 4885 statutory school leavers with 95% of young people continuing in education, employment or training. Below is a summary of leaver destination data.¹

Year	2010
Cohort	4885
Education, Employment Training (EET)	4655
Part-time Learning	9
Not in Education Employment Training (NEET)	196
Other	5
Unknown	20

- 4.3 Of those statutory school leavers moving onto fulltime education the breakdown was as follows A-Levels (2117), Vocational A-Level and BTECs (606), GNVQ Intermediate (429), GNVQ Foundation (171), NVQ Level 3 (36), NVQ Level 2 (215), NVQ Level 1 (233), GCSE (29).
- 4.4 Of those statutory school leavers moving on to employment the breakdown was as follows: Apprenticeships (113), Employment with NVQ2 (51), Employment with recognised local training (13), Employment with training (46), part-time employment (25). There were 383 young people involved in training.

¹ 2010 Leavers Destination Report

- 4.5 There were 196 young people categorised as NEET, but of these 168 were actively seeking employment and 3 were categorised as involved in personal development opportunities. 25 young people were not available to the labour market for the following reasons. Young Carers (2), Teenage Parents (6), Ill (8), Pregnant (4), or on religious grounds (2) and other reasons (3). There were 5 young people who were on a custodial sentence and were therefore neither EET nor NEET.

5. EVIDENCE RECEIVED

- 5.1 The following sections of the report will set out the evidence received for each of the terms of reference. **Term of Reference 1** outlines the current learning landscape in the context of national policies. **Term of Reference 2** sets out the work carried out by the council to improve access to jobs and opportunities for young people. A more complete list of work is available in appendix 1.
- 5.2 **Term of Reference 3** has been broken down into 3 sections to illustrate the various evidence gathering methods developed and employed by young people as part of the review.
- 5.3 **Term of Reference 4** outlines the recommendations that have been agreed by both Young People and the Children and Young People Scrutiny Panel.
- 5.4 Each section of the report separates the views of young people from those of the Children and Young People Scrutiny Panel. The Panel also invited officers from the Children and Young People Directorate and the Calderdale and Kirklees Careers Service to respond the views put forward by young people to ensure that this informed the final recommendations.

6. TERM OF REFERENCE 1

To gather an understanding of the relevant Government policies relating to jobs and opportunities for young people.

- 6.1 The Coalition Government has made significant changes to the direction of 14-19 learning and support for learners in the past few years. The White Paper, 'The Importance of Teaching'², the terms of reference for the National Curriculum Review and the Wolf Review³ have all highlighted a shift from a broadly based curriculum which promoted applied and vocational courses alongside the core and foundation subjects to one where the emphasis and performance measures, are on more traditional subjects.
- 6.2 The responsibility around providing careers guidance to young people; had previously been provided by local authorities via Connexions Services. The

² Department of Education (2010) The Importance of Teaching – The Schools White Paper 2010.

³ Alison Wolf (2011) Review of Vocational Education – The Wolf Report.

new duty which came into force in September 2012, sees schools being responsible for and securing access to independent and impartial careers guidance for pupils in years 9-11. Now that the new National Careers Service has been launched and the duty on a school has commenced, there is no expectation that local authorities should provide universal careers services.

6.3 The Importance of Teaching White Paper

- 6.3.1 The main aspirations in the Importance of Teaching White Paper are to improve educational performance and social mobility and ensure that England is positioned well in terms of international education as well as key performance measures being raised. Schools will be allowed to decide how to teach and every school will be able to shape its own character, frame its own ethos and develop its own specialities.
- 6.3.2 In order to bring curriculum to life, teachers will need space to create lessons that will engage pupils, allowing for the development and the ability to retain and apply knowledge.
- 6.3.3 Local Authorities are expected to act as the 'champion for vulnerable pupils in its area' and to continue to find provision for pupils with statements of special educational need ensuring that the needs of the most vulnerable are met.
- 6.3.4 The Local Authority will continue to both challenge schools which are causing concern and to focus on issues needing attention which cut across a number of schools. As champions of excellence Local Authorities will be expected to take action if there are concerns about performance and use powers of intervention effectively to secure necessary improvements.
- 6.3.5 The White Paper encourages schools to find different structural solutions to raise achievement e.g. the formation of federations, trusts and academies. Within this context, there is still recognition that the 14-19 stage requires collaboration to ensure that every young person can access courses that meet their needs and interests.

6.4 The Wolf Review

- 6.4.1 Published in March 2011, the Wolf Review carried out by Professor Wolf, is an independent review of vocational education. Professor Wolf considered how vocational education for 14-19 year olds could be improved in order to promote successful progression into the labour market and into higher level education and training. Professor Wolf also provided practical recommendations to help inform future policy direction in relation to vocational education, taking into consideration the current financial constraints.
- 6.4.2 The Wolf Review stated that vocational education for 14-19 year olds must serve the purpose of creating and maintaining opportunities for all young people and made a number of detailed recommendations.
- 6.4.3 The Wolf Review stated that the current vocational education system needed to respond to five key labour market characteristics, including that:

1. Full-time education or training to age 18 is now the dominant pattern. (In England, virtually everyone stays on post-GCSE and the majority participate to age 18. This has led to the implosion of the youth labour market.)
 2. There has been a change in the youth labour market which vocational education must recognise.
 3. Apprenticeships and work experience still offer a good alternative progression route, with many existing formal qualifications not being worth having.
 4. Good levels of English and Mathematics continue to be the most generally useful and valuable vocational skills on offer.
 5. Young people change jobs frequently, within a labour market which is also in constant flux, so students need general skills.
- 6.4.4 The Wolf Review believes institutions should focus on students' demands and needs, not those of Government agencies and the Government should focus on its key roles of monitoring and ensuring quality, and providing objective information and withdraw from micro-management.
- 6.4.5 The Review concluded that the efforts should be made to provide greater access to the workplace for 16-18 year olds and recommends subsidies to employers when they are involved in general education rather than specific skill training. It was recommended that more 16-19 year olds be given opportunities to spend substantial periods in the workplace, undertaking genuine workplace activities.

6.5 The National Curriculum Review

- 6.5.1 In January 2011 the Coalition Government announced that there would be a National Curriculum Review. The aim of which would replace the current curriculum with one based on quality and which would provide a world-class resource for teachers and children. The review would consider what subjects should be compulsory at what age and what children should be taught in the main subjects also at what age.
- 6.5.2 The Government, in the Coalition Agreement, outlined its commitment to give schools greater freedom over the Curriculum. It is important to distinguish between the National Curriculum and the wider School Curriculum. The National Curriculum was originally envisaged as a guide to study in key subjects, which would give parents and teachers confidence that students were acquiring the knowledge necessary at every level of study to make appropriate progress.
- 6.5.3 However, as it developed, the National Curriculum came to cover more subjects, prescribe more outcomes and take up more school time than originally intended. It was therefore the Government's intention that the National Curriculum be slimmed down so that it properly reflects the body of essential

knowledge all children should learn and does not absorb the overwhelming majority of teaching time in schools.

- 6.5.4 The Review envisaged that individual schools would have greater freedom to construct their own programmes of study in subjects outside the National Curriculum and develop approaches to learning and study that complement it.
- 6.5.5 In December 2011 the Department for Education published 'The Framework for the National Curriculum – a report by the Expert Panel'⁴ which advises the National Curriculum Review. At an update in August 2012 it was stated that Ministers had been considering the Panel's recommendations, as well as consulting with key stakeholders, subject experts and representatives of the teaching profession.

6.6 The National Careers Service

- 6.6.1 A National Careers Service has been launched by the Government which offers main online web support and a telephone helpline for young people. "The Right Advice at the Right Time" report sets out what the Government is doing to help young people and adults get the information, advice and guidance they need about learning and work.
- 6.6.2 Adults aged 19 and over (or 18 if seeking work and receiving working age benefits) can already access in-depth face to face advice from over 3,250 locations in local communities, including public, private and voluntary organisations. The Government is working to ensure the new service has a presence in cities, towns and villages up and down the country, So that professional careers advice is accessible to those who need it most, wherever they are located.

7. TERM OF REFERENCE 2

To identify the work being carried out by the Council and partners to improve access to jobs and opportunities for young people in Kirklees, including financial assistance to continue in further education.

- 7.1 Kirklees Council's 14-19 Strategy Group and the 14-19 Curriculum Group have been looking at the most appropriate models of decision making and development to address rapid change in the current learning landscape. At the time of carrying out this review the Service was finalising a new structure.

⁴ Department of Education (2011) The Framework for the National Curriculum

7.2 The Council's 14-19 Strategy Group and the 14-19 Curriculum Group cover the following areas:

- Raising the participation age and reducing the number of young people Not in Education Employment or Training (NEET)
- Employer engagement and skills for employability
- Developing Kirklees progression pathways and a local baccalaureate
- Quality assurance of all Kirklees-wide Key Stage 4 and European Social Fund (ESF) NEETs programmes
- Core skills for 16-19 year olds
- Raising aspirations for young people, their families and communities
- Increasing the numbers of apprenticeships and encouraging young people to take them up
- Developing progression opportunities for learners with learning difficulties and disabilities (LLDD) post 16
- Support for learners: 16-19 Bursary
Pupil Premium
Careers Advice & Guidance

7.3 The 14-19 Strategy Group and its sub-group draw in representatives from a full range of institutions, including work based providers and the University of Huddersfield. In June 2011 over 50 people from across the sectors attended a conference to create progression pathways at all levels; the work streams prioritised there are being developed.

7.4 The Council's provision includes a duty to encourage, enable and assist young people to participate in learning by offering targeted support for vulnerable young people. The Council continues to play a crucial role in the provision of support to young people up to the age of 25, retaining responsibility for raising participation and strategic planning around NEET.

7.5 At the time of writing this report the local authority had been working closely with schools and colleges to consider commissioning arrangements from September 2012 so that they could meet their new duties and responsibilities. Collectively schools, colleges and the local authority are now contributing to the connexions/careers service to quality assure careers education, information advice and guidance services.

7.6 The Department of Education has been developing a national Quality Kite Mark and the local quality standard used by C & K careers will become an accredited standard and will continue to be promoted across Kirklees schools and colleges.

7.7 Creating Job Opportunities

7.7.1 Kirklees Council is committed to promoting apprenticeships through the Labour Market and Skills board and is working closely with JobCentre Plus to address employment opportunities at various fora including the Children's Trust, the Worklessness Steering Group, Positive Futures (ESF) Steering Group, NEET Strategy Group and the Labour and Market Skills Board.

- 7.7.2 Accurate local labour market information informs careers education and guidance programmes that underpin all Information Advice and Guidance (IAG) delivered by Personal Advisers (PA). Potential employers are made aware of the current curriculum developments that impact upon the learning of young people and where appropriate encouraged to contribute to career and vocational learning in schools and colleges and work-based learning providers. Employers value the contribution that young people can make to their workforce and understand the obligation to contribute to their development within the context of the Skills Agenda.
- 7.7.3 C & K Careers operates a job placement service for employers and young people under the age of 19 as well as a Client Caseload Information Service (CCIS) database to track young people on completing statutory schooling. This includes work with sub-regional CCIS teams to ensure that systems are maintained and that accurate and complete information is provided to young people and partners. The database includes over ten thousand employers.

7.8 Career Guidance

- 7.8.1 There is a wealth of literature and resources available in Kirklees for young people and their parents - provided by the Connexions Service and can be found at www.workabout.org.uk. Some schools use their virtual learning environments to add career booklets; however the use of virtual learning environments is inconsistent.
- 7.8.2 PA resource is deployed in support of all young people but is more heavily focused on these young people at risk of not progressing into employment, education or training. Resource within each school takes account of cohort size, achievement and destinations of students. Class work in Year 9 introduces: Connexions, the role of the PA and the pupils' Key Stage 4 options, with individual guidance mainly delivered in years 10 and 11.
- 7.8.3 PAs support the preparation for the transition from KS3 to KS4 and from KS4 to post-16 enabling young people and their parents/carers to understand and access the opportunities offered at each stage.
- 7.8.4 Specialist support is delivered to LLDD students with the most complex special needs within Kirklees special schools, resourced units and via a special needs course in Kirklees College through a dedicated LLDD team.

7.9 Support to Young People Beyond School and College.

- 7.9.1 The Connexions service provides accessible and well-used centres in Huddersfield and Dewsbury delivering a wide range of services. PAs work with young people that have a wide range of support needs, from minimal to intensive. They offer advice to help young people understand and interpret information in light of their personal circumstances, needs and aspirations and help young people reach realistic and informed decisions about their learning and employment.

- 7.9.2 PAs will make referrals to other agencies (including partners within the Children's Service) where it is appropriate to address barriers to learning and employment. They balance the support they provide in centres with targeted, proactive outreach support to young people who are hardest to reach.
- 7.9.3 Both connexions centres maintain comprehensive, up to date information available in a range of formats about learning, vocational and personal development opportunities as well as support services.
- 7.9.4 The Council stages events such as 'Not Sorted, 'Get Sorted' which brings young people and learning providers together to fill provision and reduce the numbers of NEET.

7.10 Financial Support to Young People

- 7.10.1 As well as providing support services, PAs assist with providing advice and guidance relating to relevant benefits, allowances and grants and encourage movement in to EET by ensuring that every 16 and 17 year old claimant carries out job search activities. They are an important last port of call for young people in dire need of financial support, issuing vouchers, bus passes and money to young people.

8. TERM OF REFERENCE 3

To work with young people in Kirklees to gather a wide range of views relating to jobs, opportunities and money.

- 8.1 The Panel worked with young people to develop ideas for tasks that young people themselves could carry out to gather evidence for the review and which would explore the concerns of young people in more detail. A wide range of young people were involved in the review including; youth councillors, college students, young offenders, young mums and looked after children.
- 8.2 Three research methods were developed by young people with help from officers in IYCE and Scrutiny. These methods included:
1. A Jobs Opportunities and Money Survey (appendix 2)
 2. Evaluation of the 16-19 Bursary leaflet - A case study. (appendix 3)
 3. Mystery shopping of the 'Workabout' site. (appendix 4)
- 8.3 Following the collation and analysis of all the evidence received from each of the above methods, questions identified by young people were put to officers of the Council and the Connexions service. The themes that emerged as part of this process have helped to develop the recommendations contained on page 28.

9. Jobs Opportunities & Money Survey

- 9.1 A survey based on jobs, opportunities and money was designed by 2 young people from Shelley College. The survey was used to gather evidence from a wide range of groups attended by young people. This included:

- Shelley College
- Connexions Huddersfield
- CMS Foundation Training
- CMS Apprentices
- Children’s Homes (via the Children’s Rights Team)
- Children in Care Council (via the Children’s Rights Team)
- Magna Group – Huddersfield Library
- Sure Start Young People Groups and Young Parents groups in Slaithwaite, Holmfirth, Dalton and Dewsbury
- Youth Groups and other sessions attended by the Voice and Influence Workers.

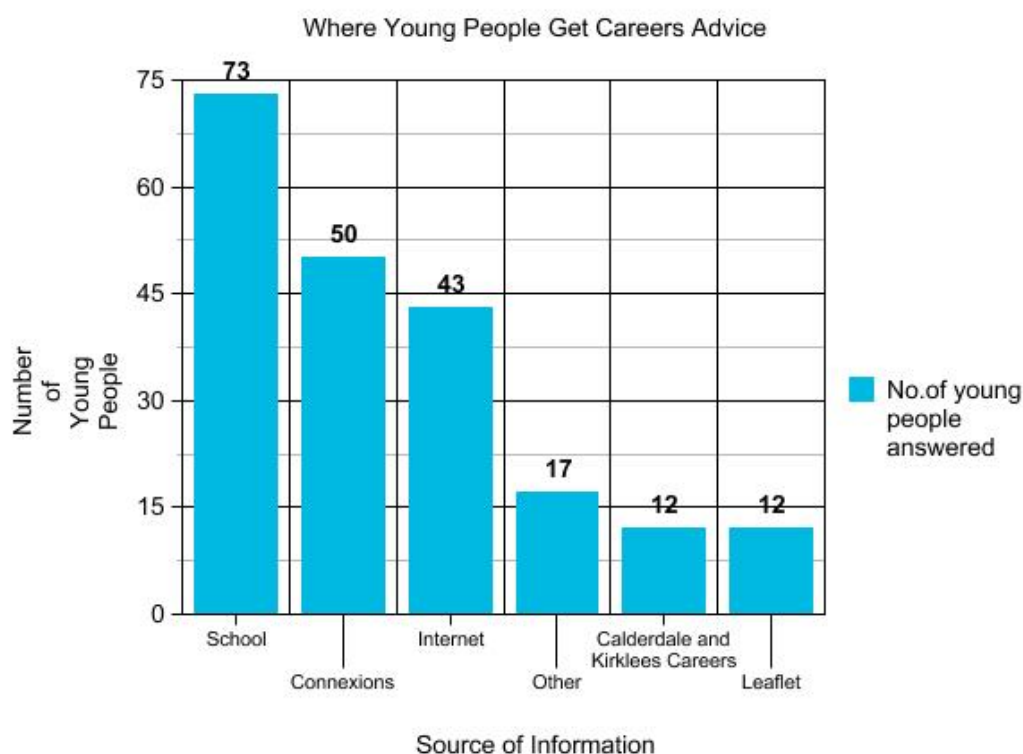
9.2 91 young people aged between 11 and 21 took part in the survey, with the average age of young people taking part being 16 years old. 45 young people were female and 46 young people male.

Age	11	12	13	14	15	16	17	18	19	20	21
Female	2	2	9	5	2	7	7	4	3	4	0
Male	0	0	5	6	8	8	10	4	0	4	1
Total	2	2	14	11	10	15	17	8	3	8	1

9.3 Question 3 – Where do you get your careers advice?

9.3.1 Young people were asked where they got their careers advice and were presented with a number of options including; via their school, over the telephone, via Connexions and leaflets, over the internet or other means. They were able to select as many options as they liked.

9.3.2 The graph below shows the spread of answers, highlighting that the majority of young people received their careers advice from either their school and/or the Connexions Service.



9.3.3 The internet was the third most popular place to get advice and guidance about careers with a wide range of websites identified including:

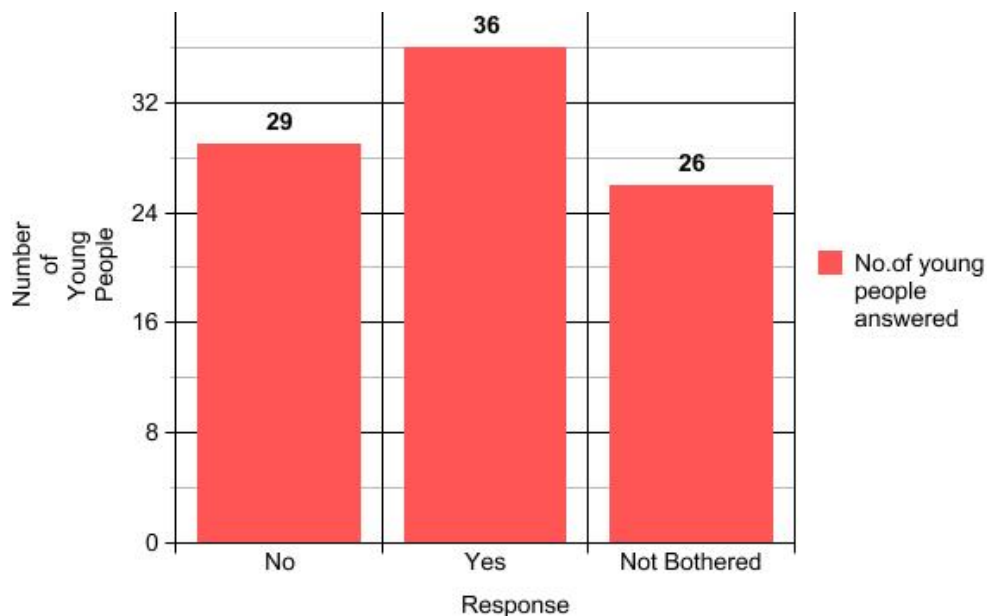
- Workabout.org/Connexions
- Direct.gov
- Yell.com
- Kirklees Options
- School Websites
- Army Jobs
- UCAS

9.3.4 Parents, friends and family members as well as organisations that the young people were already attending or involved with were mentioned as other ways that they would find out and receive career guidance. Other ways included the Job Centre, television/media and magazines and books.

9.3.5 No young people identified using the telephone as a source of accessing information. Whilst 12 young people had leaflets that provided them with information, these were only 'picked up' once the young person was already at a careers centre or was already accessing the careers service.

9.4 Question 4 – Does it matter whether you see the same person each time you go for advice?

Does it matter to you whether you see the same person each time you go for advice.



Jobs, Opportunities and Money Survey 2011

9.4.1 The results were split, with 36 young people preferring to see the same person for reasons such as:

- having to explain things once;
- feeling comfortable with someone and;

- building up a level of trust.

9.4.2 29 young people said 'No' and that it did not matter as they thought advice would be the same whoever shared it with them. 26 young people said they were 'not bothered.'

9.5 Question 5 – Have you had advice about your GCSE Options and who from, was the advice given at the right time and if not, when should it have been?

9.5.1 Out of the 91 young people who took part in the survey, 39 of them stated that they had not received any GCSE options advice. Of the 39, 10 young people were under the age of 13 so may not have had the chance for GCSE options. The graph below highlights the number of young people by age who state they have and haven't had advice about GCSE options.

Age	11	12	13	14	15	16	17	18	19	20	21
Yes	0	0	8	10	7	8	9	5	1	2	1
No	2	2	6	1	3	6	8	3	2	6	0
No Answer	0	0	0	0	0	1	0	0	0	0	0
Total	2	2	14	11	10	15	17	8	3	8	1

9.5.2 51 young people stated that they received advice via their school, parents, family and the careers advice centre. 37 young people felt they had received advice at the right time. 52 young people stated that they had received advice at the wrong time and would have preferred to have had advice prior to the deadline for choosing, or from as early as year 6.

9.6 Question 6 – How much information have you received about FE, HE, training, holiday work and apprenticeships?

9.6.1 Young people were asked about the amounts of information they had received for further education, higher education, training, holiday work and apprenticeships. In hindsight, the Voice and Influence Worker felt that the question was possibly too vague for young people to answer and that perhaps it would have been helpful for young people to select their response from a number of options. However, some key themes still emerged.

9.6.2 22 young people stated that they had not received any information about Further Education; however 11 of this cohort were aged 12 or 13 meaning that they may not have had chance to receive information to the same levels as other young people surveyed. 42 young people said they had not had any information about higher education but again many of the young people were not in a position to progress at this level.

9.6.3 The majority of young people had replied stating that there was not enough information available about part-time, holiday and temporary work for young people in Kirklees. A number of young people commented that some of this information was available via the Connexions Service but that they were unsure

whether employers were readily passing this information on to Connexions. Some of the comments made included that little information was available, that they had tried to find the information but couldn't find it, or that there needed to be more information.

9.6.4 40 young people said that they had not received any information about training with a further 15 stating that they had received 'a little', 'not much', 'not enough' or 'some'. Conversely, 17 stated that they had received lots of information. 40 young people also stated that they had not received any information about apprenticeships, 10 young people stated that they had received 'a little', 'not enough', 'some' or 'a brief' amount of information, with 16 young people stating they had received a lot of information.

9.7 Question 7 – What other information would you like to receive and how?

9.7.1 Young people were asked what information they would like to receive. Many young people wanted more information about holiday and temporary jobs locally. Many of the young people mentioned how they would like to understand how their GCSE choices affect what work they can get into. More in-depth information was also asked for about university and some young people wanted more information about higher education.

9.7.2 Young people also wanted more information about apprenticeships and job training. Whilst many young people mentioned wanting more work experience there was no desire to have voluntary unpaid work experience.

9.7.3 Young people would like to receive information via email, letter and text. Some would prefer face to face conversations. It was stated that they would prefer to receive information via teachers and family members and experienced people who are in a particular line of work. Leaflets were not identified as a desired method of communication.

9.7.4 The young people were asked about how effective they believed the advice they had been given was. Most young people were pleased with the information they had been provided with, particularly from CMS and Connexions. It would be unfair to comment on the effectiveness of careers advice from specific schools as not all schools in Kirklees were represented in the survey.

10.0 Summary of Young People Views

- That there was more information on further education rather than vocational training and apprenticeships and that more information about vocational training would be welcomed.
- That the rationale behind seeing different people about careers advice and support was understood and that in principle the service received should be the same regardless of who was seen. However continuity was important and the ability to build trust with careers and Connexions advisers was welcomed.
- That there should be an at a glance chart outlining what qualifications were needed to follow a particular career.
- That advice on GCSEs should be received earlier, possibly from years 7 and 8.
- That it was preferable to receive information via more modern digital media such as social media, SMS messages, complemented with face to face guidance and support.
- That it was helpful to have guidance from a wide range of adults, not just teachers but parents and other adults that young people come into contact with and that it would be good to receive more guidance from these groups of people.
- That more information from adults generally about the jobs they do; including their pay, qualifications need and what the job entailed would be helpful.

10.1 Following feedback from young people, officers were invited to discuss the young people's views and to establish whether any of their suggestions were possible. A record of complete responses is available in appendix 5. Below is a summary of those discussions.

10.2 Service response to young people's views.

More Vocational Information Being Available

The service felt it was unsurprising that there was more information available on further education than vocational training and apprenticeships, given the higher proportion of 16-18 year olds participating in further education. Individual training provider leaflets were distributed to schools and Connexions Centres but were not comparable with the college leaflets and prospectuses which are supplied in greater quantities.

The Panel heard that it was difficult to collate information on vocational learning as it isn't all in one prospectus or for one institution. Government policy is to make apprenticeship information available on-line, with the onus on the user to download it.

The Calderdale and Kirklees Careers service (C & K Careers) on its website, provides publications to all students entitled 'Get Organised' 'Get Ahead', and 'Routes at 16.'

This information has the same prominence and treatment as academic routes, providing general and individual provider information.

Schools and colleges are encouraged to provide careers libraries that are assessed against the Connexions Information Standard and which sets the minimum levels for vocational information.

Careers advisers promote vocational options with young people and their parents wherever appropriate. The C & K Careers service contact thousands of young people every year to make them more aware of specific employment and training opportunities.

Career Guidance and Advice

Careers advice is provided by a range of people including; teachers, parents, peers and careers advisers, making it difficult to provide absolute continuity. However, PAs are allocated to each school and young people will generally see the same adviser from Year 9 to Years 11 through 13. This may be extended to Year 14 where the student has learning difficulties and disabilities (LDD).

The same adviser also provides support to the school leaver over the summer period from the end of Year 11 until they reach their next destination. After the summer period young people will usually be allocated to the caseload of a new adviser who will support them until the adviser is no longer required.

In relation to when young people are given advice about GCSE options, it was stated that each school determined its own approach. This included timing and the extent to which careers advisers were involved in the process. Whilst most schools tend to cover GCSE options in year 9, schools are increasingly starting in year 8, with the work on option choices usually starting in the term prior to when decisions need to be made.

At a glance GCSE information for particular careers

The service, whilst appreciating the requests by young people to have an at a glance chart for career routes, highlighted that it would be complicated to achieve.

The C&K Careers provide a lot of support to parents and carers, especially to young people with LDD. Advisers attend the majority of parents' evenings, in Year 9-13, delivering presentations and speaking with parents individually. Careers booklets are produced each year for parents and are available both in hard copy and on the Workabout site. Schools are encouraged to add these to their individual online virtual learning environments.

Using other Adult Peers

Each Governing Body of a school has the freedom to decide how to fulfil its duty to provide careers information in accordance with the needs of the pupils. Any independent guidance needs to be provided in an impartial manner and promote the best interests of the pupils. Independent careers guidance in schools is sourced and arranged by advisers employed by Calderdale and Kirklees Careers Service.

A number of schools do provide the opportunity for adult speakers to attend schools and share information about their jobs and careers. An increasing number of schools organise their own careers conventions. The C & K Careers service and Compact Education Business Service have helped to facilitate both peer involvement and events but in general schools seem to be cutting back on education-business link activity with the removal of the Government funding and the expectation that schools will fund themselves should they wish to continue offering this to their pupils.

10.3 Panel Views

- The Panel continues to believe that something 'less complex' could be created to clearly document the qualifications required for specific 'employment routes' for young people, acknowledging that information exists in various formats and places already.
- The Panel supports the idea of careers advisers feeding back to schools the request that young people would like to have advice on GCSE options built into the PSHCE programme from years 7 and 8.
- The Panel welcomes the attempts by C& K Careers Service to ensure that there is an equal amount of information available around vocational training so that there is as much prominence as there is for academic routes.
- The Panel believes that all schools and colleges in Kirklees should have careers libraries and hold the Connexions Information Standard.
- The Panel is pleased with the work of the C&K careers service to actively involve, support and update parents about post-16 choices and providing careers booklets aimed at parents in years 8/9, 11 and 12. However, the Panel was concerned about the sporadic use of school virtual learning environments to showcase these kinds of information.
- Whilst the Panel recognises that education business link activity funding has been removed, it still considers peer to pupil presentations a worthwhile method, especially in light of young people identifying that they enjoy this type of activity and find it worthwhile.
- As young people prefer more modern methods of having information shared with them, the Panel feel consideration should be given to reducing unnecessary leaflet production or only providing leaflets in places where young people are likely to read them.

11. Evaluation of the 16-19 Bursary Leaflet – A Case Study.

- 11.1 The Children and Young People Scrutiny Panel felt it was important to look at literature relating to financial guidance that a young person would be provided with, so as to consider whether information was understandable by young people and in a format that was appealing.

11.2 The Panel chose the 16-19 bursary leaflets to act as the case study. Only young people within the relevant age group were approached. Young people were approached at colleges, 6th forms and other youth groups by a member of the Voice and Influence Team. Surveys were also left with schools and colleges and with members of the Kirklees Youth Council.

11.3 Most of the surveys were done in interview form with the Voice and Influence Worker recording information on the questionnaire sheet. Young people were also able to see the leaflet again if they needed reminding about what the leaflet was about, or had not seen the information in the first place.

11.4 Summary of Results

11.4.1 A total of 88 young people were interviewed. 36 were aged 16, 37 were aged 17, 13 were 18 and 2 were aged 19.

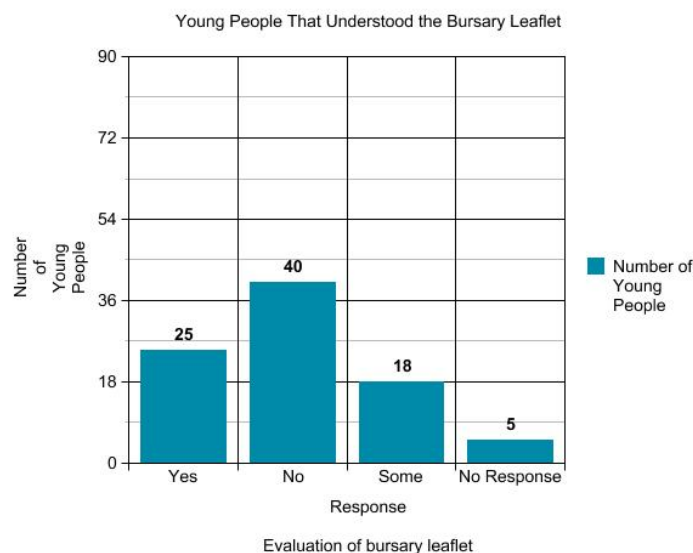
11.5 Question 1 – Have you received or seen the 16-19 Bursary leaflet? Where/when/how did you get it?

- 14 said they had not seen the leaflet
- 51 said they had received the leaflet through college
- 11 had received the leaflet in the post
- 4 had received it from the youth offending team
- 3 had received it by both the college and by post.
- 2 had received information from the Young People’s Service
- 2 had received it but could not remember how
- 1 person had got the leaflet from a Connexions PA.

11.6 Question 2 – Have you read it?

11.6.1 Some of the young people who had not received the leaflet read it on the day of being interviewed. 15 young people that had not read the leaflet said they did not wish to when shown it by the Voice and Influence worker.

11.7 Question 3 – Did you understand the information?



- 40 young people did not understand the leaflet
- 25 young people said they did understand the leaflet
- 18 people said they understood some of the leaflet
- 5 people did not disclose whether they understood the leaflet or not.

11.8 Question 4 – Do you know what it's about?

11.8.1 Only 12 people did not know what the leaflet was about, however most of these had not read the leaflet. The remaining 76 commented that they thought the leaflet related to the new Education Maintenance Allowance (EMA).

11.9 Question 5 – Do you think the leaflet is relevant to you?

11.9.1 41 people thought the leaflet was not relevant to them. This was interpreted in terms of being eligible for money as opposed to whether it was relevant to them by age. 37 young people thought it was relevant to them with many of them commenting that they used to receive EMA. 10 people were unsure whether the leaflet was relevant to them or not.

11.10 Question 6 – How would you have preferred to have received the information and when?

11.10.1 Most young people felt the information was complex and should be provided in a conversational situation such as by a tutor alongside leaflets. Some young people were unsure whether their tutors understood who was eligible either.

11.10.2 Only 1 young person commented that information given to them was too late and this was from a 19 year old who had got their information from Connexions and who may have been out of the education system. It was therefore assumed that generally, most young people had received the information at the appropriate time.

11.10.3 It was stated that it may be beneficial to have the word 'money' more prominent so that it is more striking to young people, with one young person stating that on the bursary leaflet, the only thing that is prominent is the age range.

11.10.4 Lots of young people mentioned that the leaflet did not explain whether someone was eligible or not. This was understandable given the range of individual circumstances that would need to be taken into account. Some young people felt the leaflet was too complex to read and suggested simplifying the leaflet to direct people to an online resource where you could check eligibility.

11.10.5 With regards to the design and readability of the leaflet, many of the young people felt the text size, language used and general layout may benefit from having input from young people. Many young people felt the language was too complex; pointing out it may be OK for their parents but not for them.

11.11. Summary of Young People Views

- Young people were interested in whether it would be possible to have an online page where young people and their parents could easily check their eligibility for the bursary.
- 50% of the young people interviewed about the usefulness and design of the bursary leaflet stated that they did not understand the leaflet and that the leaflet didn't feel as though it was aimed at young people. It was stated that the word 'money' should have been more prominent to ensure it was clear what the leaflet was about.
- Young people would like to be more involved in the designing of literature, posters, leaflets and online materials that are aimed at young people and where key messages need to be shared with young people from the Council and its partners. It was felt important to discuss issues relating to complex language, text, font and the amounts of information being presented.

11.12 Following feedback from young people, officers were invited to discuss the young people's views and to establish whether any of their suggestions were possible. A record of complete responses is available in appendix 5. Below is a summary of those discussions.

11.13 Service response to the views of young people.

Bursary eligibility online test

The bursary leaflet was designed as a collaborative offer from all providers so that a common offer could be agreed across providers. Bursary information is already available on the Workabout website under 'money for learning' in the 11-16 section and is referred to in the 'Money' section of 'Get Organised' as well as being contained in other Calderdale and Kirklees leaflets.

Previously young people have been involved in the design of the 'Workabout' website pages and the C & K Careers Information team holds focus groups for each publication with students in relevant year groups across a range of schools

Involvement in design

The service welcomed the involvement of young people in the design of future council posters and leaflets. It was stated that C & K Career's Service welcomed contributions to the design and content of its publications, posters and leaflets.

11.14 Panel Views

- The Panel welcomes the idea of more young people being involved in designing any future literature aimed at young people. This should apply generally across the Council when there are key messages that need to be shared with and relating to young people.

12.0 'Workabout' Website – Mystery Shopping Interview.

12.1 Originally the Voice and Influence Worker had intended to work with a core group of young people to test out information made available to young people regarding jobs and opportunities at Job Centre Plus, Connexions and the CK Careers Website 'Workabout'.

12.2 After working with several groups of young people for the jobs and opportunities survey, it became apparent that none of the groups or individuals were willing to go into the centres to 'mystery shop' the available information. Because of this, it was decided that the Voice and Influence Worker would visit a range of groups for young people and interview young people, after they had had the opportunity to test out the 'Workabout' Website.

12.3 Young people were asked to complete the following instructions:

1. Go to www.workabout.org.uk
2. Answer questions 1 and 2. (appendix 4)
3. Click on your age group
4. Explore options available to you
5. Complete the rest of the survey.

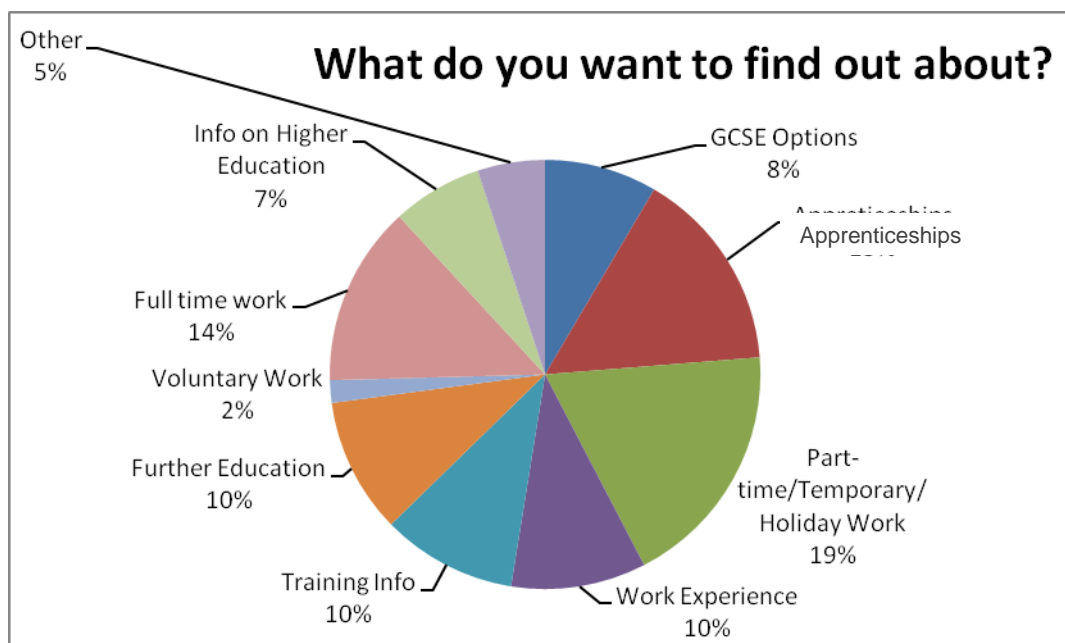
12.4 In some instances the Voice and Influence Worker asked questions and recorded the answers.

12.5 Question 1 – Age & Gender

12.5.1 A total of 40 young people were interviewed of which 23 were female and 17 were male. The age groups were as follows.

Ages	12	13	14	15	16	17	18	19	20
No.	2	5	2	6	8	7	6	3	1

12.6 Question 2 – What do you need or want to find out for yourself in relation to jobs & careers



12.6.1 The largest percentage of young people were interested in finding out about part-time, temporary and holiday work, followed by apprenticeships and full-time work. It is important to note that not all areas of interest were appropriate for all groups and that since most of the interviews were carried out in the lead up to Christmas there may have been a greater number than normal, interested in finding temporary part time work.

12.6.2 The area young people were least interested in finding out about was voluntary work and higher education. A few young people were looking for help with their CVs, information on qualifications needed for a specific career and information on armed forces.

12.7 Question 3 – What did you find out that was useful? How easy was it to find?

12.7.1 Generally, all young people who tested the website were pleased with the information they could access and could easily find it by clicking on their age group and following the relevant links.

12.7.2 Most young people said they found it useful to find out about applying for jobs, followed by apprenticeships, work experience and then training. The site was easy to navigate and the search function was particularly useful to help find specific information, one young person stated that the careers countdown tool was particularly useful.

12.7.3 However, a large number of young people commented on the lack of job vacancies available to young people, particularly part-time Christmas vacancies. Others stated that work experience information was only available in the year 10 section although it could be found using the search function. It was also noted that there was very little information about careers and guidance or joining the Armed Forces.

12.8 Question 4 – What will you do now as a result of going on the website?

12.8.1 Every young person interviewed said they would take further action as a result of using the 'Workabout' website apart from one person who had already organised what they were going to do. 12 young people said they were going to make an appointment with a PA, 5 said they would talk to a teacher and 1 said that they would speak to a university careers adviser.

12.8.2 9 young people looking for temporary work said they would use tips from the Workabout website to create a CV which they would then use to take to local employers.

12.8.3 Other actions included; contacting Voluntary Action Kirklees, applying for university, finding a job, applying to colleges or apprenticeships and finding work experience. One young person said they would find out more about joining armed forces.

12.9 Question 5 – What was not useful/difficult to find?

12.9.1 22 young people interviewed did not identify anything difficult to find, however 16 young people did comment that there weren't any or many job vacancies. This included part-time, full-time or temporary holiday positions. Most young people however, recognised that this was more to do with employers not providing this information to Connexions as well as the current shortage of vacancies generally.

12.9.2 One young person stated that there was no information on work experience for over 16s and another young person said there was no information available that was aimed at young/single parents.

12.10 Question 6 – What information should have been made available but wasn't?

12.10.1 This was an extension of the previous question so similar responses were received. 25 of the young people stated that no information was missing. 13 young people stated that they would like to see more part-time, full-time, and temporary and Christmas vacancies that were geared to young people.

12.10.2 As above, one young person stated that there was no information on work experience for over 16s and another young person said there was no information available that was aimed at young/single parents.

12.11 Summary of Young People's Views

- The majority of the concerns raised by young people related to the lack of part-time, temporary and holiday vacancies being available on the Workabout site.
- Young people wanted to find out what could be done to ensure that the Council and employers worked closer together to better co-ordinate vacancies for young people, including providing dates of when it was best to apply for temporary and holiday season vacancies.
- Young people were concerned that there was no specific information on the Workabout site that was aimed at young teenage parents, especially information relating to jobs and childcare options to be able to support employment.

12.12 Following feedback from young people, officers were invited to discuss the young people's views and to establish whether any of their suggestions were possible. A record of complete responses is available in appendix 6. Below is a summary of those discussions.

12.13 Service response to the views of young people.

It was reaffirmed that the information relating to part-time, temporary and holiday work was available on the Workabout site and that additional information was available from schools and the Connexions Centres. The Connexions Centres produce a list of 'Hot Jobs' both part-time and temporary which are updated weekly and distributed to young people via email or collected from the centres.

C & K Careers share information with schools but the number of part-time and temporary jobs had gone down in the last couple of years as a result of the recession. Vacancies are placed on Twitter but at present this was not widely used by young people and C&K Careers were considering the use of Facebook.

There was limited information for teenage parents on the Workabout site itself. Some information relating to childcare was available by accessing the 'centres' and 'useful links' section of the website. Adding a new page was considered a reasonable request. Both of the Connexions Centres display information and have an area that is dedicated to young parents. This includes information on the support available in Children Centres and local young parent groups.

Most support for teenage parents is delivered at home visits with family support workers and as part of a buddying scheme. Young parents and parents-to-be receive flyers containing PA details along with other agency information contained in a keepsake box. PAs also attend Children Centres and community centres and young parent groups across Kirklees, promoting education, employment and training opportunities as well as having strong links with training providers that offer provision for young parents and parents to be.

A Facebook page specifically for teenage parents in North Kirklees has been used to promote events such as 'Not Sorted, Get Sorted' and is being considered as a method for further use and follow-up.

12.14 Panel Views

- The Panel commends the valuable services and resources that are available to young people and recognises that the Workabout site is liked and well used by young people.
- The Panel acknowledges that the Workabout site does regularly update its vacancies and there are a large number of vacancies available for young people. However, at the times when the site has been accessed by the Panel, there seemed to be less part-time, temporary and holiday vacancies. Most vacancies are full-time positions and/or apprenticeships.
- The Panel welcomes the use of e-mail to distribute vacancies. However, given the large number of young people who raised the lack of vacancies as an issue, it is unclear how many young people are signed up for the e-mail distribution method.
- The Panel was pleased to hear that the C& K Service would include an additional page specifically for young teenage parents. Whilst the existing links to childcare on the website are helpful they are not particular easy to find. For example 'childcare' was found under the heading 'family and relationships'. This may not be an obvious place for a young person to find information for young teenage parents.
- The Panel is happy that there is dedicated space in the Connexions Centres displaying information for young teenage parents and feel where possible this should be replicated for young teenage parent users visiting the Workabout site.
- The Panel are aware that young people are not typically interested in using the Workabout site to find out about voluntary work. However, young people are interested in work experience generally. The Panel therefore feels that there may

be an opportunity to market voluntary work as a means of gaining valuable work experience.

13. RECOMMENDATIONS

1. (a) That the Head of Secondary and Lifelong Learning identifies progression pathways to assist in the creation of an 'at glance; document for young people that outlines employment routes by qualification.

(b) That the Head of Secondary and Lifelong Learning provides updates on the work being undertaken relating to raising the age of participation.
2. That the Local Authority as part of its commissioning arrangements for careers, education, information, advice and guidance services supports schools to provide information and guidance to young people as early as Year 8.
3. That the Local Authority through its Children's Trust and Employment and Skills Board, supports schools and colleges in their education business link role and encourages a specific Governor role to support education business link activity.
4. That the Children's Trust's Children and Young People Plan - Multi Agency Group considers, how it can promote the further develop the use of digital technology and social media to support young people to access information.
5. That the Head of Secondary and Lifelong Learning shares with schools best practice examples in the use of Virtual Learning Environments to share information and guidance and introducing a more consistent approach across Kirklees schools.
6. That the Children's Trust's Children and Young People Plan - Multi Agency Group further promotes its Young Person Involvement Strategy, allowing young people to be involved in activities such as designing future literature relating to finance and money as well as other key issues that require communicating to young people.
7. (a) That Calderdale and Kirklees Careers add additional pages to the Workabout website that are aimed at teenage parents in respect of their needs.

(b) That local authority commissioners of information, advice and guidance ensure information is fully reflective of vulnerable groups of young people and their needs in accessing education, employment and training.
8. That the local authority commissioners of information, advice and guidance ensure information services provide information relating to volunteering and promote the benefits of volunteering to young people.

GLOSSARY

Baccalaureate	The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where pupils have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language.
CCIS	Client Caseload Information Service
CMS	CMS offers a variety of government funded and commercial training programmes for young people and adults in West Yorkshire.
ESF	The European Social Fund (ESF) is one of the EU's Structural Funds, set up to reduce differences in prosperity and living standards across EU Member States and regions, and therefore promoting economic and social cohesion
GCSE	General Certificate of Secondary Education (GCSE).
GNVQ	General National Vocational Qualifications
IAG	Information, Advice and Guidance is a broad term describing the support needed by young people to help them make decisions about their future
IYCE	Involving Young Citizens Equally
NEET	Not in Education, Employment or Training.
NVQ	National Vocational Qualifications
PSCHE	Personal, Social, Citizenship and Health Education
The Wolf Review	An independent review of vocational education.
PSCHE	Personal, Social, Citizenship and Health Education.

ATTENDEES AND CONTRIBUTORS

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Vivien Cutler – Interim Head of TQI – Secondary Lifelong Learning Officer
Youth Council – Members
Kate Fleming – Adult Lifelong Learning Manager
Phil Holmes – LADO and Safeguarding Improvement Officer
Julia Ingram – Voice and Influence Worker
Julie Walker – Operations and Development Manager

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Appendix 1

Connexions Services (Provided by Calderdale & Kirklees Careers)

1. Schools and Colleges

Careers Information

- “Directions – Year 8/9 Options” - a booklet to assist decision making for Key Stage 4 with activities and quizzes around key points and including exercises which support PSHE
- “Get Organised” – a directory of post-16 opportunities containing help with interviews, job hunting and applications (October)
- “Get Ahead” – a guide to post-16 opportunities in Foundation Learning
- “Unifaqs” and “JobFAQs” to support entry to higher education and the labour market for Year 12/13 students
- “Getting Started in Careers” – a guide for parents wanting to support Year 9 pupils to choose their options
- “Life After Year 11” – a guide for parents to support post-16 option choice
- “Unifacts for Parents” - a guide to enable parents to support Year 12 students in making decisions about entry to higher education
- A range of local information leaflets which can be ordered or printed via our web site www.workabout.org.uk.
- A free phone advice line (the “Learning line”).

Advice and Guidance

- Personal Adviser (PA) resource is focused on those young people at risk of not progressing into employment, education or training. Resource deployed within each school takes account of cohort size, achievement and destinations of students

Year 9/10/11

- Class work in Year 9 to introduce Connexions, the role of the PA and the pupils’ Key Stage 4 options. Individual guidance on request often through ‘drop-in’ sessions.
- Personal Advisors support the preparation for transition from KS3 to KS4 and from KS4 to post-16 enabling young people and their parents/carers to understand and access the opportunities offered at each stage, and to make informed choices.
- Personal Advisors attend Special Needs/transition reviews in Years 9, 10 and 11 and complete the statutory Section 139a plan for students with special needs who are leaving compulsory education.
- Specialist support is delivered to LLDD students with the most complex special needs within Kirklees special schools, resourced units (and with special needs courses in the Kirklees College) through a dedicated LLDD Team.
- Group work In Year 10 to discuss post-16 options.
- A diagnostic grid used by Personal Advisors with Heads of Year to identify those young people at greater risk of not remaining in learning
- Students identified as likely to need support to move forward with their plans are prioritised for early interviews, often starting in Year 10. They are also offered at least two individual interviews during Year 11.
- Students identified as capable of taking forward their plans without support will generally be seen in small groups during Year 11, although they can access individual help and advice through ‘drop-in’ sessions.
- Personal Advisors often identify other students during this small group work that would benefit from further one-to-one support.
- Each young person and their parent/carer are made aware by letter at the start of Year 11 of assistance available to them. PAs attend parents’ evenings and arrange to meet parents where requested, throughout the year.
- PAs work with other agencies to make contact with students who are not in school and other PAs and school pastoral staff to ensure that the advice and support they receive is coordinated and complementary.

Post-16

- Students on one-year course and those on advanced courses seeking to enter the labour market are prioritised for individual, face-to-face support. Any time remaining is available for other sixth form students who self-refer/are referred.
- PAs balance appointments in college and sixth form student support centres with the proactive targeting of specific courses on which students are identified as being most at risk of failing to achieve, complete or progress.

Other services

- An INSET programme to support schools in their statutory responsibility to provide careers education for all Year 7 to Year 11 students.
- Support to schools and colleges in working towards the local Calderdale & Kirklees CEIAG Quality Standards award.
- A vacancy matching service, brokered by their PA, for all young people planning to enter the labour market.
- Assistance to young people in applying for courses and work-based learning.
- The quality of IAG is underpinned by detailed analysis of the destination of students in former years and by contacts with employers and providers of post 16 opportunities.

Work experience

- Health and safety-checked, block work experience placements, funded by the LA, together with a matching service at a charge to schools, in respect of all Key Stage 4 pupils

2. Work with young people beyond school and college

- Connexions provide prominent, accessible and so well-used Connexions centres in Huddersfield and Dewsbury delivering a wide range of services in partnership.
- PAs working with young people with a range of support needs, from minimal to intensive, place hundreds each year.
- The centres maintain comprehensive, up to date information across a range of formats about learning, vocational and personal development opportunities as well as support services (including information concerning relevant benefits, allowances and grants).
- PAs operating out of the centres :
- Give advice to enable young people to understand and interpret information in the light of their own circumstances, needs and aspirations
- Provide guidance to young people in reaching realistic and informed decisions about learning and employment
- Make referrals to other agencies (including partners within Children's Services) where appropriate, to address barriers to learning and employment
- Provide support for the development of career management skills through involvement in career education programmes within 14-19 institutions
- Offer sustained support and encouragement
- PAs balance the support they provide in the centres with targeted, proactive outreach support to young people who are hardest to reach in local settings
- PAs engaged in the rigorous follow up of the full cohort via the CCIS-compliant database
- Staging events such as 'Not Sorted? Get Sorted!' which bring young people and learning providers together to fill provision and reduce NEET
- Advocacy in support of individuals with providers to overcome recruitment barriers
- Regular evening telephone sessions, texting and e-mail
- Attending school and college results and enrolment days
- PAs deployed with a range of expertise (centres/NEET, school and college, LLDD, care leavers, young offenders and teenage parents) at these centres and second PAs to specialist services (Safeguarding, Teenage Pregnancy Strategy, the Youth Offending Team) to strengthen the support to vulnerable groups.
- PAs support regarding benefits systems and encourage movement into EET by ensuring each 16 and 17 year old claimant carries out job search activities.
- PAs maintain close working relationships with appropriate agencies and individuals including the drugs agency, mental health, medical, housing and the Youth Offending Teams (YOT), enabling them to broker support and resulting in clients accessing EET and additional services required to meet their needs.
- Housing, substance misuse and higher education advice, as well as providing access to employers and work-based learning providers

- PAs have been an important last port of call for young people in dire need of financial support, issuing food vouchers, bus passes and money to young people.

3. Work with employers and opportunity providers

- Accurate local labour market information informs careers education and guidance programmes and underpins all IAG delivered by PAs
- Employers are aware of curriculum developments impacting upon the learning of young people (their potential employees)
- They value the contribution that young people can make to their workforce and understand their obligations to contribute to their development within the context of the Skills Agenda
- They are made aware of and, where appropriate, encouraged to contribute to career and vocational learning in schools and colleges and work-based learning providers
- All opportunities available for young people are posted accurately on an opportunities information system
- Operate a job placement service for employers and young people under the age of 19. This includes work with sub-regional CCIS teams to ensure that systems are maintained and that accurate and complete information is provided to young people and partners. To this end it maintains a current database of over ten thousand employers.

4. Provision of youth cohort intelligence

- Maintains a CCIS-compliant database of 13-19 year olds
- Provides data and analysis requested regularly by DfE (NCCIS) and KMC.
- Analyses data to lead on contributions to the Local Authority NEET strategy
- Undertakes the annual Year 11 Activity Survey, reporting on findings about the destinations of each year's school leavers in detail to the Local Authority and each school
- Provides safeguarding information to the Local Authority in respect of case reviews

Jobs, Opportunities & Careers



1. Age:
2. Gender: Male Female
3. Where do you get your careers advice? (tick all that apply)

School	<input type="checkbox"/>	Telephone	<input type="checkbox"/>	If telephone, please say who:
Connexions	<input type="checkbox"/>	Leaflets	<input type="checkbox"/>	If leaflets, please say which:
Calderdale & Kirklees Careers	<input type="checkbox"/>	Internet	<input type="checkbox"/>	If internet, which sites?
Other	<input type="checkbox"/>	If other, please say what/who:		

4. Does it matter to you whether you see the same person each time you go for advice?
Yes No Not bothered

Please say why:

5. Have you had advice about your GCSE options? Yes No

If yes, who from? _____

Did you get your advice at the correct time? Yes No

If no, when would you have liked it? _____

6. How much information have you received about the following:

Further education (6 th Form & College)	
Higher Education (University)	
Training (Training to do a particular job)	
Holiday work (e.g. when to apply for Xmas work)	
Apprenticeships	

7. What more information would you like to receive?

How would you prefer to receive this information? (i.e. when, where and who from)

8. How effective has the advice you have got so far been?

16-19 Bursary 2011-12



If you continue in full time education in Kirklees, you may be entitled to apply for financial assistance if you think that you will struggle with the costs learning.

All post-16 providers across Kirklees are going to allocate funding in the following ways in the 2011/12 academic year:

Category A	Category B	Category C
<p>If you are in one of the following groups, you will be entitled to a bursary of £1200. In care; a care leaver; in receipt of income support; or a disabled young person in receipt of Employment Support Allowance who is also in receipt of Disability Living Allowance</p> <p>The £1200 will firstly be an 'in kind' payment for travel, food, and course needs. Any remaining funds will be paid to you as long a you meet agreed standards set by your school/college.</p>	<p>If your family's household income is below £16,190 (threshold for Working Tax Credits / Free School Meals) and you will find it difficult to meet the cost of full time education, you may be entitled to some support from your school/college including support with transport, on course costs and food.</p> <p>This will depend on you meeting agreed standards set by your school/college.</p>	<p>Learners facing extreme financial barriers.</p> <p>If you face real difficulties in continuing to stay in full time education, you will be able to apply to your school/college for assistance from the 16-19 Bursary.</p> <p>Any help offered will be entirely at your school's/college's discretion.</p>

If you think you are eligible, you will need to apply to the college / school you are attending and provide appropriate evidence as set out by your school/college.

Bursary payments for category B and C learners will depend on the ability of your school/college to meet the cost. Every young person receiving a bursary must satisfy the eligibility criteria according to the YPLA Funding Guidance 2011/12.

What about the old EMA?

The EMA scheme closed to new applicants on the 1st January 2011

All students who first successfully applied for EMA in 2009/10 will continue to receive payments at the same level until the end of the 2011/12 academic year.

All students who received the maximum weekly EMA payment of £30 in 2010/11 will be eligible for £20 for each week they are in education or training, until the end of the 2011/12 academic year.

Students who received £20 or £10 in 2010/11 will not receive any EMA in 2011/12.



16-19 bursary leaflet

Age:	Area:
School from:	College at:
Have you received or seen the 16-19 Bursary leaflet? Where/when/how did you get it?	
Have you read it?	
Did you understand it?	
Do you know what it is about?	
Do you think it's relevant to you?	
How would you have preferred to have received the information and when?	

Mystery Shopper Worksheet 1



Before you go on the website:

- Age: Gender: Male Female
- What do you need or want to find out about for yourself in relation to jobs and careers? (tick all that apply)

GCSE options		Work Experience		Voluntary work	
Apprenticeships		Training info		Full time work	
Part time/temp/ holiday work		Info on Further Education (6 th Form/College)		Info on Higher Education (Uni)	
Other		If other, please say what:			

After you have been on the website:

3. What did you find out which was useful/easy to find?
4. What will you now do as a result of going on the website?
5. What was not useful/difficult to find?
6. What information should have been available but wasn't?

General Questions from Scrutiny

2.1 ***What work is currently been done between the Council and employers in Kirklees (specific to young people)?***

- Kirklees Council promotion of apprenticeships is a current priority through its Labour Market and Skills Board.
- The Council's Chief Executive was involved last week at a Galpharm event promoting apprenticeships.
- Close partnership work with JobCentre Plus addresses employment opportunities at various fora including Children's Trust, Labour Market and Skills Board, Worklessness Steering Group, Positive Futures (ESF) Steering Group, NEET Strategy Group etc.
- See "Work with employers" section in Appendix 1 describing the work undertaken on behalf of the authority by Calderdale and Kirklees Careers.

2.2 ***What kinds of services are available in schools relating to careers, does this vary? Are there good practice examples?***

- See Appendix 1
- Calderdale and Kirklees Careers delivers a service across secondary schools and colleges to quality assure careers education, information advice and guidance services.
- The Department for Education is currently developing a national quality kite mark and the local quality standard used by Calderdale and Kirklees Careers will become an accredited standard and will continue to be promoted across Kirklees schools and colleges.

Feedback from Young People and Questions for Service

2.3 ***Young people felt there was more information on further education rather than vocational training and apprenticeships – Is there a rationale behind this? Could there be more information about vocational training?***

- In a sense this is unsurprising given the far higher proportions of 16-18 year olds who participate in further education (though much of this is vocational) and the much bigger size of college rather than training provision.
- Individual training provider leaflets are distributed to schools and Connexions centres but vary in size and quality and are not often comparable with college leaflets and prospectuses, which are usually supplied in greater quantity.
- The information about vocational learning (jobs and apprenticeships) is perhaps harder to collate for a young person in that it isn't all in one prospectus or one institution. Training provider web sites also vary in their usefulness. Government policy is to make apprenticeship information available on-line only, the onus being on the user to download it.
- Calderdale and Kirklees Careers attempts to level the playing field in a number of ways:
 - On its web site and in its publications, made available to all students in every school ('Get Organised', 'Get Ahead' and 'Routes at 16-17' leaflets), it gives the same prominence and treatment to vocational/apprenticeship routes as academic routes and provides general and individual provider information;
 - It encourages schools and colleges to provide careers libraries and to have them assessed against the Connexions Information Standard which sets minimum levels for vocational information (19 schools and colleges currently hold this award whilst the other 13 are being supported to achieve it);

- Its careers advisers promote vocational options in all interventions with young people and their parents wherever appropriate;
- It contacts thousands of Kirklees youngsters every year to make them aware of specific employment and training opportunities.

2.4 ***Do young people have a choice of seeing the same person with regards to careers advice? (Although young people were fairly split on whether they saw the same person or not, much of the feedback focused around continuity, building trust with careers/connexions advisor.)***

- Careers advice is provided by a range of people including teachers, parents, peers and careers advisers, so absolute continuity is difficult.
- C&K Careers have personal advisers allocated to each school. Where it is provided by Calderdale and Kirklees Careers, careers advisers (or personal advisers) in schools and special schools young people will generally see the same adviser from Year 9 to Year 11/13 (or even Y14 in the case of some students with LDD). The same advisers support school leavers each year over the summer period after the end of Year 11 until they have been placed in a settled destination.
- After the summer leaving period young people are generally allocated to the caseload of a new adviser who will continue to offer support until this is no longer needed.
- The new national careers service (full launch date 1st April 2012) will be available to all young people.
- Calderdale and Kirklees Careers also as part of the Connexions contract have personal advisers operating from Connexions Centres in both north and south Kirklees and are easily accessible.

2.5 ***Would it be possible to have an at glance chart that outlines what GCSEs you need to do to do particular careers. (E.g. to be a Plumber you could do Maths, Physics, English, Business Studies perhaps?)***

- This is an understandable request which is, unfortunately, far more complicated than it sounds. There is a variety of sources of information about careers which include subject and other requirements. To put it all on a single chart, however, would lead to something of Heath-Robinson complexity. Slimming it down would lead to something misleadingly simple which excluded the plethora of other aptitudes, interests, abilities and organisations' own tests which employers, training organisations and education providers take into account.

2.6 ***The main theme from young people was that they wanted information on part-time/holiday/temporary work that was available for young people to be available on the workabout site. They also felt it would be helpful to know when to apply for jobs with the major employers. (e.g. for Argos Xmas jobs, they would need to apply in September)***

- Information is available on the website
- Additional information is also available from schools and Connexions centres.
- The Connexions centres produce a list of "Hot Jobs" (part time and temporary) which is updated weekly and distributed to young people via email, or collection from the centres. Jobs are advertised on 'workabout' as they come in.
- Calderdale and Kirklees Careers shares information with schools but the number of part-time and temporary jobs has gone down in the last couple of years due to the recession. Vacancies have been placed on twitter but this does not appear to be very widely used by young people. We will consider 'workabout'. Facebook might be another way forward.

2.7 ***Is there a specific policy/direction around when young people are given advice about GCSE options in schools? Could it be earlier in their schooling? (Most***

young people would welcome information about GCSE options as early as year 7 and 8.)

- Each school determines its own approach, including timing and the extent to which careers advisers are involved in the process. Most schools tend to cover it in Year 9 though are increasingly starting in Year 8. The work on option choice usually starts in the term prior to when decisions need to be taken. Schools often make changes to the curriculum offer in KS4 each year, making it difficult to be as specific as most young people would probably want.
- However, careers advisers could feed this request back to schools and suggest that this advice is built into PSHCE programmes in years 7 and 8.
- The Department for Education is currently consulting on extending the duty for schools to secure independent careers guidance for pupils in year 8.

2.8 *Could work be done to educate other adults who work/live with young people about careers information? (Young people said it would be helpful to receive guidance on careers from a wide range of adults, including: teachers, parents, youth workers, or others they have regular contact with. However they did not always feel that all adults understood careers and option information.)*

- The governing body of a school have the freedom to decide how best to fulfil their duty to provide careers information in accordance with the needs of their pupils. Guidance, independent of the school, must be provided in an impartial manner, and should promote the best interests of the person to whom it is given. Sources of independent careers guidance in schools due to the collaborative commissioning arrangement is provided by advisers employed by Calderdale and Kirklees Careers the focus of which is agreed with each school and college in a service level agreement.
- Calderdale and Kirklees Careers provides a lot of support to parents and carers, especially to those with LDD children (commencing at the Transition Review stage in year 9 and continuing up to their 25th birthday, where necessary). Advisers attend the majority of parents' evenings in Years 9 to 13, delivering presentations and making themselves available to speak to parents individually. They were prominent at the Kirklees-wide Year 11 Parents Information Evening at the Galpharm, making presentations on post-16 options aimed at informing parents about the wide range of post-16 choices and how parents can support their children's decisions.
- Careers booklets specifically for parents of Year 8/9, 11 and 12 (regarding higher education) are produced each year and are made available in hard copy and online on 'workabout'. Schools are encouraged to add these to their websites/Virtual Learning Environments.
- A labour market summary is e-mailed to schools every term and schools and colleges are provided with packages of careers and labour market information annually.
- A new national careers service will be established by April 2012.

2.9 *Could adults/peers in specific careers/occupation come and do a talk with young people about what a job entails, salary, typical day, qualifications they need? (Is there good practice of this already existing in Kirklees schools? Can we build and share this good practice?)*

- This already happens in a number of schools, which have early morning inputs on a regular basis, and an increasing number are organising their own careers conventions. Calderdale and Kirklees Careers and Compact Education Business Services have helped to facilitate both peer involvement and events. The former can be a bit hit and miss - where a speaker has really good presentation skills this works rather well and can be a real motivator but where they are bland and uninteresting the opposite is true.

- The requirement for schools to provide a programme of careers education has been repealed. The broad range of activities that are encompassed within the term 'careers education' including careers exploration are important in contextualising the careers guidance on offer to pupils, supporting the development of decision making and career management skills. It will be for schools to decide how these activities should be delivered, taking into account the particular needs of their pupils.
- In general schools seem to be cutting back a bit on Education-Business link activity with the removal of Government funding and the expectation that they will fund these themselves should they wish to continue it.

2.10 ***Could the workabout site have a section for teenage parents? (Young teenage parents stated there was no information for them on the workabout site and about how they could access jobs and the support to be able to do that, i.e. childcare options?)***

- There is a bit in the 'Centres' and 'Useful Links' sections on the teenage pregnancy service which might be made more explicit. Adding a new page is a reasonable request and should not present any problems.
- Publicity about the role of Teenage Pregnancy Personal Advisors and services to young mums to be is being included in the Tommy packs which are given out when pregnant young people first book with a midwife.
- In both Connexions centres there is a display and area dedicated to young parents containing information about courses specifically for young parents, support available in children's centres, local young parents groups and contact information. Both centres are promoted on the KYPF website as being available for condom distribution/C-Card registration and also offering Chlamydia screening.
- Along with the Teenage Pregnancy Midwife (NK), health visitors, CASH and the children's centres one of the Teenage Parent PAs is involved with a Facebook page specifically for teenage parents in North Kirklees. This has been used to promote events such as 'Not Sorted, Get Sorted' for that seeking work or training and the intention is to explore it as a medium for follow up.
- Much of the support to teenage parents is delivered through home visits with family support workers as part of the buddying system. Young parents and parents-to-be receive a flyer containing PA details, along with other agency information within a 'keepsake box'.
- PAs attend children's and community centres such as Chickenley and Liversedge. They support young parents groups across Kirklees (examples include Birstall, Birkenshaw, Slaithwaite, Flatts, Cleckheaton, Huddersfield and Eastborough) to promote EET opportunities. They have solid links with local training providers including those which specifically offer provision for young parents and parents-to-be.

2.11 ***Bursary – would it be possible to have an online page where young people and their parents can easily check their eligibility for the bursary? (88 Young people were interviewed on the usefulness and design of the bursary leaflet. 50% did not understand it and felt it was not aimed at young people & felt the word 'money' should have been more prominent to make it clear what it was about.)***

- Bursaries are managed by the individual training providers who received their own allocation according to a formula relating to previous EMA allocation.
- The Bursary leaflet was designed as a collaborative bursary offer from all providers so that a common offer could be agreed across providers. Training providers need to manage their own bursary funds/allocations and may have their own Bursary information.
- Bursary information is on the Workabout website under 'Money for learning' in the 11-16 section and is referred to in the 'Money' section of 'Get Organised' as well as other Calderdale and Kirklees Careers leaflets.

- If young people don't understand it then the language should be made simpler. However, it is important to use the terminology that young people will eventually come across. Involvement of young people in any future Council leaflet is an option which can be explored further.

2.12 Can young people be more involved in designing the poster/leaflets around key messages? (*Language too complex, too small, too much to read.*)

- Absolutely! It's a good time of year to look at how to get young people more involved again for the 2012/13 publications as we have just come to the end of a cycle.
- Calderdale and Kirklees Careers welcomes contributions to the design and content of its publications, posters and leaflets. Feedback forms are included in our booklets, often with a prize draw to encourage returns.
- Young people were involved in designing the look and layout of our 'workabout' web site and have contributed to the work experience pages <http://www.workabout.org.uk/11-16/studentworkexperience.htm>. The three centre pages were developed as a result of verbal feedback from centre clients - see them on <http://www.workabout.org.uk/16-19/notfixedup.htm>
- Calderdale and Kirklees Careers' Information Team holds focus groups for each publication with students in the relevant year groups across a range of schools. The cover of Jobfaqs is still designed by an HNC student as part of a design competition we run with them. In information surveys school careers coordinators are asked their opinion of the booklets, leaflets and publications.

SCRUTINY ACTION PLAN

Project: Jobs, Opportunities and Money

Lead Scrutiny Officer: Beth Hewitt

Young people, supported by the Children and Young People Scrutiny Panel would like to make a number of recommendations in relation to information, guidance and support for young people in respect of jobs, opportunities and money.

The Panel is aware that some of the recommendations are aimed at schools, schools governors and the Calderdale and Kirklees Careers Service, but asks that the Council works to facilitate, achievement of the following recommendations on behalf of young people in Kirklees.

			FOR COMPLETION			
No.	Recommendation	Directorate/ Cabinet Member(s)/ Organisations asked to coordinate the response to the recommendation?	Do you agree with the recommendation? If no, please explain why.	How will this be implemented?	Who will be responsible for implementation?	What is the estimated timescale for implementation?
1	<p>(a) That the Head of Secondary and Lifelong Learning identifies progression pathways to assist in the creation of an 'at glance; document for young people that outlines employment routes by qualification.</p> <p>(b) That the Head of Secondary and Lifelong Learning provides updates on the work being undertaken relating to raising the age of participation.</p>	<p>Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services.</p> <p>Alison O'Sullivan Director of Children & Young People</p>	YES	<p>Partly addressed though commissioning of C& C Careers production of "Routes into" leaflets.</p> <p>Also on 14-19 Progression Board's Curriculum Group agenda</p>	Head of Secondary and Lifelong Learning	March 2013

2	That the Local Authority as part of its commissioning arrangements for careers, education, information, advice and guidance services supports schools to provide information and guidance to young people as early as Year 8.	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People	YES	Working with Kirklees Headteachers to develop collaborative commissioning of CEIAG services. 14-19 Progression Board's Curriculum Group specification development to include Y8 support.	Assistant Director Commissioning	September 2013
3	That the Local Authority through its Children's Trust and Employment and Skills Board, supports schools and colleges in their education business link role and encourages a specific Governor role to support education business link activity.	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People	YES	Event held on 7 th February 2013 led by E.S. Board and involving schools, colleges and stakeholders. Further developed though ES board and 14-19 Progression Board Assessment of schools and colleges against the local CEIAG award	Head of Secondary and Lifelong Learning	Complete Ongoing Ongoing
4	That the Children's Trust's Children and Young People Plan - Multi Agency Group considers, how it can promote the further develop the use of digital technology and social media to support young people to access information.	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People	YES	Agenda item for discussion at a CYPP Multi Agency Group MAG Meeting C&K Careers currently building up a social media presence using Facebook, Twitter and Vimeo and working with a Leeds City Region project – working with employers and producing small video clips for use in schools	Head of Children's trust Management and Development	May 2013 Partly complete

5	That the Head of Secondary and Lifelong Learning shares with schools best practice examples in the use of Virtual Learning Environments to share information and guidance and introducing a more consistent approach across Kirklees schools.	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People	YES	Via 14-19 Progression Board's Curriculum Group	Head of Secondary and Lifelong Learning	June 2013
6	That the Children's Trust's Children and Young People Plan - Multi Agency Group further promotes its Young Person Involvement Strategy, allowing young people to be involved in activities such as designing future literature relating to finance and money as well as other key issues that require communicating to young people.	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People.	YES	Agenda item for discussion at a CYPP Multi Agency Group MAG Meeting	Head of Children's trust Management and Development	May 2013
7	(a) That Calderdale and Kirklees Careers add additional pages to the Workabout website that are aimed at teenage parents in respect of their needs. (b) That local authority commissioners of information, advice and guidance ensure information is fully reflective of vulnerable groups of young people and their needs in accessing education,	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People	YES	Commissioning of CEIAG and specification development to further support vulnerable groups and their information needs C&K Careers have added additional pages to the Workabout website, aimed at teenage parents and their needs. (e.g. childcare, part-time jobs, finances, welfare etc.) and intends to produce	Assistant Director Commissioning	September 2013 Partly complete

	employment and training.			a paper version for those not able to access internet.		
8	That the local authority commissioners of information, advice and guidance ensure information services provide information relating to volunteering and promote the benefits of volunteering to young people.	Cllr Cath Harris and Cllr Peter O'Neill Cabinet Members for Children Services. Alison O'Sullivan Director of Children & Young People	YES	Commissioning of CEIAG and specification development to further promote benefits of volunteering C&K Careers includes this in publications and leaflets but the message is mainly communicated face-to-face by careers advisers.	Assistant Director Commissioning	September 2013 Partly complete

March 2013