

Cornwall Careers Offer

2016 - 2020



CORNWALL &
ISLES OF SCILLY
LOCAL ENTERPRISE PARTNERSHIP

raising
aspiration &
achievement
strategy

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Knowing what learning options are available, how they lead to different job prospects and ways of finding work are vital for making choices.

Foreword

The LEP's ambition is for Cornwall and the Isles of Scilly (CloS) to have a healthy, skilled and productive workforce with access to rewarding jobs, clear progression pathways and opportunities for all in order to transform our economy.

For our future workforce, we have a collective responsibility to raise aspirations and ensure young people are well prepared to make decisions about their future education and training options and to understand how their skills and experience fit with opportunities in the job market.

We know there is a significant gap between what young people know about the careers opportunities open to them and the actual jobs that exist and this is a key area we aim to address through the Careers Offer in addition to improving participation in work related learning.

There have been some exciting developments within CloS including the Aerohub Enterprise Zone, two Food Enterprise Zones are in development, a proposed Marine Enterprise Zone and Superfast broadband makes CloS one of the best connected rural areas in the world. Inspiring our young people to many of the great careers opportunities across CloS and the pathways into them, by building on existing successful sector led initiatives, is a key part of this approach.

There is widespread willingness of both employers and educators to collaborate and the Careers Offer provides a framework to address some of the key challenges and to focus our collective efforts in order to improve the quality and consistency of careers education and advice for all young people.

As a priority within the LEP's Employment and Skills Strategy and firmly within Cornwall's Devolution Deal, the Careers Offer outlines the actions required of us all to make sure we make a difference to the future of our young people and the future economic prosperity of CloS.



Mark Duddridge
Chair of Cornwall
and Isles of Scilly

Local Enterprise
Partnership



Paul Massey
Chair of Cornwall
and Isles of Scilly

Employment &
Skills Board

Cornwall Association of Secondary Headteachers (CASH)



Secondary school leaders across Cornwall are totally committed to ensuring that every young person leaves school with the skills and attributes that will enable them to play an active and positive role in society and in the workplace. Raising aspiration is central to this goal, and Careers Education, Information and Guidance (CEIAG) plays an integral part in realising this ambition in our schools' day to day work. CASH is pleased to see that CEIAG and the Careers Offer 2016-2020 are at the heart of the Employment and Skills strand of Cornwall's Devolution Deal with central government.

The ten key strands articulated in the Offer are aspirational. They build on the excellent work already in place in our schools which has informed the strategic ambition evident throughout the Offer. The national education landscape is constantly changing; CEIAG is not immune from this turbulence. CASH is committed to working with partners in Cornwall to the benefit of all our young people. We look forward to working together so that we can co-ordinate existing activity, draw together upcoming plans and harness future investment so that we can turn the strategy into a strong and coherent Careers Offer of which Cornwall can be proud.

Cornwall's children and young people are Cornwall's future. Ensuring they receive the highest quality careers education, advice and guidance is vital to raising aspiration and improving their future employment and life chances. The Careers Offer features as a key deliverable of Cornwall's Education Strategy 2016-2020.

It also plays a critical role in securing sustainable economic progress that addresses social inequality, makes responsible use of Cornwall's natural and cultural assets, and builds upon strengths in key industries: renewables, aerospace technology and micro enterprise¹.

Excellent careers education and guidance has never been more important in an ever changing education, training and employment landscape. More vocational options are on offer and research suggests that today's young people will have roughly six careers and 17 jobs over their lifetime.

Through the Careers Offer we want to inspire young people by providing them with experiences that connect learning to future work possibilities. We want to prepare young people with the expected level of work place knowledge and skills required by employers so they can thrive in their future careers.

Partnership working is an underpinning principle of the Careers Offer to: build on existing excellent practice; drive improvement, innovation and efficiency and to ensure the interests of young people is always first. Through better collaboration we hope to achieve greater collective impact, achieving positive outcomes for all our young people and the future economic prosperity of Cornwall.



John Pollard

Leader of Cornwall Council



Andrew Wallis

Cabinet Member
Young People



...we have a collective responsibility to raise aspirations and ensure young people are well prepared to make decisions about their future education and training options



¹ Cornwall Council Strategy 2015 - 2020

Executive Summary

Knowing what learning options are available, how they lead to different job prospects and ways of finding work are vital for making choices. To make informed choices, young people need access to excellent quality, comprehensive and impartial Careers Education Information Advice and Guidance (CEIAG) about learning and work opportunities and their relevance to the labour market. They also need to be able to develop capabilities around relationships and work and learning support.

Knowing what learning options are available, how they lead to different job prospects and ways of finding work are vital for making choices.

It is well documented nationally and locally that CEIAG for young people 11 - 25 needs improving. The 2015 Confederation of British Industry's (CBI) / Pearson's Education and Skills Survey 2015² shows that more than three quarters of businesses across the UK feel the quality of careers advice needs improving to help young people make informed decisions about future career options.

We also know that time within the curriculum and resources available to schools, colleges and alternative provision settings are increasingly under pressure to deliver CEIAG. Small and Medium Enterprises (SMEs), which characterise Cornwall's economic landscape, also face similar constraints. We know, however, there is widespread willingness on both sides to collaborate.

The Cornwall Careers Offer developed by the Pathways to Employment group of the Raising Aspiration and Achievement Strategic (RAAS) Board and identified within the CloS Employment and Skills Strategy 2016-2030, sets out the rationale for the 10 key strands that make up a Careers Offer for Cornwall's young people and which together would transform the landscape of CEIAG activity across the county.



² <http://news.cbi.org.uk/news/careers-advice-in-schools-not-good-enough-says-firms/>

10 Key Strands of Cornwall Careers Offer

- 1 Every secondary school and college should have in place an explicit and publicised careers policy and Careers Curriculum on young people's experiences of the world of work, links with business, careers provision and destination outcomes
- 2 Every young person up to the age of 25 should have access to impartial, independent and personalised careers education, information advice and face-to-face guidance in their local community
- 3 Every good institution will have a governing board with oversight for ensuring the organisation supports all young people to relate their learning to careers
- 4 Every secondary school should have up-to-date Labour Market Intelligence (LMI) readily accessible and up to date information on the full range of education and training pathways embedded in delivery
- 5 Every young person should have completed at least 100 hours of work related learning by the age of 16
- 6 All teachers should link curriculum learning with careers to help raise aspirations
- 7 Sector-led approaches in smart specialisation and bedrock industries
- 8 Formation and development of careers clusters across Cornwall
- 9 A Cornwall Careers Offer communication and resource portal
- 10 Support for vulnerable young people at risk of Not in Education Employment of Training (NEET), NEET and 18 – 25 year olds long term unemployed in developing long term, sustainable networks and relationships which will enable them to find work in different ways and understand the value of connections

Underpinning our approach are the following key principles:

- ✓ Complexity to simplicity: moving away from constantly layering up new and disjointed initiatives and developing a coherent and coordinated programme that meets the needs of young people and addresses the challenges faced by education and business
- ✓ Finding new ways of supporting young people which move from a reliance on 'employability services' toward preparing young people for a lifetime of employment
- ✓ Partnership, ownership and responsibility that drives improvement, innovation and efficiency for better outcomes of young people in Cornwall and influences the implementation of national CEIAG initiatives. 'Better collaboration for greater collective impact'
- ✓ An explicit Careers Offer that every young person in Cornwall should be entitled to experience during their school and or college years

Introduction

Knowing what learning options are available, how they lead to different job prospects and ways of finding work are vital for making choices. To make informed choices, young people need access to excellent quality, comprehensive and impartial Careers Education Information Advice and Guidance (CEIAG). They also need to be able to develop capabilities around relationships and work and learning support.

It is estimated that Generation Z also known as the iGeneration will make up 20% of the workforce by 2020³. On average 'iGens' will have six careers and 17 jobs over their lifetime⁴. Digital technology is one of the defining aspects of this generation and the opportunities that digital growth brings should not be missed in our approaches to delivering CEIAG for young people in Cornwall.

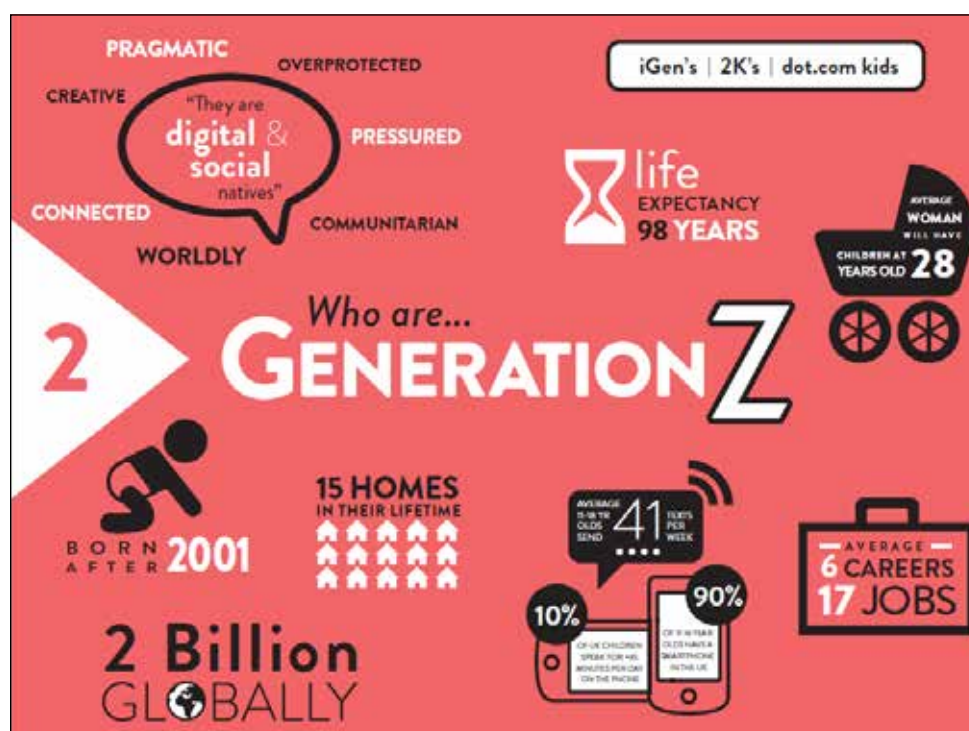
CEIAG is recognised within Cornwall's Raising Aspiration and Achievement Strategy (RAAS) and by the Cornwall and Isles of Scilly (CIoS) Employment and Skills Board as a strategic priority. It forms a key feature of the Employment and Skills strand of Cornwall's Devolution Deal with Government⁵.

It is well documented nationally and locally that CEIAG for young people 11 - 25 needs improving. The 2015 Confederation of British Industry's (CBI) / Pearson's Education and Skills Survey 2015⁶ shows that more than three quarters of businesses across the UK feel the quality of careers advice needs improving to help young people make informed decisions about future career options.

We also know that time within the curriculum and resources available to schools, colleges and alternative provision settings are increasingly under pressure to deliver CEIAG. Small and Medium Enterprises (SMEs), which characterise Cornwall's economic landscape, also face similar constraints. We know, however, there is widespread willingness on both sides to collaborate.

Furthermore, there is a huge amount of CEIAG activity already taking place. There is vastly more activity than any one school, college, employer or Voluntary Community and Social Enterprise (VCSE) organisation can readily keep track. This ranges from nationally funded initiatives to locally developed programmes in response to sector skills gaps.

There is much excellent practice but the CEIAG landscape is congested and confusing and we lack a consistent offer for all young people in Cornwall. We also lack a strategy for coordinating existing and future investment into activity. The findings from the



- 3 <http://money.usnews.com/money/careers/slideshows/heres-what-you-should-know-about-gen-z-workers>
- 4 http://www.happen.com/wp-content/uploads/2015/08/Generation-Z_first-chapter.pdf
- 5 <https://www.gov.uk/government/publications/cornwall-devolution-deal>
- 6 <http://news.cbi.org.uk/news/careers-advice-in-schools-not-good-enough-says-firms/>
- 7 <https://www.cornwall.gov.uk/business/commercial-services-and-selling-to-the-council/cornwall-transformation-challenge-award/>

Source: Generation Z , Happen, 2014

Cornwall Transformation Challenge Award (CTCA) strategic review of information, advice and guidance (IAG)⁷, while the focus was broader than careers guidance, further supports the need for improved coordination of services, evidencing a high volume of IAG provided by many different providers to single client groups.

This document developed by the Pathways to Employment group of the Raising Aspiration and Achievement Strategic (RAAS) Board and identified within the CloS Employment and Skills Strategy 2016-2030 sets out the rationale for the 10 key strands that make up a Careers Offer for Cornwall's young people and which together would transform the landscape of CEIAG activity across the county. This Careers Offer has drawn on a range of research (both national and local) and models from elsewhere in the country and county. In particular these include:

- The Gatsby report: Good Career Guidance⁸
- London Ambitions: Shaping a successful careers offer for all young Londoners⁹
- EmployAbility 03¹⁰
- Fantastic Futures – Cornwall Teaching Schools 11 – 18 Alliance bid to the Careers and Enterprise Company Innovation Fund

Underpinning this approach are some key principles:

- Complexity to simplicity: moving away from constantly layering up new and disjointed initiatives and developing a coherent and coordinated programme that meets the needs of young people and addresses the challenges faced by education and business
- Finding new ways of supporting young people which move from a reliance on 'employability services' toward preparing young people for a lifetime of employment
- Partnership, ownership and responsibility that drives improvement, innovation and efficiency for better outcomes of young people in Cornwall and influences the implementation of national CEIAG initiatives. 'Better collaboration for greater collective impact'¹¹
- An explicit Careers Offer that every young person in Cornwall should be entitled to experience during their school and or college years

'Bluntly, highly effective careers guidance is almost as important as passing examinations'

Cornwall 16 – 19 Review of Provision and Outcomes (16-19)



Knowing what learning options are available, how they lead to different job prospects and ways of finding work are vital for making choices.

⁸ <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

⁹ <https://lep.london/publication/london-ambitions-careers-offer>

¹⁰ www.participle.net/includes/downloader/O....

¹¹ <https://www.cornwall.gov.uk/business/commercial-services-and-selling-to-the-council/cornwall-transformation-challenge-award/>

Cornwall Careers Offer has been developed by the Pathways to Employment Group which includes representation from:

- Acorn Academy
- Adult Education Cornwall
- CloS Employment and Skills Board
- Cornwall Association of Secondary Heads (CASH)
- Cornwall Council
- Cornwall Education Business Partnerships (EBP)
- Cornwall Manufacturing Group
- CSW Group
- Family Information Service (FIS) Cornwall
- Jobcentre Plus
- National Careers Service / Prospects
- Next Steps Cornwall (Higher Education)
- Real Ideas Organisation / Talent Match Cornwall
- The Cornwall College Group
- The Council of the Isles of Scilly
- The Learning Partnership for CloS
- Truro and Penwith College

Cornwall Careers Offer has been endorsed by:

- Raising Aspiration and Achievement Strategic (RAAS) Board
- CloS Employment and Skills Board
- Cornwall Council Young People's Policy Advisory Committee
- Cornwall Council Cabinet



Common characteristics of the Careers Offer

There are a number of common characteristics that feature throughout the Careers Offer strands. These include:

Early intervention

Research¹² shows that introducing career-related learning at primary school increases and widens pupil's education and career aspirations. Primary schools also have a role to play in tackling the number of young people who become Not in Education, Employment or Training (NEET)¹³. The evidence¹⁴ of what works in reducing the proportion of young people NEET suggests that successful strategies implemented before the age of 16 are likely to be the most effective way of reducing local NEET levels.

High quality, independent and impartial CEIAG

Ensuring children and young people receive good quality CEIAG. Schools have a statutory duty to ensure that all pupils from year 8 to year 13 are provided with independent (from a source external to the school) and impartial (showing no bias towards a particular education, training or work option) careers guidance. The Career Development Institute (CDI) recommends all schools and colleges should work towards a Quality in Careers Standard (QiCS) validated award¹⁵. The CDI also believes that all employed or contracted to provide careers guidance to young people should hold an appropriate professional qualification in career development and be registered on the UK Register of Career Development Professionals.

Improving capacity for employer/employability services/ school brokerage

Enabling and coordinating collaboration: making it easy for all sides to connect and work together and increasing the opportunities for young people to participate in work-related learning (WRL) activity.

Improving coordination and reducing duplication

Coordinating disparate activities that support CEIAG and make more effective use of existing resources and new investments including having a single point of contact / access for CEIAG support. As such, national programmes/initiatives at the time of publishing this offer have been referenced including Enterprise Advisers, National Careers Service and Networks for Collaborative Outreach Programme. It is important to note that the longevity of these programmes is dependent on the Government's funding and not confirmed. Sustainable approaches are embedded as part of programme design as far as possible.

Improving communication and information available for all stakeholders

Developing the effectiveness and coordination of communication channels including the use of digital interfaces to deliver key messages and campaigns in relation to CEIAG. Improve the impact of national campaigns through a planned and coordinated approach locally, including: National Careers Week, National Apprenticeship Week and National Science Week etc. Ensuring that young people have a clear understanding of who offers and provides IAG and potential referral routes into services.

School to school improvement

Working through the school to school improvement infrastructure and teaching school alliances in Cornwall to promote, develop and improve CEIAG delivery and impact.

Measuring effectiveness

Improving our ability to measure the impact of CEIAG related activity on practice and outcomes for young people.

¹² <https://www.gov.uk/government/publications/key-stage-2-career-related-learning-pathfinder-evaluation>

¹³ <https://www.nfer.ac.uk/schools/tackling-neets-early.pdf>

¹⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/356062/Review3_NEETs_health_inequalities.pdf

¹⁵ http://www.thecdi.net/write/final-best_practice_guide-.pdf

Continuing Professional Development (CPD)

As set out by the Government's white paper Educational Excellence Everywhere¹⁶: 'the quality of teaching is more important to pupil outcomes than anything else a school can control'.

In relation to careers, a number of reports, including Lord Young's Enterprise for All¹⁷ and the Good Careers Guidance¹⁸, highlight the importance of providing teachers with experience of business as part of their Continuous Professional Development.

A report from Engineering UK¹⁹ emphasises the need for 'support for teachers and careers advisors delivering careers information so that they understand the range of modern scientific, technological and engineering career paths, including vocational/technician roles'.

This is further re-enforced by the Department for Education (DfE) research into barriers and challenges for delivery of CEIAG in schools as identified above. CPD is not only important for developing teachers knowledge of industry but also for developing capacity within the school workforce to provide career guidance, mentoring and enterprise related activity.

CPD also underpins the longer term sustainability of current programmes and initiatives.

Examples of CPD opportunities to be supported by the Careers Offer:

- Termly Careers and Enterprise Network Meetings for Career Clusters facilitated by the National Careers Service / EA programmes (SPOC)
- Annual strategic / leadership level Labour Market Intelligence (LMI) input in addition to LMI training opportunities for wider school staff
- Sector-led programmes of CPD for school staff including: industry placements for teaching staff; opportunities to develop curriculum

related materials linked to careers; schools and college/industry skills exchange secondments, to improve the quality of curriculum provision by linking it with careers

- Building capacity within schools to provide careers related coaching and mentoring and developing capacity to deliver the Social Enterprise Qualification (SEQ), enabling young people, schools and employers to develop innovative WRL opportunities as part of their CEIAG programme
- Invest in the CEIAG workforce of the future including the development of CEIAG Apprenticeship Frameworks and career pathways into Coaching and Support
- Work with Teaching Schools to provide CPD opportunities

Transformation Challenge priorities for transforming Information, Advice and Guidance (IAG)

The Careers Offer will also respond to the priorities set out in the TCA strategic review of IAG:

What	Leading to...
Continuity of access	A joined up / single access customer strategy
Seamless referrals	Better partnership and data sharing
Future needs analysis	Prevention and early intervention commissioning
Person centered IAG	Better outcomes for the customer and integration with Living Well principles
Building community resilience	More sustainable outcomes

¹⁶ <https://www.gov.uk/government/publications/educational-excellence-everywhere>

¹⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf

¹⁸ <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

¹⁹ http://www.engineeringuk.com/_resources/documents/EngineeringUK-Report-2016-Synopsis.pdf

10 Key Strands of Cornwall Careers Offer

- 1 Every secondary school and college should have in place an explicit and publicised careers policy and Careers Curriculum on young people's experiences of the world of work, links with business, careers provision and destination outcomes
- 2 Every young person up to the age of 25 should have access to impartial, independent and personalised careers education, information advice and face-to-face guidance in their local community
- 3 Every good institution will have a governing board with oversight for ensuring the organisation supports all young people to relate their learning to careers
- 4 Every secondary school should have up-to-date Labour Market Intelligence (LMI) readily accessible and up to date information on the full range of education and training pathways embedded in delivery
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Every secondary school and college should have in place an explicit and publicised careers policy and Careers Curriculum



1

Every secondary school and college should have in place an explicit and publicised careers policy and Careers Curriculum on young people's experiences of the world of work, links with business, careers provision and destination outcomes

A stable careers programme is the first of the eight benchmarks identified by the Gatsby report Good Career Guidance²⁰:

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

The research found that the careers policy and programme:

- needs support at a senior level within the school to be embedded within school structures
- is led by an appropriately trained person that can work with staff across the school with the support of the Headteacher
- is published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it
- is regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process (re-enforcing quality assurance methods identified by Ofsted later in this document).



As set out by the Gatsby report, a stable careers programme subsumes the other seven benchmarks of good careers guidance. Good careers guidance is about doing a number of things consistently and well; there is no magic bullet. School careers policies should therefore pay due regard to addressing the other seven benchmarks:

- Learning from LMI
- Addressing the needs of each pupil
- Linking curriculum to careers
- Encounters with employers
- Experience of workplaces
- Encounters with FE and HE
- Personal guidance

The London Ambitions Careers Offer²¹ recommends that careers policies should be reviewed and approved by the governing body every three years and every school should report annually on delivery of the careers policy. Making this a public document on the school or college website, open to scrutiny and reviews regularly by the governing body will be important for accountability and effectiveness, governors will also want to ensure that practical delivery is achieved or at least in line with policy intentions. That report too should be made public annually.

Recent research from the DfE²² set out a number of challenges identified by schools in the delivery of CEIAG within existing resources. These included:

- Staff wanted more time to coordinate, manage and deliver careers provision
- Funding to organise visits and events
- Dedicated posts focussing on careers provision
- Better collaboration with other organisations
- Better employer engagement and student engagement
- Training for teaching and non-teaching staff

²⁰ <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

²¹ <https://lep.london/publication/london-ambitions-careers-offer>

²² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447134/Mapping_careers_provision_in_schools_and_colleges_in_England.pdf

Cornwall Ambition:

Every secondary school and college should have in place an explicit publicised careers policy and careers plan on young people's experience of the world of work, links with business, careers provision and destination outcomes with a named accountable member from the Senior Leadership Team.

Key Activities:

Through the delivery of the EA programme:

- engage with senior leaders in education settings to develop whole school approaches to CEIAG
- work through the school to school improvement infrastructure in Cornwall to provide support to schools and colleges to develop and deliver their careers policy in line with quality standards (refer to ambition 2) and enhance employer engagement as a key strand within this
- work with schools to self-assess and quality assure the impact of their programmes as part of accountability to governors and to support Ofsted inspection
- work with schools to develop CEIAG within extracurricular provision (additional opportunities through those schools receiving support to extend their school day as set out in Educational Excellence Everywhere²³)

Through the Careers clusters provide support for schools and share good practice on engagement with young people, parents and employers in evaluating effectiveness

- Work towards a single Customer Relationship Management (CRM) system for schools across the partnership logging all CEIAG and WRL activity and engagement with CPD opportunities to support Ofsted and contribute to the evaluation of impact of activity and investment
- To improve data sharing across all relevant organisations to improve tracking of young people in relation to Education, Employment or Training (EET) / destinations and to enable services to better target support to young people
- For CloS LEP to have an annual dialogue with Ofsted to inform its schedule of institutional and thematic inspections in the local area, as set out in Cornwall's Devolution Deal²⁴. This annual dialogue will gather the LEP's knowledge of local economic conditions.

Every secondary school and college should have in place an explicit and publicised careers policy and Careers Curriculum



²³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508550/Educational_excellence_everywhere__print_ready_.pdf

²⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447419/20150715_Cornwall_Devolution_Deal_-_FINAL_-_reformatted.pdf

2

Every young person up to the age of 25 should have access to impartial, independent and personalised careers education, information advice and face-to-face guidance in their local community

Since September 2012 schools have had a statutory duty to secure independent careers guidance for Year 9 – 11, this was later extended to include Year 8 (12-13 year olds) and Year 13 (17-18 year olds).

This means that schools can 'retain an in house careers adviser but, as the statutory guidance makes clear, this needs to be supplemented with external sources of careers guidance to meet the duty. This could include an external careers provider, employer visits, mentoring, website and telephone helpline access. Taken together, the external sources must provide information on the full range of post-16 options and access to face-to-face support where needed'²⁵.

The inquiry from the House of Commons into careers guidance in 2013²⁶ suggested patchy provision in schools since the 2012 policy and the uneven availability of personal career guidance.

Cornwall's Review of Provision and Outcomes for 16 – 19 year olds²⁷ found that 'most schools have well developed careers education, guidance and advice programmes, but the quality and consistency of advice, to enable students to make informed decisions on the full range of options available to them, is unacceptably variable. The promotion of apprenticeships needs to be improved'.

The Gatsby report Good Career Guidance²⁸ suggests that every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be:

- available whenever significant study or career choices are being made
- expected for all pupils but should be timed to meet their individual needs
- at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Ofsted's School Inspection Handbook²⁹ sets out the following key areas for outstanding personal development, behaviour and welfare:

- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education and connections equip them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.

Ofsted's National Lead for Careers Guidance has emphasised the importance of making quality assurance of careers guidance routine with successful quality assurance approaches, including:

- Observation of the external/internal careers guidance interviews by a senior member of staff
- collecting students' views regularly through a range of mechanisms; for example in careers lessons or tutor group sessions, informally from individuals, via the school council, through a survey and in discussions linked to work experience
- seeking parents' views at consultation evenings and through surveys
- fortnightly meetings between the Headteacher and the careers guidance team to monitor progress against the targets in the careers guidance development plan
- routine and thorough monitoring of destinations data, frequently in collaboration with the local authority, with particular reference to vulnerable students and those who do not enter employment, education or training.

²⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181051/securing_independent_careers_guidance_a_practical_guide_for_schools.pdf

²⁶ <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/careers-guidance-for-young-people1/>

²⁷ <https://www.cornwall.gov.uk/media/9026776/Cornwall-Review-of-Post-16-provision-Final.pdf>

²⁸ <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

²⁹ <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Cornwall Ambition:

Every young person in Cornwall should have access to impartial, independent and personalised CEIAG in and through their local community. Schools, colleges, universities and the Local Authority (LA) should work together to ensure that young people in Cornwall can access independent CEIAG including a coherent and co-constructed 16 – 19 study programme of careers and WRL activity.

Key Activities

- All schools and colleges should work towards a quality award for CEIAG working with and through careers clusters to alleviate financial constraints and capacity implications.
 - All professionals delivering CEIAG should be CDI registered.
 - All programmes/services offering IAG should demonstrate a minimum qualification of level 4 in Careers Information and Advice and demonstrate a movement towards level 6 for all practitioners.
 - Provide support and challenge through the Enterprise Adviser (EA) programme; to quality assure careers policy and plans and the quality of independent CEIAG.
- Develop our approaches to:
 - Tracking and monitoring the participation of young people in EET beyond the statutory duty of 16 – 18 through a comprehensive CRM system, removing barriers for individuals and improve the support they receive as they transition between different EET phases
 - Improving referral systems, policies and procedures across service providers
 - Improving data sharing and stronger collaboration across services to ensure seamless referrals and an improved customer journey.
 - Provide CPD and support through careers clusters to:
 - embed the IAG National Code of Principles³⁰ and ensure principles are embedded throughout provision across the county
 - use data to contribute to the development of CEIAG delivery and to support quality standards.
 - To develop and build coaching and mentoring capacity within schools, colleges and community settings.
 - To explore and pilot new and innovative methods of delivery to provide cost effective solutions and respond to barriers to engagement, including rural isolation.
 - Strengthen joined up delivery with 11+ services.

...schools can 'retain an in house careers adviser but, as the statutory guidance makes clear, this needs to be supplemented with external sources of careers guidance to meet the duty.



³⁰ <http://www.agcas.org.uk/assets/50-National-IAG-Board-Principles>

3

Every good institution will have a governing board with oversight for ensuring the organisation supports all young people to relate their learning to careers

The statutory duty for careers guidance in schools³¹ requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is given to promote the best interests of the pupils to whom it is given.

Recommendations from Good Career Guidance³² include every school having a member of their governing body with a remit to encourage employer engagement and to take strategic interest in career guidance: 'School governors with knowledge of the local business community are often well placed to make introductions to employers'.

Supporting this recommendation, the 2014 British Chamber of Commerce Workforce Survey suggested a business governor at every secondary school should be in place to develop stronger links between business and the education system, to help young people to make the transition into the workplace.

Educational Excellence Everywhere³⁴ expects all governing boards to focus on seeking people with the right skills for governance and encourages everyone involved in governance to develop their skills.

Cornwall Ambition:

Every secondary school and college should have a member of their Governing Body with a remit for CEIAG, provision of leadership and holding the school to account for the effectiveness of its CEIAG policy and plan.

Key Activities

- Through the delivery of the EA programme, work with schools and Governor Services to support the development of a Business Governor at every school.
- Work with schools and wider partners, including Cornwall Chamber, School of Social Entrepreneurs, representatives from smart specialisation and bedrock sectors to ensure that governors receive the right training and develop the skills they need in relation to CEIAG to understand their duties and the innovative / cost effective ways these duties can be met
- Ensure information and resources for Governors are easily accessible through a single point of contact / portal.



³¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

³² <http://www.gatsby.org.uk/education/programmes/good-career-guidance>

³³ <http://www.britishchambers.org.uk/policy-maker/policy-reports-and-publications/workforce-survey-infographic.html>

³⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508550/Educational_excellence_everywhere__print_ready_.pdf

4

Every secondary school should have up-to-date LMI readily accessible and up-to-date information on the full range of education and training pathways embedded in delivery

The report *Nothing in Common*³⁵ highlights the significant information gap between what young people know about the careers and opportunities open to them and the actual jobs that exist. It showed, for instance, that a third of today's 15 to 16-year-olds are interested in just 10 occupations and too many young people are aiming for careers where jobs are in short supply. LMI is therefore crucial in helping young people make the important decisions about their careers and the routes to getting there.

A UK Commission for Employment and Skills LMI report³⁶ for CloS predicts that overall the number of jobs in CloS is projected to rise by around 12,000 over the next decade (2012-2022). The leading sources of employment growth in CloS (in absolute terms) are forecast to be health and social work, construction, wholesale and retail trades and professional services. As with the wider UK picture, we expect to see job growth concentrated in higher level roles, as well as in lower level roles relating to care. The projections for the LEP area are for:

- 15,000 additional high level jobs (for managers, professionals and associate professionals), with almost half of these in professional roles.
- Higher skilled jobs are expected to grow at a similar rate to the UK as a whole (16% in CloS compared with 17% in the UK over the course of the decade).
- 6,000 fewer jobs in middle ranking administrative, secretarial and skilled trades occupations. Nevertheless, these areas of decline are expected to remain significant sources of employment by the end of the decade. For example, there are still expected to be around 22,000 administrative and secretarial jobs in 2022 in the LEP area, despite the loss of around 4,000 jobs in the previous decade.
- Around 6,000 additional jobs in caring or leisure roles.

³⁵ <http://www.educationandemployers.org/research/nothing-in-common-the-career-aspirations-of-young-britons-mapped-against-projected-labour-market-demand-2010-2020-march-2013/>

³⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483120/LMI_Summary_-_Cornwall_and_the_Isles_of_Scilly_Final_.pdf

³⁷ <http://www.cioslep.com/assets/file/Annex%204%20Smart%20Specialisation%20Framework%20summary.pdf>

³⁸ <http://www.techcityuk.com/technation>

Smart Specialisation

Furthermore, a number of smart specialisation sectors for CloS are identified for which an appropriately skilled workforce will be required. Smart Specialisation 'is expected to build on local strengths, competitive advantages and potential for excellence, as well as be able to support technological as well as practice-based innovation and stimulate private sector investment'³⁷. These sectors include:

- Agri-tech
- Digital Economy
- E-health/wellbeing
- Marine Technology
- Space and Aerospace

Software development - software engineering and programming is identified as a big skills gap in CloS. This is important for e-health and e-wellbeing development, where part of the market opportunity could be in the area of innovative software development to support e-health and e-wellbeing initiatives and approaches. (15)



While Truro, Redruth and Camborne is an early stage cluster, between 2010 and 2014 overall digital turnover rose by 153%. Early analysis indicates a growing expertise in data management and analytics, hardware and devices, Edtech, and App and software development.³⁷

Study Options

The Gatsby report suggests 'every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities'. Information about study options should include both academic and vocational routes and every young person by the age of 16 should have a meaningful encounter with providers of the full range of learning opportunities.

Qualification Pathways

Age	Level	Qualification Pathway			Description
Usually from age 18 onwards	8	Doctorate (PhD)			Post graduate study can take place full time or alongside employment, depending on what suits each person's circumstances.
	7	Master's Degree (MA, MSc, MPhil)			
	6	Bachelor Degree or Higher Apprenticeship			
	5 OR 4	Foundation Degree / HND / HNC within Higher Apprenticeship Extended Foundation Diploma			
Usually from age 16 onwards	3	AS/A Level, IB, Foundation Diploma	Extended and other Diplomas at Level 3.	Advanced Apprenticeship	Many students choose 4 AS subjects, and then carry on with 3 full A levels. A BTEC Level 3 Extended Diploma is equivalent to 3 A levels. Some smaller BTECs are sometimes combined with A levels. An Advanced Apprenticeship is equivalent to 2 A levels.
	2			Intermediate Apprenticeship	Intermediate Apprenticeships are equivalent to 5 good GCSEs
14 to 16, but can be beyond	2	GCSE (Grade A* to C)	Diplomas, NVQs, ASDAN, Functional Skills at Level 2		Some students choose a mixture of GCSE and Diploma courses in Year 10 and 11. A BTEC Level 2 Diploma is at the same level as a GCSE.
Age 16+	1/2			Traineeship	A Traineeship is an education and training programme with work experience that helps to unlock the great potential of young people aged 16-24, preparing them for their future careers by helping them to become 'work ready'.
Usually age 11 to 14, but can be beyond	1	GCSE (Grade D to G)	Diplomas, NVQs, ASDAN, Functional Skills at Level 1		Some students will have difficulty achieving Grade C in all of their courses - but for them a Grade D-G at GCSE or a Level 1 Diploma is a true reflection of their level of learning ability.

16 - 19 Study Programmes

16 to 19 study programmes are designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans. Ofsted guidance in relation to study programmes sets out:

- learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans
- learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship.

Traineeships

A traineeship is a course with work experience that gets young people 16 - 24 ready for work or an apprenticeship. It can last up to six months. Data from the Skills Funding Agency (SFA) Data Cube shows that there were a total of 68 young people undertaking traineeships in 2014/15. A group of young people from Acacia Training and Development currently undertaking a traineeship fed back that traineeships:

- provide an opportunity to learn new skills
- provide free relevant training and qualifications based on what the employer would want
- helps develop confidence
- improves your CV

'Before the traineeship I had 11 interviews but got none of the jobs because I did not have experience, I did the traineeship and then went straight into a job.'

Young Person, Acacia Training and Development, 2015

The Employer Perspectives Survey 2014³⁹ canvassed employers' awareness of traineeships and found that around two-thirds of employers in CloS (58%) had heard of the scheme, lower than the figure for England (68%). The survey as a whole indicates that many of these employers had limited knowledge of the scheme.

Apprenticeships

The Government has a target to create three million apprenticeships by 2020. Apprenticeships form a key strand of Cornwall's Devolution Deal⁴⁰ and feature as part of the skills framework for smart specialisation set out in the research commissioned by the LEP from Amion.

In 2013/14, young people in Cornwall under the age of 19 accounted for 22% of apprenticeship achievements with 595 aged 19 – 24⁴².

A 2015 House of Commons Select Committee report⁴¹ suggests the 'misunderstanding by schools of the content, progression opportunities and benefits of apprenticeships is compounded by a cultural preference for the academic'. Cornwall's review of provision and outcomes 16 – 19⁴³ further supports the promotion and CEIAG around apprenticeships needs to be improved.

A survey by Association of Accounting Technicians (AAT)⁴⁴ also showed that often parents do not understand the value of apprenticeships and they are often overlooked due to incomplete information and misconceptions. As parents have a significant influence over their children's futures, it is important they have the right information on apprenticeships to help inform decisions around post-16 option of study and careers.

³⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483120/LMI_Summary_-_Cornwall_and_the_Isles_of_Scilly_Final_.pdf

⁴⁰ <https://www.gov.uk/government/publications/cornwall-devolution-deal>

⁴¹ SFA Data Cube

⁴² <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/597/59713.htm>

⁴³ <https://www.cornwall.gov.uk/media/9026776/Cornwall-Review-of-Post-16-provision-Final.pdf>

⁴⁴ <https://www.aat.org.uk/news/article/parents-and-apprenticeships>

Cornwall Apprenticeships

Cornwall Apprenticeship Campaign was funded through the previous European programme to act as a gateway to Apprenticeships for employers, young people and parents and improve CEIAG. As part of its awareness raising activity, research was commissioned to compare wage levels and wage progression opportunities of apprenticeships in Cornwall:

- 96% of Apprentices in Cornwall were in employment after completing their Apprenticeship compared to 86% UK average
- The average apprenticeship starter wage was £5.70
- 69% of Apprentices in employment over 12 months had received at least 1 pay rise.

Website: <http://cornwallapprenticeships.com>

Research: <http://cornwallapprenticeships.com/news/positive-outlook-for-apprenticeships-in-cornwall>

<http://cornwallapprenticeships.com>



The Employer Perspectives Survey on Apprenticeships⁴⁵ reported that:

- One in eight employers in the LEP area (12%) offered formal apprenticeships (following a framework and designed to lead to a nationally recognised qualification), similar to the England-wide figure of 15%.
- At the time of the survey, around a third of all employers in the CloS LEP area were expecting to offer formal apprenticeships in the future (30%, a little below the figure of 35% for England as a whole).

The CloS Employment and Skills evidence base 2016 presents the following findings in relation to apprenticeships:

- Starts/achievements have not shown significant growth in the last four years
- Higher level starts/achievements are a small proportion of apprenticeships, but there is evidence that the number of starts is increasing
- The take-up of apprenticeships varies considerably by subject area, suggesting there is potential for further development of the apprenticeship route way in some sectors.

Higher Education (HE)

Key Stage 5 destinations for 2012/13 cohort⁴⁶ showed that the proportion of students progressing to higher education is lower than the national average. The review of outcomes for 16 – 19 year olds in Cornwall⁴⁷ also showed that the proportion of students gaining high grades and progressing to high tariff universities is much lower than elsewhere in the country – the average point score per student is well below the national average for higher attainment measures (AAB or better).

	Cornwall	England
UK HEI	47%	58%
Russell Group inc. Oxbridge	10%	17%

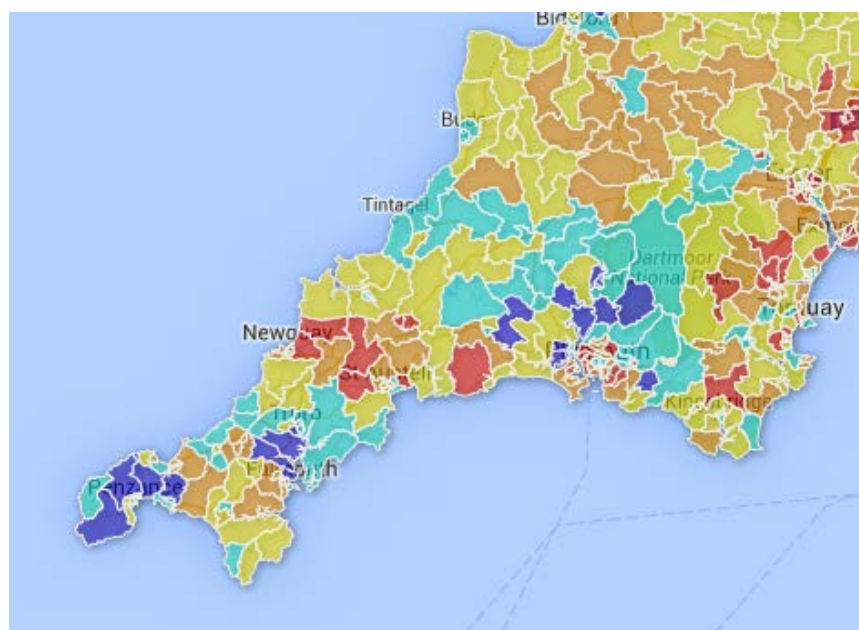
⁴⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483120/LMI_Summary_-_Cornwall_and_the_Isles_of_Scilly_Final_.pdf

⁴⁶ <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2013-to-2014>

⁴⁷ <https://www.cornwall.gov.uk/media/9026776/Cornwall-Review-of-Post-16-provision-Final.pdf>

Recent HE Funding Council for England analysis⁴⁸ identified gaps in local areas where the HE participation of young people is below the level expected, based on their GCSE level attainment. This analysis suggests that there are local areas where more young people could be expected to participate in HE, based on their GCSE profile, than are actually progressing to HE.

Higher Education (HE) participation of young people in Cornwall



- Quintile 1: Young participation is much lower than expected.
- Quintile 5: Participation is much higher than expected.
- Quintile 3: Young participation rates are as expected.

Data from HEFCE shows the geographical pattern of participation in HE across Cornwall. As would be anticipated there are areas of low participation ‘cold spots’ to which national funding is being targeted to deliver a suite of outreach activity to encourage young people in years 9 to 13 to consider HE as a viable option. HEFCE have recently announced the extension of the Networks for Collaborative Outreach programme to 2020.

A report from Plymouth University into successful aspects of widening participation suggested the following key factors:

- Strong partnerships with relevant schools and other agencies over an on-going period (preferably from primary school age)
- A range of targeted activities relevant to the age group, and to the demographics of the specific cohort
- Provision of information, advice and guidance on university entry at an appropriate time and in an accessible format
- First hand experiences in HE settings and with current undergraduate students; Summer schools were generally positively evaluated in this respect
- Careful matching of student ambassadors to school pupils by subject and personal data
- Efforts to raise confidence and aspirations, as well as enhance understanding of how to achieve those aspirations. Students need clear information about what they should do to be successful in accessing or achieving in HE
- Monitoring and evaluating these activities, not only from learners’ perspective but also those of parents, school staff and university staff, to reduce the risk that schools may not continue to support outreach programmes.

⁴⁸ <http://www.hefce.ac.uk/analysis/yp/gaps/>

Cornwall Ambition:

Every education and community setting should have up-to-date, user friendly LMI readily accessible to inform the curriculum/delivery. There is a central portal providing clear, up-to-date and accessible information and advice on the range of study options and qualification pathways available to young people.

Key Activities

- Provide an annual strategic LMI input for school leaders that, in addition to trends, reflect cultures of work, link to changes in society, wellbeing, productivity and how the labour market meets the needs of marginalised and underrepresented groups.
- Provide CPD for staff in schools and the wider community to embed up to date LMI as part of curriculum delivery.
- Ensure schools and colleges can access LMI tools that are fit for purpose and work with partners to reduce investment in disparate activity / web tools.
- Develop approaches to working with children and families at an earlier age to better inform them about pathways and career opportunities e.g. Children's University.
- Work with young people and parents to update Youth Kernow and the Family Information Service websites to reflect up-to-date information on post-16 learning options and qualification pathways then monitor the use of the site.
- Develop and implement an annual communication campaign to ensure young people and parents are informed about their post-16 options at appropriate times throughout the year
- Implement Cornwall's Apprenticeship Strategy and develop approaches to changing the negative perceptions of apprenticeships amongst young people and parents
- To respond to the recommendations set out in Delivering a Care Leavers Strategy for Traineeships and Apprenticeships⁴⁹
- Implement the National Network for Collaborative Outreach programme to meet needs locally and to complement existing activity and ensure more young people before the age of 15 have a university campus experience
- Build on existing approaches and case study / media content that showcases the pathways of individuals undertaking traineeships, apprenticeships and HE pathways into employment, in addition to reflecting the need for strong social capital to overcome increased frequency of changes in profession and jobs e.g. Made it in Cornwall, Talent Match case studies
- Develop and implement a STEAM (Science, Technology, Engineering, Arts and Maths) strategy for Cornwall

Every education and community setting should have up-to-date, user friendly LMI readily accessible to inform the curriculum/delivery.



⁴⁹ http://www.centreforsocialjustice.org.uk/UserStorage/pdf/Pdf%20reports/CSJ4748_Delivering_Care_Leavers_Strategy_08.16_WEB.pdf

5

Every young person by the age of 16 should have completed 100 hours of Work Related Learning (WRL)

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of WRL activities.

The formal definition of work-related learning is: Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work⁵⁰.

The Gatsby report suggests every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

* A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

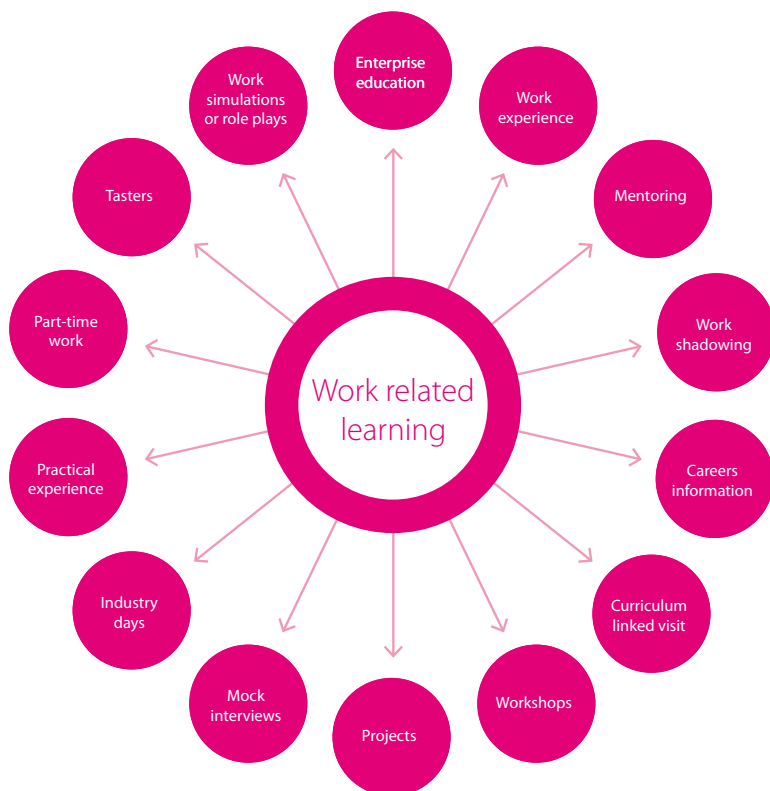
Work Experience

There is a range of evidence to show the positive impact of work experience for all young people, and in particular for pupils from deprived backgrounds where experience of work in the family or in the local community may be limited to low-skill occupations.

In 2012 the Government removed the compulsory duty for English schools to provide WRL, however, the vast majority of secondary schools in Cornwall still continue to offer work experience for Year 10 pupils. As of April 2016, three secondary schools in Cornwall no longer offer all Year 10 pupils work experience.

As suggested by Gatsby, work experience has traditionally been interpreted as a placement during the summer term of Year 10. The volume of pupils seeking placements during this time can impact upon the quality and the ability of local employers to meet this need. Flexible approaches using a range of WRL activities can add value in giving pupils experience of the workplace.

The British Chambers of Commerce (BCC)⁵¹ surveyed 3,552 businesses and educational establishments across the UK in July 2015 to learn what could be done to bridge the gap between education and business. Some 82% of the business leaders polled by the BCC said all pupils under 16 should be offered work placements and 79% said work experience is vital for equipping young people with the skills they need in the work place. Their recommendations were to 'make work experience a national priority'. The survey built on the BCC Workforce Survey



⁵⁰ <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/WRLG.pdf>

⁵¹ <http://www.britishchambers.org.uk/policy-maker/policy-reports-and-publications/business-and-education-survey-make-work-experience-a-national-priority.html>

2014 which found that 88% of businesses think school leavers are unprepared for the workplace. In particular, businesses felt young people lack basic employability skills such as communication skills, resilience and insight into how to act appropriately in the workplace.

Cornwall's economic landscape is characterised by SMEs and data from Cornwall Education Business Partnerships (EBP) showed that 56% of all work experience placements in 2014/15 were with small employers (less than 25 employees). A report from Ofsted⁵² suggests that SME's face additional barriers to the provision of work experience opportunities due to time constraints and the lack of availability of staff to work with pupils. Additional support and coordination provided through sector-led groups as seen by Software Cornwall, has sought to overcome some of these challenges where they do present an issue for employers to engage with work experience.



Through the Futureworks programme Cornwall Manufacturing Group are working with Cornwall EBP to increase the number of employers accredited with the Platinum Provider Award to alleviate some of the challenges faced by employers associated with the provision of work experience. The process provides support to employers to set up a work experience programme including development of job role / person spec, advertising, support for risk assessments, health and safety and supervision.

Cornwall Ambition

Every young person in Cornwall should have completed at least 100 hours of WRL by the time they reach 16. This journey should be captured in a digitalised portfolio.

Key Activities

- Through the EA programme, provide additional support to schools to co design and deliver flexible WRL programmes.
- Deliver an annual Careers Show event and increase the numbers of young people attending and benefiting from the experience.
- Enable more young people to engage and benefit from the National Citizen Programme.
- Work towards a local single database of employers for engagement in all CEIAG / WRL programmes and activities across partner organisations.
- Every young person should own their own personalised digital portfolio and be encouraged to take responsibility for updating this regularly to reflect their WRL activity, skills, experiences and employability journey.
- The format for the digital portfolio should be developed centrally by young people, schools and business for a consistent approach across the county and flexibility to adapt to the changing ways young people keep and find work. Support and training on its use to be provided. (Use of existing tools e.g. Linked In and developments by the CEC of a digital portfolio need to be taken into consideration).
- Work with employers to offer more WRL activities including employer visits, mock interview opportunities in a real work setting etc.
- Develop and implement a STEAM strategy for Cornwall.



⁵² <https://www.gov.uk/government/publications/engaging-small-and-medium-enterprises-in-apprenticeships>

Work Experience

- Co design, coordinate and promote work placement opportunities for young people in the Smart Specialisation Sectors, including 'holiday camps' and build on best practice such as Software Cornwall coding camps
- Enhance existing work experience provision by developing and implementing new and alternative delivery models, including extended work experience placements
- Develop the support for work experience provision to enable young people to build upon interests, aptitudes and passion and the ability to explore different options
- Provide additional support to schools to help young people and parents plan and prepare for work and follow up activity
- Provide additional support for vulnerable groups in particular Pupil Premium children, Children in Care and young people with SEND, in their planning and preparation for work experience and follow up activity including monitoring participation and outcomes
- Provide guidance and support to enable young people and parents to find their own or additional work experience or volunteering opportunities within the holidays
- Provide support and tools to schools to enable them to measure the impact of students work experience placements, links to young people's interest and aptitudes and subsequent destinations
- Support employers to deliver work experience by rolling out our approaches/models such as the Platinum Provider Scheme through Sector Leads e.g. Software Cornwall to increase work experience placements
- Increase the number of traineeships and supported internships providing appropriate levels of support for individuals and employers

CPD

- To coordinate a CPD offer with sector organisations and teaching schools to enhance the delivery of the curriculum by linking it to careers.
- Build capacity in schools to deliver the Social Enterprise Qualification (SEQ) to develop innovative pathways with local employers in addition to improving the resilience of communities (see case study in section 10).

Every young person in Cornwall should have completed at least 100 hours of WRL by the time they reach 16. This journey should be captured in a digitalised portfolio.



6

All teachers should link curriculum learning with careers to help raise aspirations

As identified by the Gatsby report, increasing the relevance of teaching by linking the curriculum to careers was a key feature of those countries whose CEIAG results were good. In particular, this was highlighted for STEM subjects and their wide range of career paths. For careers of the future, we wish to extend this focus to STEAM subjects (science, technology, engineering, arts and mathematics) in Cornwall.

This becomes even more significant for schools when time within the curriculum and resources to deliver CEIAG are increasingly under pressure.

The Engineering UK 2016 report⁵³ also suggests it's vitally important to make the links clear between education and work. The University of Warwick has shown that students don't make these links between the curriculum and future careers and that students don't know that triple science is either desirable or essential for some STEM careers.

Starting Early

Research⁵⁴ shows that introducing career-related learning at primary school increases and widens pupil's education and career aspirations. The Key Stage 2 Career Related Learning Pathfinder Evaluation⁵⁵ demonstrated increased awareness, knowledge and understanding of types of employment and pathways to get there, by the schools involved in the pilot. This is further supported by Amion's smart specialisation framework, identifying the need to raise aspirations of young people by embedding the importance of STEM subjects from an early age and promoting the potential career options arising within the Smart Specialisation sectors within C and IoS.

Raising Science Capital in Cornwall's Schools

The Cornwall College Group arrange Science, Technology, Engineering and Maths (STEM) outreach opportunities for thousands of Cornish young people every year. The specific pilot project reported here involved one Year 6 class at Mount Hawke Academy and two groups of mixed Year 7 / 8 pupils at Brannel School.

We ran 1.5 – 2 hour sessions with whole classes each week for six weeks. Preceded by a staff meeting and letters home to explain the activity to parents, each programme started with icebreakers and a survey to gather data about the interests and family background of the children. We then asked children to identify a challenge or problem that they felt was important to them personally and to humans. Popular choices included climate change, marine pollution, terrorism and population growth. Over the weeks that followed, we helped them to explore the role that different types of scientists have in helping us meet their chosen challenges. We introduced them to at least three guest scientists who ran interactive sessions in their class. The sessions were fun, but more importantly each visiting scientist planned their session with us to achieve specific learning outcomes. Throughout the programme the children worked on either a poster or video presentation to share their ideas about how STEM helps us overcome the problem they identified.

In Mount Hawke the children produced individual poster presentations and, with the sessions held at the end of the school day, we were able to invite parents together with visiting guest judges to the final session, which was a wonderful celebration of their work. We're currently looking at the data from these studies, refining our approach to further improve the impact, and seeking funding to scale-up our activities. The ultimate aim is to engage most children in Cornwall, and with around 5000 children in each year group there is a unique opportunity to do so.

For more information contact The Cornwall College Group's STEM Coordinator by emailing chloe.kingston@cornwall.ac.uk or visit our STEM pages at www.cornwall.ac.uk/STEM

REAL Projects / Immersive Curriculum

Learning through REAL Projects⁵⁶ combines a challenging academic curriculum with project based learning. REAL Projects use student enquiry, feedback and public exhibition of student work to promote deep learning of subject knowledge and learning that has a real impact on the world outside school including the world of work. There is evidence from the US that REAL Projects have a strong positive impact on student achievement, student engagement in learning and students' success at college and university.



Immersive Curriculum Carclaze Primary School : Would a dragon make a good pet?

In 2009, Carl Jarvis took the job of Headteacher at Hartsholme Primary School, Lincoln. At the time Hartsholme was the 5th worst school in the country and in special measures. After the last Ofsted, the school was considered to be beyond outstanding and is now within the top 5% of all schools in the UK. The school developed an approach called reverse and immersive learning .

After receiving requires improvement from Ofsted, Carclaze Community Primary School adopted immersive learning as a whole school approach, from foundation to year 6, to improve the curriculum and outcomes for children.

Immersive learning involves taking a more creative approach towards the planning and delivery of lessons, to immerse the children in their topic and create a 'need to know' as they prepare work for their exhibitions at the end of each term. Some key aspects include: personalised learning, project based learning, environmental stimulus, challenge-based learning and engagement pedagogy.

After visiting Hartsholme for a day to learn more about the approach, staff at Carclaze worked with pupils to redesign and plan their lessons linking the national curriculum throughout the topic.

Year 4: Autumn Term – Would a dragon make a good pet?

- The classroom was transformed into a castle and a 6ft tall dragon was created
- Pupils created stories about dragons and learnt to speak about mythical creatures in Spanish
- Liz Hurley, Cornish author, visited the class and talked them through the finer points of putting together a book, from writing a story to designing and creating a front cover. She came and judged the winning book cover.
- Pupils designed and created a book with their stories
- White River Place Shopping Centre in St Austell donated a space for the pupils to run a pop up shop to sell their book and offered support and guidance around shop keeping
- The children contributed work to the shop front to attract customers and sell their books
- Pupils decorated the shop, produced advertising posters, worked in the shop and priced the book. Twelve pupils ran the shop each day
- Profits from the book went back into Year 4 to pay for trips.

There have been noticeable differences in children's engagement and motivation for learning since the change in approach at Carclaze and attendance has significantly improved. The impact upon attainment should be quantified and measured after a full academic year of delivery.

www.carclazesch.org/website/the_immersive_curriculum/195831

⁵³ <http://www.worksmanagement.co.uk/article-images/114855/EngineeringUK-Report-2016-Synopsis.pdf>

⁵⁴ <https://www.gov.uk/government/publications/key-stage-2-career-related-learning-pathfinder-evaluation>

⁵⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182663/DFE-RR116.pdf

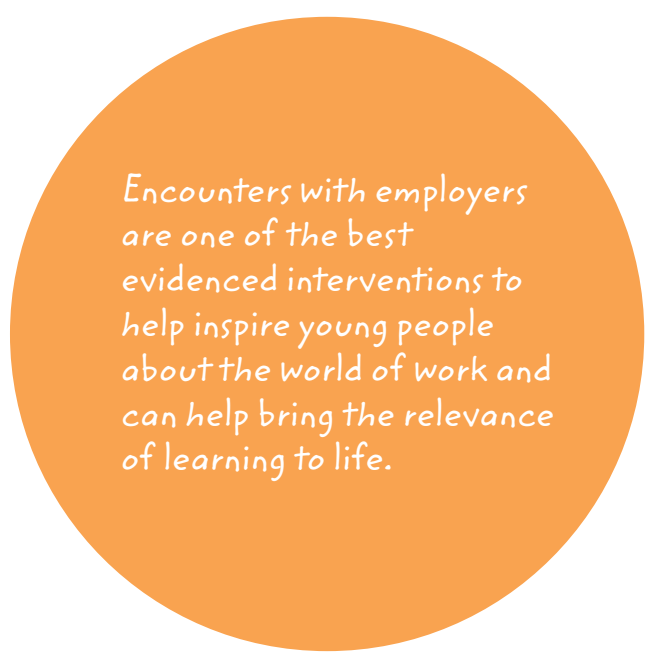
⁵⁶ <http://www.innovationunit.org/REALProjects>

Employer Engagement

Encounters with employers are one of the best evidenced interventions to help inspire young people about the world of work and can help bring the relevance of learning to life. Government led initiatives, including the EA programme and National Careers Service Inspiration Agenda, have this at their heart and have provided additional resource and capacity for employer / school brokerage locally. The importance of brokerage cannot be underestimated as schools and employers face increasing demands on their time; an understanding of both the school and employer environment is key to a successful partnership way of working and the delivery of activity.

As set out in Cornwall's Devolution deal, it is important to ensure that we coordinate these programmes locally to ensure the best use of resources to impact upon outcomes and achieve value for money.

The STEM Ambassadors programme⁵⁷ recruits different employers to inspire young people to enjoy STEM subjects by getting involved in a range of school base activity. In 2015 90% of secondary schools in Cornwall had a meaningful relationship with a STEM Ambassador and have had STEM activities running in their school. 36% of schools reported delivering more than three single STEM activities.



Encounters with employers are one of the best evidenced interventions to help inspire young people about the world of work and can help bring the relevance of learning to life.

Personal, Social, Health and Economic (PSHE)

Whilst no longer statutory, PSHE is a subject that helps young people develop the knowledge, skills and attributes that prepare them for life and work. Programmes of study for PSHE education aim to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking. A survey undertaken by Public Health of PSHE delivery in Cornwall (2015) showed that PSHE is considered important but there was some indication that it is increasingly under pressure for time in the school day and in staffing. 81% of respondees to the survey said that economic/financial education was covered in their school in Year 10/11.

As set out in Educational Excellence Everywhere⁵⁸: 'all children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. The Government has emphasised the importance of PSHE and developing these traits through curricular and extra-curricular provision'.

The report Future of Work⁵⁹: Action for future skills suggests that: 'individuals should focus on development of key skills and attributes that will be at a premium in future, including resilience, adaptability, resourcefulness, enterprise, cognitive skills (such as problem solving), and the core business skills for project based employment'.

Delivery within the curriculum and through extra-curricular activity should provide opportunities for young people to develop such skills and experience.

⁵⁷ <http://www.stemnet.org.uk/ambassadors/what-do-stem-ambassadors-do/>

⁵⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf

⁵⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303335/the_future_of_work_key_findings_edit.pdf



All young people by the age of 14 should have the opportunity to learn how different STEAM subjects help people to gain entry and be more effective workers within a wide range of careers.

Cornwall Ambition

All teachers link curriculum learning with careers in particular across STEAM subjects. All teachers can access CPD and resources to support the delivery of a career related curriculum. All young people by the age of 14 should have the opportunity to learn how different STEAM subjects help people to gain entry and be more effective workers within a wide range of careers.

Key Activities

- Improve the coordination and deployment of resource for national programmes providing brokerage capacity including Enterprise Adviser, National Careers Service Inspiration Agenda and STEM Ambassador model to meet local priorities and needs.
- To develop and implement a STEM / STEAM strategy for Cornwall.
- To provide additional brokerage capacity for smart specialisation and bedrock sectors, building on models of good practice.
- To build upon existing models of aspirational STEM / STEAM work at a primary level to ensure that all young people participate in a range of STEAM related activities before the age of 11.
- To build upon national campaigns and programmes to address the gender imbalance in STEM fields.
- To build upon and provide support to schools to develop innovative approaches to embed careers within curriculum delivery, including the REAL Projects approach.
- To develop and implement with schools and employers a programme of CPD, including industry placements for teaching staff, schools and college/industry skills exchange secondments to improve the quality of curriculum provision by linking it with careers.
- To provide a central directory of resources that can be used by schools to link careers with curriculum and keep up to date with the development of national and local material.
- Improve access to the National Citizen Service so every pupil has the opportunity to take part.
- To coordinate and make available all resources that can support the delivery of improved PSHE in partnership with developments to date led by Public Health, and in line with the Government's new action plan for improving PSHE. Provision through schools and wider organisations should:
 - equip young people to deal with the evolving, changeable nature of the world of work.
 - develop young people's ability to build and sustain relationships, which provide a strong network of support to help them look for work or continue to look for work should they ever become unemployed.
 - develop capabilities and soft skills which enable them to be taken seriously by employers. This is particularly relevant for young people 18-24, as without these employers will not be motivated to close any technical gaps in their experience and invest to grow and progress individuals⁶⁰.

⁶⁰ Cottam, H et al (2015) 'EmployAbility 03. Final Report' Participle Ltd London

7

Sector-led approaches in smart specialisation industries and other bedrock sectors

The UKCES LMI summary for CloS⁶¹ showed that whilst 'in most cases demand for skills is met through successful recruitment, more than a quarter of vacancies in the LEP area are reported to be hard-to-fill'. The main reasons reported for hard to fill vacancies include a shortage of suitably skilled workers. Employers in the LEP area also reported a lack of relevant work experience and a lack of interest among applicants in the types of job on offer.

Across Cornwall there are a number of sector-led projects that have emerged to address the shortages faced within the industry. There are a number of common characteristics across these projects addressed as part of our offer, these include:

- A point of coordination to provide sector / school / employability services brokerage
- Ambassador work – employers inspiring and raising aspiration
- CPD for staff in schools and wider employability services
- Provision of WRL opportunities for young people
- Encouraging young people to explore their interests, aptitudes and passion for employment in a range of sectors

Through the Cornwall Careers Offer, our ambition is to build upon these models of good practice to strengthen their impact and extend their reach.



Software Cornwall is a Not for Profit organisation and its activities are funded and delivered through the support of its members, sponsors and volunteers. A key priority for Software Cornwall is to fix and fill the careers pipeline: inspiring people into careers in software and digital technology. This includes a range of activity with young people, schools, colleges and universities, including:

- Linking curriculum to careers through the provision of CPD for teachers and Tech Academy events
- Support for businesses to collaboratively deliver work experience opportunities for young people
- Providing young people with WRL activity through holiday code clubs, including their Mission to Mars and Eden of Things four day courses
- Work with FE and HE partners to design employer led qualifications and curriculum content
- Attend careers fairs and school visits to raise awareness of software and digital technology career pathways in Cornwall
- Work collaboratively to connect education, community and business, and run community events including monthly Tech Jams



'in most cases demand for skills is met through successful recruitment, more than a quarter of vacancies in the LEP area are reported to be hard-to-fill'.

⁶¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483120/LMI_Summary_-_Cornwall_and_the_Isles_of_Scilly_Final_.pdf

Nurturing excellence

Duchy College is the largest provider of food, agricultural, horticultural and land-based education and training to learners, students and farmers in Devon. Its Rural Business School has worked with thousands of farmers over the whole of the South West, running many events for the industry, and the College currently has rural development contracts in excess of £14m.

The Nurturing Excellence project is funded through The Prince's Countryside Fund, Industry Partners and Duchy College and aims to engage over 1,300 young people in activities designed to lead towards local sustainable jobs within the food and farming industry. The project is being delivered by leading employers from the food and farming sector across Devon and Cornwall, working in partnership with Duchy College. It comprises four industry-focused programmes designed to equip young people with the skills, aptitudes and ambitions to meet local employer needs, contributing to the sustainability of the rural community:

- 1. Apprenticeships** - increasing the number of apprenticeships within the sector through employer engagement. The partners will explore new models of delivery, including employer mentoring, to increase the relevance of apprenticeships for the rural economy
- 2. STEM Ambassador Programme** - building on an existing programme through recruitment of volunteers from the food and farming sector to inspire young people about the possibilities of STEM subjects and careers
- 3. Internships** - an A level/post-16 food and farming bursary with internship offered to students who successfully complete a selection process. Short placements in food and drink companies will provide academically gifted students with the opportunity to engage with the industry, and give businesses the chance to identify potential new entrants
- 4. Level 3 Food Technology and Management Diploma** - an industry supported vocational route into the sector. The project will also support the introduction of an industry work placement into the programme with employers acting as mentors for learners.



The futureworks programme is designed to inspire the next generation of scientists, developers and engineers. Working across the south west peninsula, futureworks brings together schools and businesses to excite, challenge and engage young people in STEM.

The futureworks programme matches schools with local businesses to develop projects and activities intended to demonstrate the rewarding career opportunities in the marine and manufacturing sectors available through taking STEM subjects. In Cornwall projects are being led by Cornwall Marine Network and Cornwall Manufacturing Group.



Cornwall Ambition

Employers and their sector groups receive the right support to provide young people with CEIAG to raise their aspirations and address key skills shortages in priority sectors for Cornwall's economic growth. Teachers can access a range of CPD opportunities to embed careers-related learning within curriculum delivery.

Key Activities

- Employers and the Smart Specialisation sector groups to work with the Council/LEP and the Careers and Enterprise Company on the development of the Careers Offer. Ensure that high quality advice and guidance is provided for school leavers and families, young people 18 - 24 regarding the potential pathways to employment in the Smart Specialisation sectors, including both vocational and academic routes, based on existing models of good practice
- To provide additional employer or school brokerage capacity aligned to Smart Specialisation sectors, building on models of good practice and making the best use of existing resources
- Smart Specialisation sector groups/agencies to work with or act as STEM ambassadors in promoting the benefits and careers available within the knowledge economy and the new market opportunities arising. These ambassadors will aim to raise aspirations in line with real demand and employment opportunities with local employers. This will be to get a better understanding of the impact of existing STEM Ambassador work and where there are gaps by sectors.
- To work with the STEMNET contract holder to generate more STEM Ambassadors – priority to develop more in sectors where there is no coverage
- Work with sector groups to develop, coordinate and implement a programme of CPD for schools – developing a coherent and consistent offer across Cornwall
- Provide support for programmes and campaigns and develop capacity locally to tackle gender inequalities in relation to STEM subjects. National initiatives include:
 - Girls into STEM⁶²
 - National Women in Engineering Day⁶³



Teachers can access a range of CPD opportunities to embed careers-related learning within curriculum delivery.

⁶² <http://www.girlsintostem.co.uk/girlsintostem-1/>

⁶³ <http://www.nwed.org.uk/>

8

Formation and development of careers clusters across Cornwall

As previously outlined DfE research has shown that schools are struggling to deliver CEIAG within existing resources. The delivery of high quality CEIAG requires considerable resource and could be strengthened by developing careers clusters to facilitate greater collaboration amongst schools and providers for improvement: sharing knowledge, skills, good practice, resources and influencing future service delivery models.

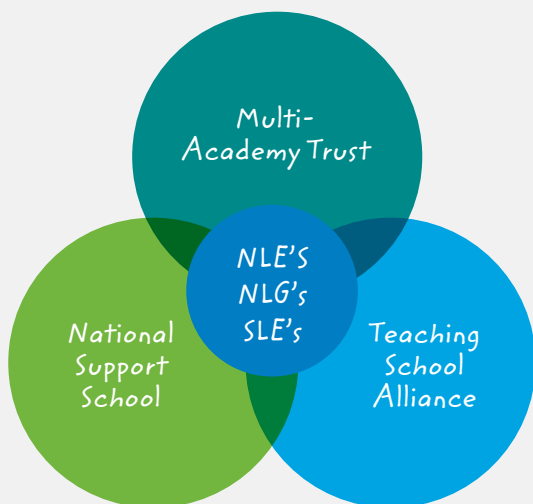
In addition to the creation of Multi-Academy Trusts, schools already operate in various networks and clusters. Careers clusters inclusive of schools and the wider community could provide the basis for a model of increased coordination and capacity for employer school brokerage, delivery of CPD opportunities, coordination of work with FE and HE partners, and the coordination and implementation of sector based approaches.

Clusters for delivery would also help to overcome the geographical challenges of the county which sometimes can act as a barrier to participation.

No more than four careers clusters should be established including primary and secondary schools, FE providers and Voluntary and Community Sector (VCS) groups.

Teaching Schools are at the heart of the Governments improvement agenda as set out in the white paper Educational Excellence Everywhere⁶⁴. Teaching Schools (TS) should play a leading role within careers clusters to foster collaboration, share innovation and good practice.

System-wide school-led improvement



- **National Leaders of Education (NLE)** are leaders of excellent schools who, together with their schools (called National support Schools) support other schools to improve. NLE's will particularly support coasting schools with the capacity to improve or those schools that need extra support to ensure educational excellence.
- **National Leaders of Governance (NLG)** are highly effective chairs of governors, who support other chairs to increase leadership capacity where it is needed most.
- **Specialist Leaders of Education (SLE)** are excellent leaders in positions other than headships, who have specialist skills to support individual / teams in similar positions in other schools.
- **Teaching Schools (TS)** are excellent schools with a strong track record of working with others. They work with a range of schools in their alliance (TSA) to train and develop current and future teachers and leaders using excellent evidence based practice. They will broker school-led improvement from other system leaders. Teaching Schools designate and deploy Specialist leaders of Education.

⁶⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf

Cornwall Ambition

Geographic based careers clusters provide a delivery model for schools and communities to deliver CEIAG, develop best practice and innovative solutions, share resources and achieve economies of scale where necessary. Clusters provide a delivery model for CEIAG services and programme delivery.

Key Activities

- National Careers Service, Enterprise Adviser, Next Steps Cornwall programmes and the LA provider of CEIAG to develop proposals for coverage, configuration and effective deployment of resources for careers clusters, establishing a Single Point of Contact (SPOC) in each cluster. Clusters should take into account and build the role of Teaching Schools to support this agenda. This could include developing Specialist Leaders of Education (SLEs) with specialisms in careers
- Seek endorsement for careers clusters through CASH and CAPH, School to School Improvement Board, Pathways to Employment and Employment and Skills Board (ESB) groups and promote careers clusters as delivery model.
- SPOC to facilitate regular careers forums for the cluster (schools and VCS groups) providing CPD, networking and opportunities to share good practice.



9

Cornwall Careers Offer Portal

There is a significant amount of activity and investment into CEIAG in Cornwall, however for schools and employers the marketplace is congested and confusing. Listed below are some of these programmes and providers but this, by no means, captures everything that is out there. The volume of disparate activity has become self-defeating and through improved coordination we have an opportunity to be smarter about how we use these resources, influence new investment and work together to improve outcomes for young people.

A central portal should enable more schools and colleges to find high quality careers provision designed to support the career development of young people in Cornwall in addition to becoming the online single point of contact for schools and employers.

Cornwall Ambition

All schools and employers can easily access an up-to-date range of resources and information on CEIAG related activity through a single point of contact that will support their implementation of Cornwall Careers Offer.

Key Activities

- To develop and maintain a single online portal to provide a resource for schools and employers for all CEIAG related activity, resources and support, CEIAG related CPD opportunities (take into account existing web sites: National Citizen Service, Combined Universities in Cornwall ON, EA Programme requirement, Growth / Skills Hub developments)
- To develop and maintain a central portal for young people (customers) with a fit for purpose search function to provide:
 - a directory / offer of quality assured IAG services (longer term development to link to booking appointments)
 - information and details of career pathways
- To develop the portal(s) in response to user feedback and to meet needs
- To provide a virtual network for careers clusters and facilitate sharing of good practice, CEIAG related school to school improvement etc.

Careers Education Information Advice and Guidance - what's out there now?

- *Brighter Cornwall*
- *Chamber of Commerce*
- *City Deal Mentors Project*
- *Cornwall Apprenticeship Campaign*
- *Cornwall Careers Show*
- *Cornwall EBP*
- *Cornwall Manufacturers Group Challenge*
- *CSW*
- *EFSW*
- *Enterprise Advisers*
- *Make it Work Programme*
- *MEFCE Network for Collaborative Outreach*
- *NAS / Interserve*
- *National Careers Service Inspiration Agenda*
- *National Citizenship Service*
- *Nurturing Excellence*
- *Prospects*
- *RAEng CPD Programme*
- *RIO*
- *Springboard*
- *STEM Ambassadors*
- *Talent March*
- *Unlocking Potential*
- *Young Enterprise*
- *Your Future Events*

And many more...

10

Support for vulnerable young people at risk of NEET/ NEET and 18 - 25 year olds long term unemployed in developing long term, sustainable networks and relationships which will enable them to find work in different ways and understand the value of connections

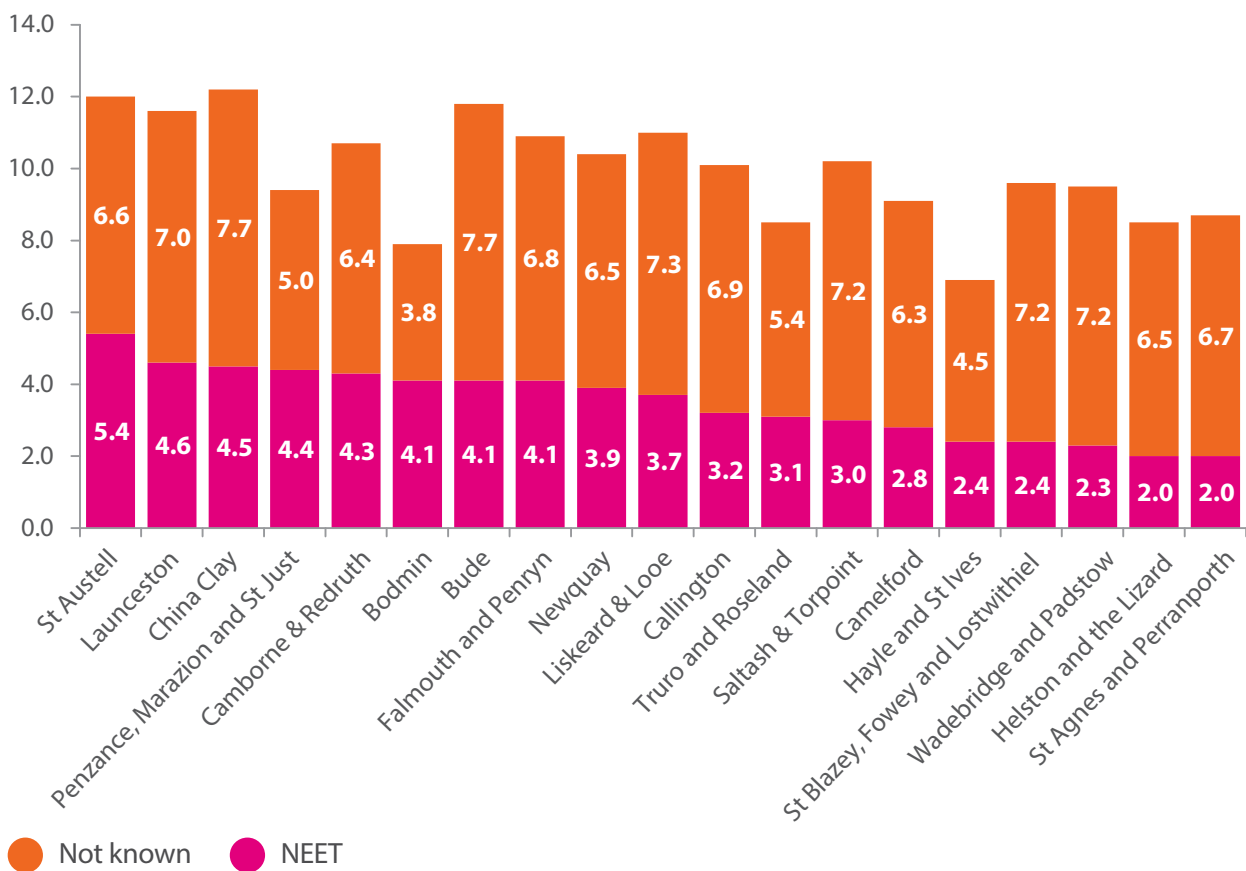
Being NEET between the ages of 13 and 19 is a major predictor of unemployment, low income, poor mental health and physical health and associated problems later in life, especially for those who are NEET for extended periods of time or repeatedly re-enter the NEET group.

Whilst national youth unemployment figures in 2016 have fallen from the previous year⁶⁵ and the proportion of young people NEET in Cornwall is relatively low compared to the national average and compared with statistical neighbour authorities,

there are persistent geographical challenges across the county and the needs of cohorts of vulnerable young people remains a challenge.

The below chart, produced by Community Network Area, shows the proportion of young people NEET and Not Known as of December 2015. The proportion of young people NEET across Cornwall on average was 3.7% (635 young people) and 6.5% average for the proportion of young people Not Known. The significant reductions to the local authority contract in relation to tracking and support for young people NEET can be attributed to the increase in Not Knowns. Work is being undertaken to improve data sharing across partner agencies to address this particular issue.

% Years 12-14 NEET and % Not known December 2015 by Community Network Area



⁶⁵ <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN05871>

NEET Prevention / Early Intervention

Research shows that strategies implemented before the age of 16 that are designed to prevent young people from becoming NEET are likely to be the most effective way of reducing local NEET levels. Research by the National Foundation for Education Research⁶⁶ into school-based programmes that support students in Key Stage 4 who are at risk of temporary disconnection from learning, showed the following common factors of successful programmes:

Mentoring: Although practiced in diverse ways, by different adults, mentoring and counselling are clearly important to young people. It could be for some of these young people that a consistent relationship with a responsible adult enabled them to keep on track. However, for some young people, if the mentoring was too overt there was evidence to suggest that it might cease to be beneficial.

A consistent, dedicated project lead: Linked to the mentoring role was the presence of a member of staff (invariably the project lead) who was accessible, approachable and to whom the young people could relate to. This was a time consuming role.

Group support: The mutual interest and support from other similar young people appeared to enhance school engagement.

Relevance to the world of work: The evidence suggests that when young people could relate to the world of work and the next steps of their journey, they found it easier to understand the relevance of their school work.

Flexibility: Young people reported that they liked having more control over their work and flexibility to see their project lead and/or mentor when they needed.

The research evidenced significant cost savings for the school for some of the programmes implemented.

Forest High School Gloucester: encouraging students to participate and get involved in their community through a Social Enterprise Qualification (SEQ).

Eighteen Year 10 students identified as at risk of becoming NEET worked towards achieving a Social Enterprise Qualification (SEQ). The SEQ was delivered over the course of one or two years, students worked in groups to identify an issue and then set up a social enterprise to generate money to help solve the problem. The SEQ was run by a mentor, other members of staff were sometimes involved and supported a particular skill; for example if the students wanted to make a particular product.

After completion of their GCSEs the cohort were reported to have developed social, communication and transferrable skills and could see the relevance of their school work to the outside world. Additionally the programme lead believed the SEQ was a cost effective way to engage these young people at risk of disengagement in comparison to previous interventions.

Young People in Care and Care Leavers

There is a significant gap between the educational and employment achievements of care leavers and other young people. In 2013-14, 41% of 19 year old care leavers were NEET compared with 15% for all 19-year-olds⁶⁷. In Cornwall the Leaving Care Service has become a 16 plus service with social workers supporting children in care and undertaking case responsibility for relevant young people. Pathway plans including EET are completed for all young people and reviewed at least every six months. Young people are allocated a personal advisor at 16 and their personal assistant ensures continuity into adulthood. Cornwall's Care Leavers Strategy 2014 -17 sets out a range of activity to support care leavers into EET opportunities.

⁶⁶ <https://www.nfer.ac.uk/publications/IMPE04/>

⁶⁷ <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/411/41107.htm>

Young People with Special Educational Needs (SEN) including Learning Difficulties and Disabilities (LDD)

Traditionally, LDD has been one of the most common characteristics amongst the NEET cohort. National data also shows that 1% of adults with learning disabilities in Cornwall are in employment compared to 7% nationally.⁶⁸ In 2015 the RAAS Board commissioned two pieces of research⁶⁹ to better understand the existing range of support in relation to careers and employment for young people with SEN. This was to address the gaps in provision and a deeper dive analysis into existing models of good practice. Some of the key issues identified included:

- Limited face-to-face guidance and support for young people from Year 9 onwards
- Limited use of vocational profiles
- Improved support for developing networks with employers and increasing the proportion of suitable placements / employment opportunities for young people with SEND
- Capacity for SMEs to offer placements / jobs
- The need for specialist SEND employment support advisers to support mainstream provision
- Lack of funding for transport costs to cover work experience / work placement opportunities

Mental Health

Mental health problems have a greater impact on people's ability to work than any other group of disorders⁷⁰. National prevalence rates⁷¹ suggest 10% of young people suffer from a diagnosable health disorder. Talent Match Cornwall is a Big Lottery funded programme to support long term unemployed young people aged 18 – 24 into employment. Data collected⁷² through Talent Match shows that 19% of young people signed up to the programme say they have experienced mental health issues.

Teenage Parents

Management information from CSW Group (March 2016) showed that the NEET vulnerability characteristic with the greatest number of young people was Teenage Parent (63) with an additional 27 young females pregnant. Research⁷³ from Public Health England shows that: children born to teenage mothers have a 63% higher risk of living in poverty; women who were teenage mothers are 22% more likely to be living in poverty at age 30; men who are young fathers are twice as likely to be unemployed at 30. The same research shows that for every teen mum who gets back into EET, agencies save £4,500 per year. Some of the important characteristics of post-16 education and training for young parents include:

- dedicated post-16 advisers to support teenage mothers and young fathers
- flexible course entry so young parents can re-engage during the academic year
- promote care to learn childcare funding
- volunteering and work experience opportunities for teenage mothers and young fathers including the National Citizen Service.

Electively Home Educated (EHE) Young People

Cornwall has a high number of children that are electively home educated. Young people EHE are identified as a group for targeted support within the LAs contract for careers IAG. Opportunities through the careers offer should be communicated and open to young people who are EHE.

Work Experience

A Department for Work and Pensions (DWP) evaluation of the work experience programme funded through Get Britain Working and the Youth Contract⁷⁴ showed that in the two years following a work experience start, work experience participants spend on average 10 days less on benefit and 47 days longer in employment as a result of participation. Employers Clubs are a key feature of the Talent Match Cornwall programme.

⁶⁸ www.gov.uk/government/publications/child-poverty-basket-of-local-indicators

⁶⁹ <https://www.cornwall.gov.uk/health-and-social-care/children-and-family-care/cornwall-childrens-trust/working-together/raising-aspiration-and-achievement/raas-reports/>

⁷⁰ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/212266/hwwb-mental-health-and-work.pdf

⁷¹ http://www.youngminds.org.uk/training_services/policy/mental_health_statistics

⁷² March 2016 Talent Match Cornwall Infographic

⁷³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524506/PHE_LGA_Framework_for_supporting_teenage_mothers_and_young_fathers.pdf

⁷⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/507515/rr917-work-experience-summary.pdf

Long Term Unemployed young people aged 18-24.

The challenges for finding work are acute for those 18-24 long term unemployed, particularly when they may never have had the opportunity, or developed the determination or grit to build resilience to navigate the complexities of finding work. This is especially where opportunities to progress from the low wage economy are limited and where as many as 60% of jobs are ever formally advertised⁷⁵. This culminates in young people drifting in and out of the labour market, unable to progress and becoming reliant on employability services. The Cornwall Careers Offer moves away from getting people any job at any cost, to preparing young people for a lifetime of employability.

Cornwall Ambition

To reduce the number of young people NEET in Cornwall and ensure all vulnerable young people receive the support they need to achieve sustained EET outcomes.

Key Activities

- To improve data sharing across partner organisations to support the most efficient means of tracking young people's participation.
- To improve tracking and collection of outcome data for young people post-16 who are EHE.
- To develop existing tracking and monitoring functions of young people and their participation in EET to extend beyond the age 18 and to ensure that policies are in place to share information appropriately between agencies to improve outcomes for young people.
- To ensure that CEIAG services for vulnerable young people are effectively coordinated with targeted youth support and 11+ Your Way services for young people.
- To establish clear partnership agreements across providers to ensure that learners receive IAG that is timely, comprehensive and personalised to their needs and encourages a collaborative approach to provision.
- Provide support to schools and wider community groups to develop their programmes for those students at risk of being disengaged based on the evidence of effective practice.
- To roll out training and SEQ through Careers clusters for schools and VCS groups.
- For the EA programme to work with the Alternative Provision Academy to develop their CEIAG strategy and provision.

- For key stakeholders and providers to improve the coordination of services to young people NEET to ensure a person centred approach, improved outcomes and value for money of service delivery.
- Provision of employment support to individuals and employers by vocational or employment specialists.
- Delivery of the Talent Match Cornwall programme.
- Work with business partners to understand the way in which the Cornwall labour market works and to enable young people to develop an understanding of the value of connections, develop network skills and meet new people.
- Improve access to and the coordination of work placement networks including explore-based taster sessions with Cornwall's diverse labour market.
- To ensure European Social Fund and Big Lottery delivery make a sustained impact addressing improve outcomes of vulnerable young people.
- To work with the HeadStart Kernow programme to improve the resilience, emotional wellbeing and self-confidence of young people and their ability to access EET opportunities post-16.
- To ensure that EET provision meets the needs of key vulnerable groups including Teenage Parents, EHE young people and those young people at higher risk of experiencing emotional wellbeing and mental health problems, including Lesbian, Gay, Bisexual and Transgender young people.
- To work through the Employment and Skills Board to promote inclusive workplaces.



⁷⁵ <http://www.theguardian.com/careers/careers-blog/how-to-find-unadvertised-jobs>

Children in Care / Care Leavers

- Ensure every young person in care undertakes a work experience placement.
- To work with the Children in Care Education Service and 16 Plus Service to:
 - support, develop and enhance the delivery of EET opportunities as part of Cornwall's Care Leavers Strategy 2014-17 and to respond to recommendations set out in Delivering a Care Leavers Strategy for Traineeships and Apprenticeships⁷⁶
 - respond to identified barriers to EET for Children in Care and Care Leavers.

SEND

- For the Enterpriser Adviser programme to develop provision with Special Schools and Area Resource Bases (ARBs).
- Implement the employability pathway for young people with SEND, providing appropriate support for individuals and employers.
- Develop pathways for young people with SEND including supported internships.



⁷⁶ http://www.centreforsocialjustice.org.uk/UserStorage/pdf/Pdf%20reports/CSJ4748_Delivering_Care_Leavers_Strategy_08.16_WEB.pdf

Key Investments into NEETs/ Vulnerable Groups

Funding Stream:

Local Authority CSW Group Contract

Total Value: **£762,760** Lead Organisation: **Cornwall Council / CSW Group**

- 1) Transitional support for YP with SEND
 - 2) Identification, tracking and monitoring
 - 3) Work with vulnerable young people
 - a. Children in Care/Leaving Care
 - b. Young people with Learning Difficulties and Disabilities (LDD)
 - c. Young people with caring responsibilities (Young Carers)
 - d. Young people involved with the criminal justice system
 - e. Young people who are/were EHE or engaged in alternative education provision.
-

Funding Stream:

SFA / ESF NEETs Contract

(delivery commences from April 2016) between 18 months and two years

Total Value **£1,095,000** Lead Organisation: **CSW Group**

The objectives are to:

- Progress learners into traineeship and apprenticeship opportunities and where possible provide additional traineeship and apprenticeship vacancies
- Raise qualification and skills levels, particularly basic skills
- Address the lack of engagement in HE through a transition programme of activity leading to learners accessing L3 and above qualifications
- Remove the barriers that the client group encounter e.g. transport, childcare (through the funding provided in the unit costs)
- Realise positive outcomes such as traineeships, apprenticeships, further learning, employment
- Develop work-ready, self-motivated individuals by raising qualification and skills levels, particularly basic skills
- Create higher levels of self-esteem and raise aspirations by increasing engagement in HE through a transition programme of activity leading to learners accessing L3 and above qualifications.

Learner assessment and plan: 702

Progression deliverables; Paid employment; Unpaid employment; Education; Apprenticeship; traineeship; Job search

Funding Stream:**Big Lottery Building Better Opportunities Young People First Ages 15 - 24
(July 2016 - December 2019)**

Total Value: £3,101,300 **Lead Organisation: TBC**

This project aims to improve progression into the labour market for young people aged 15 to 24 who are NEET or at risk of becoming NEET, through innovative and vocationally-based skills activity leading to employment or further training/education opportunities. The objective of this project is to address the issue that some young people are not attaining the skills levels or qualifications needed to obtain sustainable employment. Specifically this project will address low academic performance by raising qualification and skills levels (particularly basic skills), and by addressing the lack of engagement in HE, geographic and gender disparities and the barriers that young people in the area encounter.

The project should offer a co-ordinated response to individual needs and deliver new and innovative approaches to tackle the issues. It should also demonstrate how it will target and engage with those people who are most disadvantaged and furthest from employment, education or training.

The specific activities to be delivered through this project should be determined by applicants and clearly articulated in their stage one application form, but possible activities could include:

- building on and developing new solutions to tackling long-term unemployment through individual approaches for those with particular needs
- tackling barriers for individual young people within the labour market
- supporting individuals to plan, start and develop their careers and to move into further training and/or education
- supporting individuals to raise their qualification and skills levels, by supporting them to access mainstream education and training opportunities and, where relevant, providing basic and life skills training
- enabling access to distance learning models to help alleviate barriers
- supporting volunteering and work placements as part of progression into employment, education or training.

At least 900 people.

Funding Stream:**Big Lottery Building Better Opportunities Pathways to Employment
(July 2016 - Dec 2019)**

Total Value: South and East: £4,043,400, Atlantic and Moor: £2,892,100, Coast to Coast: £5,230,100, West Cornwall: £3,340,800, Total £15,506,400

Lead Organisation TBC

This project aims to engage disadvantaged people in sustainable employment or other appropriate provision in the longer term.

The specific activities to be delivered through this project should be determined by applicants and clearly articulated in their stage one application form, but possible activities could include:

- support to address entrenched and multiple barriers, helping people move towards and reintegrate with mainstream support systems and the labour market, especially with regard to participants with mental health issues
- provision of effective information, advice and guidance to enable participants to improve their understanding of work options and routes towards work
- supporting people to identify and develop existing skills and interests
- support to develop effective communication skills and other skills relevant to moving towards and into employment

- provision of activities to build confidence, develop a sense of self and direction, improve decision-making skills and allow the participants to try new things
- supporting volunteering as part of progression into employment, education or training.

Funding Stream:

DWP/ESF Work Routes Cornwall and the Isles of Scilly (Nov 2016 – Nov 2019)

Total Value: **c. £11m**

Lead Organisation: **Reed in Partnership (Prime) – Coast to Coast inc St Austell;**

Sub Contractors: **Lizard Pathways – West Coast; Groundwork – South & East inc Liskeard; St Loyes – Atlantic & Moore**

Work Routes is an employment focused, voluntary pre-employment programme which aims to reduce the number of people who are unemployed or economically inactive in Cornwall and the Isles of Scilly. This will be achieved through a tailored service to meet participants' needs and address barriers to employment. Participants can access the programme for up to 52 weeks. Additional in work support is also provided. The programme aims to support 5,000 out of work people back into work. Participant eligibility:

- 16+
- Unemployed or economically inactive AND fall into one or more of the following categories: Long term unemployed or inactive (26 weeks or longer); Have a basic skills need (maths or English); Have more than one barrier to employment. Barriers may include; Lone parent; 50 years+; Ex-offender; Caring responsibilities (inc. those returning to employment when caring responsibilities end); Physical disability or health condition, including Sensory Impairments; Mental Health or Learning Difficulty or Disability (LDD); Drug/Alcohol dependency; Low or no qualifications; Language barrier (i.e. English not first language etc.)

Funding Stream:

Talent Match Cornwall

Total Value **£1,728,085** Lead Organisation **RIO**

Talent Match Cornwall is a Big Lottery funded project. It aims to help 18-24 year olds who have been unemployed for a year or more to find work through developing their professional skills and confidence and connecting them with opportunities for work, education and training.

Funding Stream:

Plymouth and Peninsula Youth Deal: Personalised Mentors Pilot

Lead Organisation: **Devon County Council / Petroc**

The PM pilot was originally planned to run for a two-year period to January 2017 and had the following key objectives:

- identify all 18-24 year olds who were unemployed for three months or more after finishing the Work Programme
- engage with and support at least 1,500 of the above cohort to assist them towards employment, 900 of whom to find employment and no longer claim JSA and 750 to remain in employment for a period of 26 weeks.

In Cornwall the pilot is running in locality six via Liskeard Jobcentre.

Recommendations have been made to extend the eligibility of the cohort including non-Jobcentre referrals, day one job seeker allowance claimants and extending the support down to 16 / 17 year olds.

Key Investments into CEIAG related programmes

Funding Stream:

Careers and Enterprise Company Innovation Fund 2016

Total Value **£219,000** Lead Organisation: **Careers and Enterprise Company**

- Find a Future – Cornwall Careers Show
 - Founders4Schools - project aims to provide teacher training workshops to teachers of Year 9 and 10 students in secondary schools in the areas with the lowest number of STEM graduates.
 - Future First Alumni - in partnership with Schools, Student and Teachers Network, to scale already proven, impactful programmes. They support schools to build their own alumni communities, which can be leveraged to provide students with meaningful employer encounters and workplace experiences.
 - St Helens Chamber - The project aims to deliver Careers Fairs across England, providing young people with encounters and information, motivating, inspiring, and enabling them to engage more proactively with future careers guidance, resulting in better buy in to their individual careers advice plan.
 - The Ideas Foundation - Creatively talented student's progress onto The Creative Ladder - an intensive package of employer led mentoring, workshops and inspirational workplace experiences, designed to develop young people's careers. The Ladder also provides a community network where talented young people support each other on their career journeys.
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Funding Stream:

EA Programme

Total Value: **£190,000 to August 2017** Lead Organisation: **CloS LEP**

Careers and Enterprise Company investment into delivery of the Enterprise Adviser programme supported by LEP match. The investment is ring fenced to fund two Enterprise Coordinators in addition to provision of a start up fund.

Funding Stream:

Higher Education Funding Council Network for Collaborative Outreach Programme (Next Steps Cornwall)

Total Value: **£288,954 2016/17 indicative allocation** Lead Organisation: **Plymouth University**

Building on the work of Next Steps Cornwall the next round of NCOP funding will fund collaborative outreach in specific, local areas where higher education participation is low overall and lower than would be expected given GCSE (KS4) attainment rates. All HEI's within Cornwall are represented as part of governance arrangements with a bid being led by Plymouth University aligning with the Devon Network for Collaborative Outreach.

Funding Stream:

National Careers Service

Lead Organisation: Prospects

The core NCS contract focuses upon adults 18+ however aspects of delivery through the CloS Partnership Manager support young people as part of the Inspiration Agenda with a particular focus upon providing school / employer brokerage.

Funding Stream:

National Citizen Service (NCS)

Total Value: c £1m in 2016/17**Lead Organisation: Cornwall College, Young People Cornwall, BF Adventure, Plymouth Argyle, NCS Direct**

NCS is open to all 16 and 17-year-olds in England. It helps young people build their skills for work and life, whilst taking on new challenges. It runs in the spring, summer and autumn. The programme includes a residential and opportunities to take part in a team project that will benefit the local community. £700,000 in 2015/16

Funding Stream:

Plymouth and Peninsula City Deal – Futureworks Marine and Manufacturing Challenge Fund

Total Value: £40,000 Lead Organisation: **Cornwall Manufacturing Group**

The programme aims to overcome the challenges faced by both schools and employers to inspire more young people into careers in the manufacturing sector.

Funding Stream:

ESIF

Total Value: €3.8m 2015 - 2018 Lead Organisation: **Open call to be developed**

National Careers Service Enhancement for Under 25's



More information

If you would like more information on the
Cornwall Careers Offer please visit
www.cornwall.gov.uk/careersoffer