



Championing Careers Derby EXECUTIVE SUMMARY

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Acknowledgments

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In 2008, Dr Deirdre Hughes OBE established dmh associates to encourage collaboration and fresh thinking in careers, education and skills policy, research and practice. The outcomes from the organisation's work are designed to inform and influence policies, research and practice in the UK, Europe and internationally.

Our expertise includes: consultancy, evaluation, evidence and impact assessment, literature reviews, qualitative and quantitative research, digital and labour market intelligence / information (LMI). We provide a full range of activities each tailored to meet specific organisational or individual needs.

This project was undertaken in association with Dan Gray, Senior Lecturer, Youth and Careers Team, Nottingham Trent University who led on head teacher and governor surveys and interviews and the charity Education and Employers Research (EER) who conducted an employer survey and telephone interviews with small to medium-sized enterprises.

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Foreword

Professor Kathryn Mitchell,

Chair, Derby Opportunity Area Board and Vice-Chancellor, University of Derby

Societies everywhere are undergoing deep transformation. Longer lifespans, Industry 4.0 disruption and the urgent need for a higher skilled workforce mean individuals will need to be highly adaptable and resilient to change. The OECD estimates that one-third of UK jobs can be expected to either disappear or radically change due to automation over the next 10 to 15 years^o. Learning and work decisions are becoming more complex. There is growing choice about what and where to study, and change is also happening in how people work and what skills employers demand. Derby is responding to these challenges and opportunities that lie ahead.

We have a vibrant inclusive city with a breadth of knowledge, talent and skills - when harnessed correctly this will ensure prosperity and well being for all. Young people across the city need to be prepared and equipped to make good decisions about the education, training and experience needed to find first employment and later to change jobs and build successful careers. In Derby as elsewhere, employers often struggle in recruitment while ambitious and capable individuals find it hard to locate work that matches their aspirations. Therefore, we need to find a way of strengthening the

connections between education and the world of work. This means focusing on career education, information, advice and guidance, work environments and new approaches to learning for economic prosperity and social equity.

Last year, the Opportunity Area Board commissioned research designed to focus on the needs of citizens and professionals working with young people to find out more about local careers provision. Whilst there is much to celebrate within Derby's careers eco-system, more work is needed to respond to young people, parents, teachers and employers' needs and expectations. My ambition is for a renewed approach that focuses on the needs of the individual first and foremost. The city needs a coherent system that builds on an individual's strengths and capabilities, is more joined-up and enables everyone to fulfil their potential.

This new five-year careers strategy sets out a clear vision for more effective integration and alignment of careers and employability services across the city. It acknowledges the importance of working more closely together to simplify the current landscape in order to provide a more consistent user experience across all settings where career services are delivered. We have developed this vision collaboratively and I am grateful to all those involved for their time, commitment, expertise and passion they have shown. I look forward to working in partnership with you to deliver on the ambitious plan.

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1.0 Introduction

In September 2019, D2N2 Local Enterprise Partnership and Derby City Council, on behalf of the Derby Opportunity Area – Post-16 Advisory Group, commissioned independent research to investigate the status of Careers Advice¹ across Derby. The commissioned work assessed the current level of engagement with business, stakeholder perspectives and wider impacts to ultimately deliver a city-wide strategy 2020-2025.

This report sets out key principles and seven features upon which a pan-Derby Careers Offer should be based, and adopted by all. It builds upon strategic foundations laid within the government's National Careers Strategy (December 2017)², the Derby Opportunity Area Delivery Plan³; the D2N2 Strategic Economic Plan (2030)⁴, Derby City and Young People's Plan (2018-2020)⁵, and Derby City Council and Derby and NHS Derbyshire Clinical Commissioning Group (DDCCG) plans to improve services in the city for children and young people with Special Educational Needs and Disabilities (SEND)⁶.

This strategy provides an opportunity to build on what works, to consider what more can be done to smooth young people's transitions in Derby, and to create a fairer society with opportunities for all. We want all young people to have equal access to high quality careers information, advice and guidance (CEIAG) that can help to harness their talents and skills and refresh their learning, experiences of work and qualifications on a lifelong basis.

The main recommendations, action plan and key performance indicators 2020-2025 are drawn from a major research programme, undertaken from 1st September – 30th January 2020. Dr Deirdre Hughes OBE led the research with colleagues from DMH Associates, in partnership with Dan Gray, Senior Lecturer, Nottingham Trent University, Youth and Careers Team, and the charity Education and Employers. Key findings are drawn from desk research, in-depth interviews with head teachers (20), school governors (4), career leaders (19), employers (34) and senior stakeholders from education, industry,

employer engagement agencies, D2N2, Derby City Council and local community groups (38). A total of 1,332 online survey responses were received from: students (613); parents/carers (461); employers (47); careers leaders (25); subject teachers (167); and governors (19). In addition, face-to-face meetings were also held with Careers Leaders, the Careers and Enterprise (CEC) Derby Enterprise Adviser Network, Derby Primary Schools Head teachers Group, and Derby Secondary Head teachers' Group.

By drawing attention to the evidence, and to areas of concern as well as outstanding strength, we aim to offer challenge, support, and opportunity for improvement that will make careers learning and support for children and young people in Derby exceptionally strong.

2.0 Vision

The Derby Opportunity Area's collective aim is:

"To provide every child and young person in Derby with the chance to reach their full potential in life" (Derby Opportunity Area Delivery Plan 2017-2020).

We all recognise the transformative impact of Derby's education provision, training and employment opportunities on the lives of individuals, families and in local communities. And we must make efforts continually to improve them. The Opportunity Area priorities 2017-2020⁷ include: (i) Early Years - Increase the number of children achieving a good level of development in the early years; (ii): School improvement - Raise attainment in our primary and secondary schools; and (iii). Broadening horizons - Ensure all our children benefit from a broad range of experiences throughout their school lives.

Moving forward a rapid and radical improvement is needed in securing greater equity in the access and participation of children, young people and parents/carers in careers education, information, advice and

guidance (CEIAG).

“Many vulnerable young people (and adults) are getting left behind in the city... careers information, advice and guidance is too thinly spread... many young people in Derby have not had a good deal. We are patching things up with few clear pathways to work / volunteering.”
(Learning & Skills Representative)

By 2025, Derby’s new careers eco-system will provide children and young people with fair access to high quality career learning opportunities from an early age to:

- Keep them switched on to learning;
- Broaden their horizons and raise aspirations;
- Challenge inequalities and inaccurate assumptions;
- Inspire and nurture their talent; and
- Increase their exposure to and experiences of work - thereby increasing their chances of sustainable, satisfying employment.

A collaborative of education, business, and civic leaders are united behind a collective vision of Derby’s children and young people (and adults) thriving in a rapidly changing world of work. Derby is a growing city opening up huge opportunities for young people, but also big challenges. Derby’s young people are competing for jobs and career openings not just with each other but with people across the UK and much of the rest of the world. To succeed in Derby and/or beyond, they need to be prepared – and they are entitled to that support.

This report sets out key principles and seven features upon which a pan-Derby Careers Offer should be based, and adopted by all. It builds upon strategic foundations laid within the government’s National Careers Strategy (December 2017)⁸, the D2N2 Strategic Economic Plan⁹ and the Derby City and Young People’s Plan (2018-2020)¹⁰. In May 2019, Derby’s Parent Forum, Parent Carers Together, supported by Derby Opportunity Area Board

commissioned a survey of parents/carers ‘In My Shoes’ survey¹¹, targeted at parents and carers in Derby to better understand their experiences of SEND services delivered. Feedback from the survey has been used to inform and develop this strategy and action plan.

In addition, Our Future Derby¹², Gatsby Benchmarks¹³, Derby Careers and Enterprise Networks, and a ‘Careers, Employability and Enterprise Education Curriculum’ (2019)¹⁴ are all designed to support those working with children and young people. The principles and seven elements are evidence-based - designed to establish a coherent framework that applies for all children and young people regardless of the particular school or college they attend or place where they reside in the city. This requires a leadership and culture change in CEIAG across Derby - building upon successful allied policies and practices studied or seen at local, national, EU and international level. A full Technical Report detailing the research findings is available from www.d2n2lep.org/skills

3.0 Future challenges and collaborative ambition

Derby is a rich, vibrant and complex City with many cultures, nationalities, ethnicities and social conditions. New and challenging economic conditions, including the UK’s departure from the European Union, underline the need to maximise talent and resources. This necessitates a coherent and dynamic approach to CEIAG for *all* young people in the city. Families, schools, colleges, university, businesses, training providers, and public, private and third sector organisations perform an influential and vital role in preparing children and young people to become resilient and adaptable to change on a lifelong basis.

The ‘bridge’ between education and working life is crucial and yet, despite Derby’s growing and diversifying employment sector, there still remains something of a disconnect

between the two powerhouses of social inclusion and economic development. Derby's youthful and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age.

"If school is all about preparing you for future employment – why isn't careers part of our everyday learning at school? It should be." (Young person)

A growing, innovative and inclusive economy is vital for Derby. As individuals progress through the education system, they need to make ever more frequent decisions about what education they will pursue, where they study, the qualifications they will need and what other experience they will require to come out of education and /or training with the knowledge and skills that employers want. They also need to have opportunities to enable them to identify their potential and talents and to develop their ideas about their future. Technological advances and uncertainty pose continuing challenges. In a world where job opportunities and patterns of working are changing fast, the need for

increased access to different forms of career learning and careers guidance is critical.

Careers and employability is not just about skills and productivity, but also about inclusion, vulnerability and support. It is not just about money, it is about morality and fairness of opportunity. It's about the city as a whole: how employers hire and invest in their staff, education and training provision, the environment for doing business, the relationship learning and work providers build with residents and the image this projects.

In five years time, the current generation of young people should look back and be able to clearly point to something significant that happened in Derby that helped them better understand learning and work pathways available to them. A movement that was started in Derby City in February 2020 whereby leaders and residents came together to focus on improving learning, training and work outcomes for *all* young people, as part of an inclusive city of growth and ambition.



4.0 Celebrating Derby

Derby has much to celebrate when it comes to both social inclusion and economic development across the city. It is home to approximately 257,200 people from a wide range of backgrounds and has a proportionally younger population than England and other Unitary Authorities. Minority ethnic communities now represent “approximately 25% of Derby’s total population; which has increased from 15.7% in 2001” (Derby City Council, 2018). A local Industrial Strategy is designed to capitalise on Derby and the wider region’s knowledge and industrial assets, to deliver long-term productivity growth (D2N2, Vision 2030). The following selected examples illustrate some selected achievements to date and future opportunities.

Opportunity Area

Since October 2016, Derby has benefited from government funded Opportunity Area status focused wholeheartedly on improving social mobility for children and young people. This catalyst for change has been fruitful in bringing together education, business, Derby City and community agencies working in the interests of improving education, economic and social outcomes for all children, young people and families in Derby. In November 2019, an extension of funding by government was announced to build on improvements in

educational outcomes, careers advice and attracting teachers (DfE, 2019)¹⁵.

Historical and present-day strengths in advanced manufacturing and innovation

Derby’s local heritage of industrialism, entrepreneurship and connectivity laid the way for an advanced transport-sector manufacturing boom from the 19th century onwards – with Rolls-Royce, Bombardier Transportation and Toyota continuing to have major operations in and around the city today. These anchor employers sustain and are reinforced by excellent supply chain links and relationships with local industries, schools, colleges, training providers, universities and community groups. ONS data (2018)¹⁶ highlights in the Derby local authority area there are 8,350 active employer enterprises (those with at least one employee). Of these active enterprises, 940 had 10+ employees¹⁷.

These strengths are reflected in Derby’s occupational composition today (see Figure 1 below). Derby’s largest source of jobs is manufacturing, accounting for one in five jobs (excl. agriculture and self-employment) – much more than the East Midlands as a whole and twice the rate of Great Britain. Other major industries of employment broadly follow the regional and national average, with some greater activity in health/social work and slightly less in wholesale/retail and construction.

Table 1: Employee jobs by industry (2018, ONS Business Register & Employment Survey)

Top 10 Industry Categories (<i>excl. agriculture, self-employment, military</i>)	# Jobs	Derby	East Midlands	Great Britain
Manufacturing	27,000	19.9	12.9	8.1
Human Health & Social Work	21,000	15.4	13.1	13.2
Wholesale / Retail (incl. motor vehicles)	17,000	12.5	16.7	15.2
Administrative And Support Service	12,000	8.8	8.7	9.1
Education	12,000	8.8	9.2	8.9
Professional, Scientific And Technical	10,000	7.4	6.4	8.7
Accommodation And Food Service	9,000	6.6	7	7.6
Transportation And Storage	6,000	4.4	5.5	4.8
Public Administration	4,500	3.3	3.7	4.3
Construction	4,000	2.9	4.4	4.7

Innovation continues to be a key strength of Derby and the broader D2N2 region today. It is one of the 12 LEPs exceeding the 2.4% of GDP R&D expenditure target set by the Government. There is above average higher education and business interaction in innovation and high business investment in design innovation, sales of innovative products and new work organisation methods, with less innovation relatively in service innovation.

Impressive wages

Compared to D2N2 and England, Derby City is strong on earnings per head with affordable house prices relative to income and relatively few workplace jobs under the living wage (see Figure 2 below). According to the Centre for Cities (2017), graduates working in Derby earned on average £24,100 a year, above the mean UK graduate wage of £ 23,100. Derby has the 7th highest graduate wages among UK cities (and 4th highest for manufacturing wages).

A dynamic education system

A unique initiative, funded through the Opportunity Area, ‘Our Future Derby’¹⁹ reaches deep into Derby’s local primary schools and communities in 7 of the most deprived wards in the city to broaden horizons and raise aspirations - connecting the relevance of schooling to the world of work. Since October 2019, 33 Derby primary schools have been embedding innovative career-related learning

(CRL) with children in Key Stages 1 & 2. This includes supporting children to identify ‘can do’ skills that will help later on in life. The approach provides tools to teachers and local volunteers from industry allowing them to sustain this effective work long after the programme is completed.

Family engagement mini projects, including careers in the community events, have been very successful and community partnership events have benefited greatly from piggybacking on local activities. Work by the Our Future Derby, the Family Engagement team, Derby Transitions Working Group and ‘This is Derby’ is needed to break down barriers and reach the City’s children, young people and families who need more support – highest deprivation, highest English as an Additional Language (EAL) and those most disadvantaged – to positively influence social mobility.

Special educational needs and disability (SEND) primary schools have trained over 100 reviewers to conduct independent institutional peer reviews to improve outcomes for children, young people and families. This model of good practice has the potential to be replicated more widely across Derby.

Derby secondary schools and academies’ support a cohort of around 3000 young people in each year group. School-level destinations data²⁰ shows Derby’s larger secondary phase education providers perform similarly well in terms of the proportion of 16-

Table 2: Key economic data for Derby¹⁸

Indicator	Derby	Nottingham	England
Areas of relative strength			
Earnings per head, 2018	£32k	£23k	£30k
House prices relative to income, 2017	5.1x	5.5x	7.9x
% of workplace jobs under the living wage	18.6%	25.4%	22.8% (UK)
Areas of relative weakness			
GVA per head, 2017	£27k	£29k	£28k
Employment rates, 2018	71%	57%	75%
Unemployment rate, Jun 19	5.0%	7.2%	4.1% (GB)
Business births per 10k residents, 2017	42	44	58

18 year olds entered for Level 3 qualifications (67% compared to a 63% England average) and those on Level 3 routes who then progress to Level 4+ qualifications upon completion (48% compared to a 48% England average). There exists a cadre of highly experienced Careers Leaders and a growing Enterprise Adviser Network, including volunteer representatives from business and the University of Derby and a national award winning Enterprise Adviser supporting Landau Forte College.

Derby College will be one of the first post-16 centres in the country to offer new T-level technical qualifications when they are introduced in September 2020. These include dedicated pathways at Level 2 to ensure individuals can make a smooth transition to the new programmes at Level 3. One-year Transition options to T Level are available in Construction: Design, Surveying and Planning; Digital Production, Design and Development; and Education and Childcare. T-Levels provide a high quality, technical alternative to A-levels ensuring people in Derby have the skills needed to compete globally – a vital part of Derby’s industrial strategy. Data shows strong within-institution careers provision and a work-relevant curriculum, supported by employer-led Skills Advisory Boards across the college.

The University of Derby performs well on careers and connections to employment – compared with many other UK universities – and has specialist expertise in guidance studies. Surveys of graduates conducted by HESA reveal the university is in the top 20% for how useful it was for self-employment and entrepreneurship, and only just outside the top 20% for its usefulness for work. Along with strong performance on widening participation to those from disadvantaged backgrounds, positive employment outcomes and a large proportion of courses with sandwich years, the University works hard to engage employers throughout its provision²¹. The Careers and Employment Service continues to be available for graduates for three years post graduation, recognising that its responsibility doesn’t end with the last exam.

Businesses and employer engagement

There is scope to do more employer engagement co-ordinated activities with partners in primary, secondary, vocational education and training providers, further and higher education institutions. The role and contribution of employers to this ambitious strategy is of significant importance. While employers have a responsibility to support their employees, they also have a vital role to perform in careers support services across Derby. This is critical in building resilience and adaptability into the current and future workforce.

Employers often report that the education landscape can be difficult to navigate. This new strategy shifts the conversation on how to work effectively with employers towards finding a more joined-up approach that benefits both industry and individuals. From an early age, multiple encounters with employers can help increase young people’s belief that schooling is worthwhile and an important contributor to the achievement of longer-term career goals²².

The Careers and Enterprise Cornerstone Employers and Enterprise Adviser Network, Derby Education Business Partnership (including STEM Ambassadors), E4E, East Midlands Chamber of Commerce, Learn By Design, the Federation of Small Businesses, Young Enterprise and at least 17 post-16 training providers, as well as the university have a potential combined reach of several thousands of large, small and medium-sized enterprises.

Extensive apprenticeship and work-based learning provision

Derby stands out both locally and nationally in terms of the uptake of work-based learning²³. In March 2019, the most recent data shows 4.2% of 16-17 year olds were in work-based learning, compared to 0.6% in the West Midlands and 1.2% in England. This builds on the picture from 2018 when Derby was even higher at 7.0%, Nottingham at 1.1% and England at 1.2%. In March 2019 Derby was 5th highest for teenage work-based learning out of 152 local authorities.

Apprenticeship provision at 16-17 is similarly higher in Derby than Nottingham or England, being around 8% compared to 4-6% over the last two years.

Derby City Council and Community and Voluntary Support Networks

The Derby City and Young People's Plan (2018-2020)²⁴ offers a roadmap for city-wide social inclusion priorities. Within this, initiatives such as 'Towards Work - Building Better Opportunities', work with NEET young people and other vulnerable groups, including young people with special education needs and disabilities (SEND) operate deep in local communities. A Local Area Written Statement of Action (WSOA)

has been developed by Derby City Council in partnership with Derby and NHS Derbyshire Clinical Commissioning Group (DDCCG) working with, parents and carers to ensure children, young people and their families to secure the best possible outcomes. In addition, the E4E employer engagement service has over 850 employer/volunteer contacts working in local schools and colleges²⁵. Derby City Council's Career Leavers Apprenticeship programme makes explicit a formal pledge to support participants. Community support networks, such as: Déda, St James Centre, The Princes Trust, Derby Community Trust and many other community groups work tirelessly with vulnerable young people to boost their confidence and self-esteem in order to support them to realise their future ambitions.



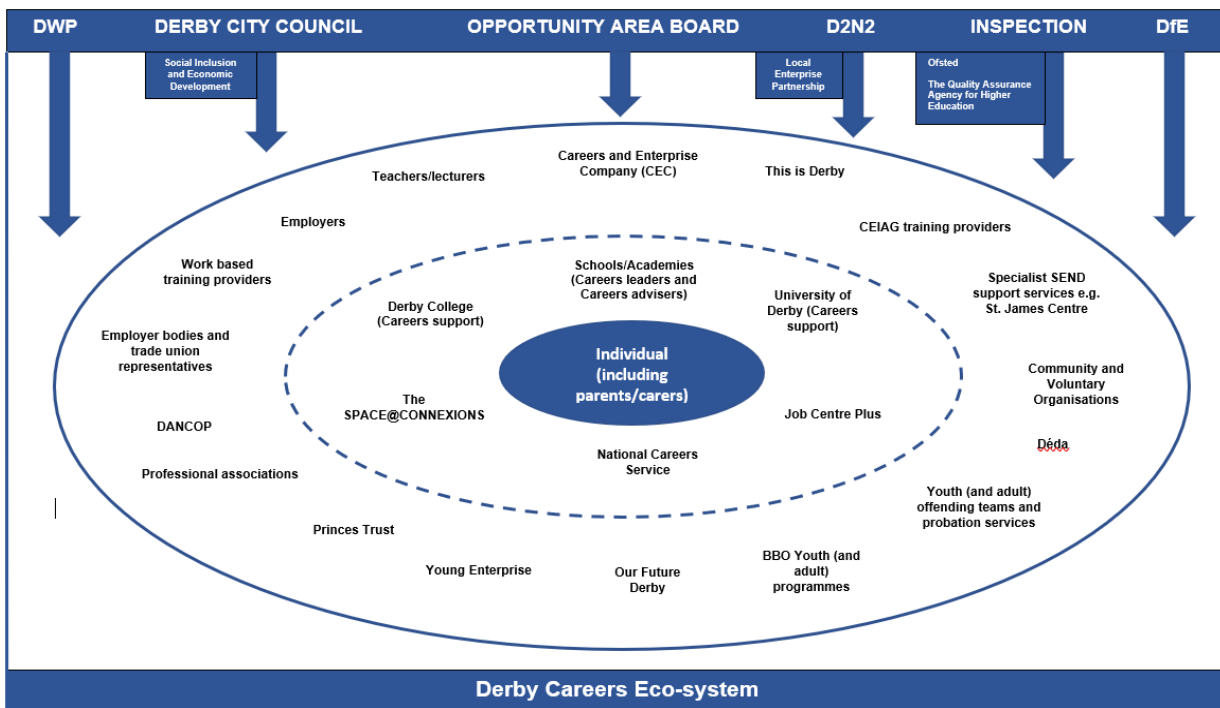
5.0 Derby Careers Eco-System

Diagram 1 below illustrates strategic policy drivers, including inspection, and key deliverers of different forms of CEIAG across the city.

In this context, there are at least three distinct categories of CEIAG providers, namely:

- those organisations with **responsibility for strategic policy and/or inspection** within the careers and employability landscape e.g. Opportunity Area Board, D2N2 LEP, Derby City Council, Department for Education (DfE), Department for Work and Pensions (DWP) and allied inspection bodies.
- those organisations who have **direct responsibility for provision of CEIAG to young people** e.g. Schools/Academies, Derby College, University of Derby, The Space@Connexions and Jobcentre Plus.
- those organisations who **support or are directly/indirectly involved in CEIAG activities for children and/or young people** – refer to selected examples outlined in the diagram above.

Diagram 1



6.0 Careers education, information, advice and guidance: the evidence base

There is compelling evidence to justify greater investment of time and resources in CEIAG across the city. This research shows almost everyone who participated in the Derby research programme unequivocally stated CEIAG as a high or important priority for them and Derby students, including work

with vulnerable groups such as young people not in education and/or training (NEETs), young people with SEND and young people in pupil referral units (PRUs). Head teachers and principals identified social mobility and aspiration as a fundamental part of their remit.

Academic research findings support these fundamentals:

- Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children

exert in certain lessons, the subjects they choose to study and the jobs they end up pursuing.

- Early interventions can bring a lasting impact on children's development and perceptions of different occupations and of subjects thus enabling access to them.
- Childhood proficiency in the skills of resilience, conscientiousness, self-awareness and motivation are found to be closely associated with educational attainment.
- Academic research from the ASPIRES longitudinal project²⁶ shows how the gender divide in STEM is far stronger in Year 8 than in Year 6 – starting early and linking science, technology, engineering and mathematics (STEM) with conversations about different job roles, showing examples of gender diversity, is key to tackling this stereotype.
- Careers talks increase young people's motivation for learning (e.g. Randomised Control Trial (RCT) on 3 career talks in GCSE year increased revision hours and the equivalent of one student in a class of 25 exceeding predicted grades by one grade; 10 career talks at age 14-15 can increase earnings at age 26 by 8%)
- Young people who remember four or more employer engagement activities tend to earn ~18% more in their early 20s than those who cannot remember any
- Schools with careers quality standards in the UK are associated with 1.8% more young people getting good GCSEs and improved attendance.

7.0 But the careers eco-system is struggling...

On behalf of the Derby Opportunity Area and D2N2 Local Enterprise Partnership (LEP), the research team sought the views of students, parents/carers, subject teachers, careers leaders, enterprise advisers, employers, training providers and community organisations on what a good careers offer would look like. The voices of stakeholders are captured in the full Technical Report: www.d2n2lep.org/skills

The main challenge is to ensure that the benefits of services targeted around the specific needs of children, young people and parents/carers in Derby do not continue to operate within a fragmented and incoherent careers eco-system with uneven access and quality or with weak opportunities for those most vulnerable in Derby city wards.

A distinctive Derby Careers Strategy and Action Plan 2020-2025 has to tackle the challenges of diversity and fragmentation. It needs to be applicable to a wide variety of schools, colleges and other education/training provision and local family and community groups. It also has to be relevant to – and readily understood by – a range of different audiences. In addition to academic skills that tend to dominate school and college performance conversations across the city (and further afield), more attention must be given to children and young people's essential life skills, technical skills and greater exposure to and experience of the world of work.

The Derby careers eco-system is multi-layered, messy and often confusing to young people, parents/carers and those providing local services, although it must not be forgotten that there are *pockets of excellence* meaning that some benefit, but not all. These are the key findings from students, parents/carers, teachers, head teachers, school governors, careers leaders, careers advisers,



employers and senior stakeholders from education, industry, employer engagement agencies, D2N2, Derby City Council and local voluntary/community groups are briefly summarised below.

Stakeholders' voices:

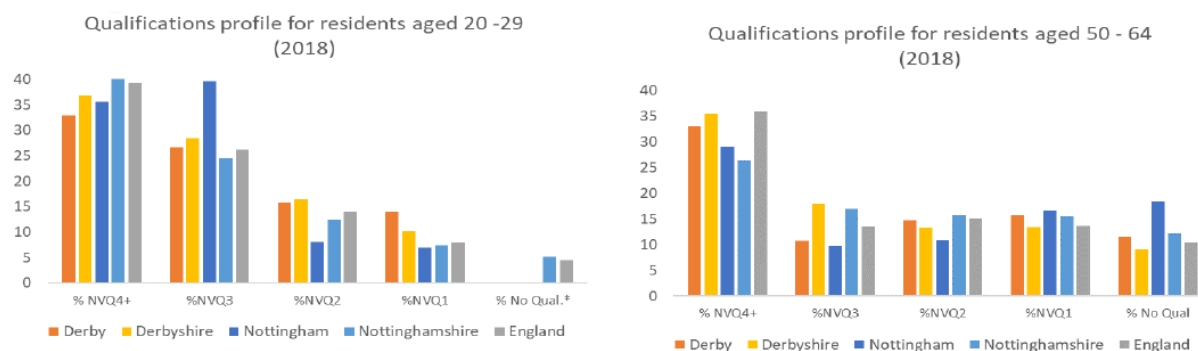
**messy... incoherent... confusing...
complex... not working... jumbled...
inconsistent... disjointed**

Relatively high incomes and high unemployment rates in Derby translate into problems with inequality and social mobility. Statistical analysis by the University of York (2016) reveals Derby as the fourth most unequal local authority in England, behind only Solihull, Stockton, and Sheffield²⁷. This analysis used the overall Index of Deprivation, of which 45% is based on income and employment distribution.

Compared to other Local Authorities, teenage NEET is more serious in Derby relative to total unemployment. Derby is 13th worst out of 121 example LA areas²⁸ for teenage NEET, vs. 38th worst for adult NEET. The proportion of Derby's 16-17 year olds known to be NEET (4.4%) is 1.6% points higher than the national level 2.8%²⁹. Those post-16 whose activity is 'not known' (4.0%) is 0.6 % higher than the national level 3.2%. Too many young people are falling through cracks in the system between education and the world of work. There is a postcode lottery of opportunity for many young people across Derby that has to be remedied for them to get in, get on and progress in learning and work.

"Make greater use of NEET data - don't be fooled into thinking this problem has gone away. Also, try to work more collaboratively to join up evidence, services and practitioner support mechanisms. Training needs to be more than Gatsby Benchmarks in schools."
(NEET specialist)

Figure 1: Level of qualification by age and region



Source: University of Derby analysis of ONS Annual Population Survey, collated for D2N2 LIS Evidence Base Sept 2019

Young people on a Level 1 / Level 2 qualification track aged 16-18 have often had bad experiences of the education system and often face additional barriers that make participation challenging. Many will study at an FE College or a training provider post-16 and have a wide range of courses available to them that they did not have in their prior education – this offers an opportunity for re-engagement. However, the large number of choices also poses a risk in choosing options for which they are not well suited or where there is inadequate labour market demand – good CEIAG, underpinned by labour market intelligence/information (LMI) can add significant value to their future outcomes. Such young people have a disproportionately large chance of being at-risk of NEET or NEET – an inclusive approach within this strategy must prioritise them and listen to their voices and experiences.

Only 18 of the 22 Derby secondary schools/academies and college websites reviewed for this research had a careers plan in some form. Whilst nearly all the 22 Derby secondary schools, academies and colleges have published their careers policy or objectives for CEIAG, only half of them have published

a provider access statement. Findings varied in the detail provided, the range of activities included and the extent to which CEIAG programmes supported students’ development of skills and knowledge related to making decisions about their future. The Technical and Further Education Act 2017 requires schools and colleges to give access to providers to promote vocational training and that this information is available on the institution’s website. This stipulates that the careers programme should be published on the school’s website so students, parents/carers, teachers and employers can access and understand it. The Gatsby Benchmarks ‘Good Career Guidance’ provide a blueprint for ensuring high quality provision.

There are significant differences in the allocation of time for careers leaders in secondary schools/academies ranging from five days a week to one hour a fortnight. Five schools expect their careers leaders to carry out the role as part of their main job, with time allocated specifically to the role.

Also, there is considerable discrepancy in young people’s access to individual guidance and careers and employability activities

Table 3 – Allocated nos. of days

Five days a week	Four days a week	3 days a week	2.5 days a week	1 day a week	3 hours a week	2 hours a fortnight	One hour a fortnight	No allocated time – fits in role	Not stated
1	1	1	3	3	3	1	1	5	1

Table 4 – Allocated nos. of hours per week

Schools/ colleges	25-40 hours a week	14-24 hours a week	3-9 hours per week	9-16 hours a week	9 -12 days a year	2 hours a fortnight	Not stated
	2	1	1	3	4	1	5

across the city’s schools, academies and colleges. For example, the provision of professional careers advice made available by secondary schools/academies to young people i.e. access to a level 6 or above qualified careers adviser varies significantly – see Table 4 above. Five out of 21 institutions do not employ a qualified careers adviser³⁰.

External funding has supported improvements over the last three years but the greatest funding has been allocated to the higher achieving schools. Very few school head teachers have ring-fenced careers staffing in their budget planning cycle. But some have managed to do so successfully.

There is growing competition for employer contacts across the city and employers, particularly SMEs, report they are confused about the myriad of contacts they regularly receive.

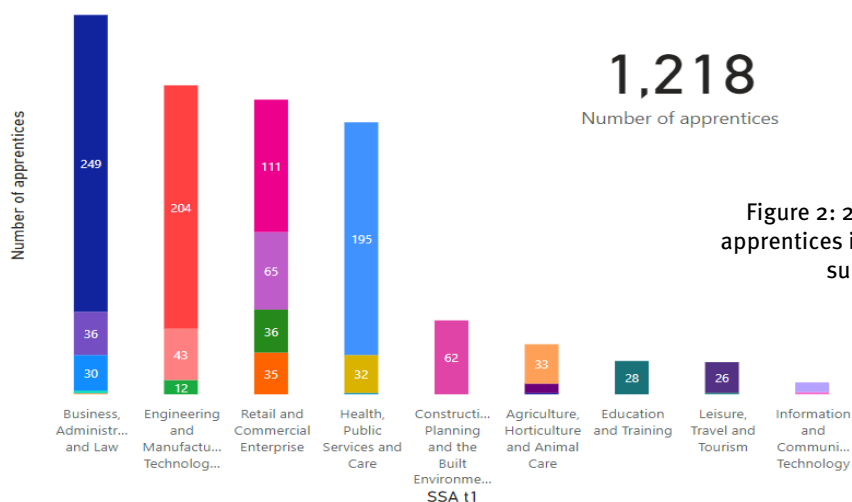
“There’s a lack of joined up working between the university, schools and colleges. They are all fishing for employers in the same pond and it’s getting more and more crowded!” (Employer)

The benefits of apprenticeship pathways and new ‘T levels’, particularly at level 2, are not obvious to many young people and parents/ carers in the city.

7.10. In January 2019, 16.8% of children and young people in Derby were identified as having a SEND, against a national position of 14.9%³¹. Of these, 3.7% have an Education, Health and Care Plan (EHCP), compared to 3.1% in England. Autistic Spectrum Disorder (ASD) represents the most common type of primary need for those children and young people with an EHCP – 37% in Derby, compared with 29% in England (DCC, 2019). At the end of June 2019, there were 40 16 and 17 year olds with SEND that were not in employment, education or training, this will include both young people with an EHCP and those previously assessed as SEN Support (op.cit. p.5).

“There are serious gaps in pathways for people with SEND, helping towards independence. SEND young people in Derby have only a 3.8% chance of employment compared to a national average of 7%.” (Headteacher)

7.11. Meaningful local labour market intelligence/information (LMI) for young people, parents/carers and teachers is in short supply or available in ‘silos’, particularly when it comes to identifying level 1 & 2 pathways, work experience, mentoring, internships and student destinations.



8.0 Finding solutions

To address these challenges, it is essential to achieve a culture change in CEIAG support for children, young person, families and local communities in Derby. This involves:

- A shift from ‘silos to ‘simplicity’, moving away from constantly layering up new initiatives. There are numerous multi-layers of variable quality CEIAG in Derby and some children and young people are missing out, particularly those most vulnerable in local communities.
- An entitlement for all young people to have high aspirations, to be supported to make informed choices and to find possibilities to differentiate themselves on their way to living a healthy, happy and prosperous life, including career success.
- A mechanism(s) for smoothing transitions, alongside an urgent need to better understand new qualifications such as ‘T Levels’ and apprenticeships, entry level pathways at all levels, particularly levels 1 & 2 for those not ready to progress onto level3+.
- An explicit well-publicised Derby careers offer for every young person that includes an entitlement and access to CEIAG to address serious inequity that exists in the current system.

A strengthened Derby careers ecosystem, through a collaborative partnership approach, will draw together experience and expertise from across the whole system to maximise the impact of its collective resources to develop and deliver an impactful local delivery model.

Over the next five years, Derby City Council, D2N2 and a newly formed pan-sectoral Executive Body will pursue effective ways of working together to deliver improved CEIAG with a relentless focus on services for *all* young people in Derby, including targeting those vulnerable young people most in need of support.

9.0 Funding streams

We will draw upon existing and new funding available i.e.

- Current European Social Fund ESFA NEET programme circa £3m (from 1st April 2019 – 31st July 2021)
- Forthcoming proposed careers and employability service for those at risk of becoming NEET circa £1M (1448 participants in Derby)
- Planned careers and employability hub (D2N2 proposal) circa £1.5m to engage with 180 small-medium sized enterprise (SME’s) in Derby
- Anticipated Opportunity Area new round of funding (2020-2021)
- Derbyshire and Nottinghamshire Community Outreach Programme (DANCOP)³² match-funding local arrangements circa £400k+.
- Careers and Enterprise Company (CEC) new round of funding 2020 -2021 and beyond.

The Derby Opportunity Area, Derby City and D2N2 are bringing together education, business and community leaders to make smart decisions on the most effective use of available funding based on added value for money, efficiency gains and evidence on what works best in certain circumstances with specific targeted groups. Building better CEIAG at a local level is a vital consideration.

10. Principles, Seven Key Features and Action Plan

Having access to good learning experiences and to fair work, are an essential prerequisite to leading a good life. Experiences in work and learning also have a profound impact on individuals' health and mental well-being³³. All CEIAG support services have a role in enabling people to access economically sustainable lifestyles, which offer healthy long-term engagement with employment and lifelong learning.

For local educationalists, community agencies, businesses and individuals, this involves the ability to work with uncertainty and ambiguity across organisational boundaries. These skills include the ability to

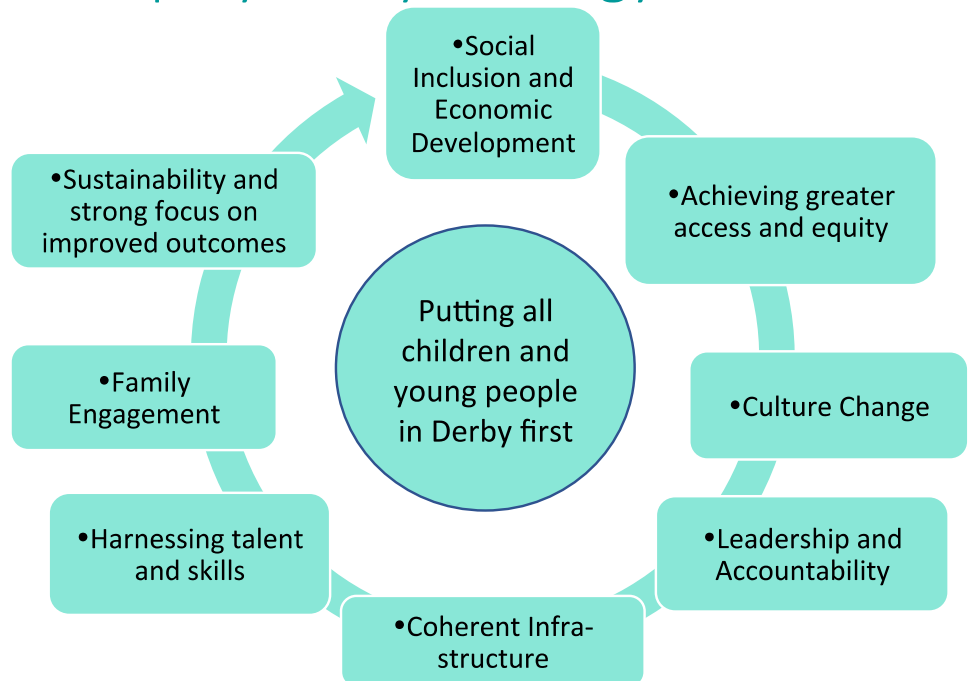
inspire others into whole-system thinking and recognition of shared problems (Ramsden, 2019)²⁴. With the objective of achieving greater alignment of CEIAG support services for children, families and young people, we have paid particular regard to the scope for practical improvements in the way that various players within the careers eco-system interact with one another.

The key principles underpinning the Strategy and Action Plan are outlined below. These will guide the strategic and operational design and delivery of the new careers eco-system features adopted across the city 2020-2025. Moving forward these key principles should be widely adopted across all education institutions, businesses, training and community engagement providers.

By 2025:

1. Leadership and governance of this strategy (through an Executive Body) will have provided clear accountability for CEIAG across the City
2. There will be continuity of good quality CEIAG for all young people from primary to secondary, post-16 and beyond.
3. All children and young people will have careers and work-related learning as an integral part of their development – as is their right.
4. All young people will develop and reinforce their employability skills through work-related learning projects, activities and experiences.
5. There will be a dedicated CEIAG resource centre(s) in Derby both online and offline - used by students, parents/carers, teachers, communities leaders and employers.
6. Head teachers, principals, teachers, careers leaders, employers, community leaders will have achieved their development goals relevant to CEIAG through a wide range of training and continuous professional development activities, courses and resources.
7. Every young person, their parents, employers, community leaders will fully understand the entitlement of good quality CEIAG and how young people can access it.

Principles of a Successful Derby Careers and Employability Strategy



Inclusion, economic development and consultations will be a central focus in this ‘Championing Careers Derby’ strategy and action plan.

Derby City Careers and Employability Strategy and Action Plan



Key feature 1

Introduce leadership, accountability and governance

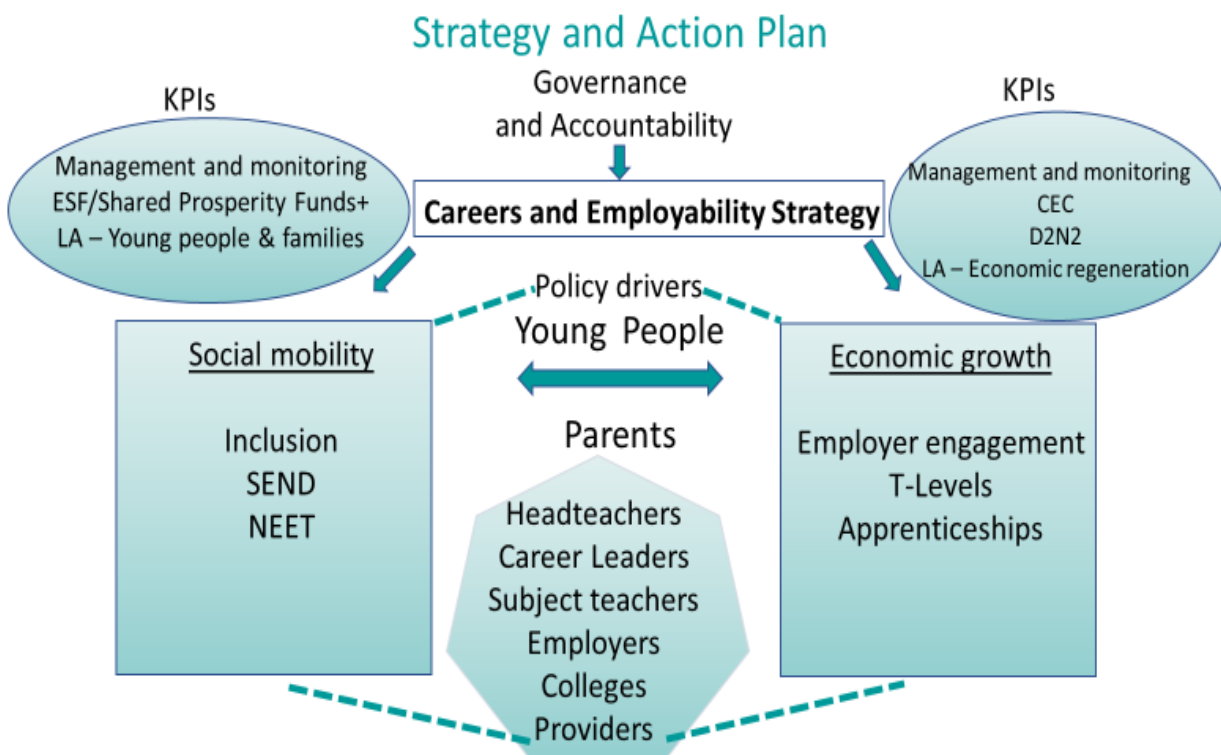
The discrepancy in the access to CEIAG for young people across the city should not be allowed to continue. Strong partnership working will support children and young people’s career journeys at key transition points, as well as family engagement and support. A new careers eco-system in Derby will flourish and collaborate effectively by sharing learning, resources and effective policies and practices. From the outset, a newly formed Executive Body will actively set the agenda, identify opportunities for monitoring progress against agreed key performance indicators (KPIs), build capacity, capability and coherence within and across the careers eco-system. It will provide a leadership strategic focus to deliver the ambitions of this new strategy.

Recommendations (1-6)

1. Formally establish a leadership pan-sectoral Executive Body to focus on driving forward and monitoring the Strategy and Action Plan aimed at supporting children and young people up to the age of 25 across the city.

Actions

1.1 Opportunity Area (OA), D2N2 and the Post-16 Steering Group to agree the future formation of a pan-sectoral Executive Body capable of driving the Strategy and Action Plan forward. Membership should be no more than 12 representatives from primary and secondary head teachers, college, university, business, careers and enterprise co-ordinators, local authority, employer engagement and community agencies.



2. Clearly identify where the new pan-sectoral Executive Body sits within the Opportunity Area and the appropriate reporting mechanisms.

Actions

2.1 Discuss and agree where the leadership pan-sectoral Executive Body reports into the OA Board and D2N2 and prepare Terms of Reference.

3. Implementation of the vision and strategy promoted by two highly influential senior level Careers Champions: one for social inclusion and one for employer engagement – to achieve wider shared ownership of the strategy and delivery of the action plan.

Actions

3.1. OA and D2N2 identify and jointly appoint two highly influential Careers Champions willing to take on the challenge.

3.2. OA and D2N2 to appoint a dedicated Chair and secretariat to lead on the Strategy and Action Plan, working closely with the two highly influential Careers Champions.

3.3. The pan-sectoral Executive Body draws on the evidence-base from the findings of this research programme and endorses the action plan and uses the KPIs to direct priorities and resources accordingly.

3.4. The pan-sectoral Executive Body to identify and appoint a highly skilled co-ordinator(s) to bridge the two domains of social inclusion and economic development to facilitate progress against agreed actions, KPIs and produce reports for the pan-sectoral Executive Group.

4. A formal system is established for streamlining available careers, enterprise and employability funds that can be distributed equitably across the city.

Actions

4.1 The pan-sectoral Executive Body to oversee funding priorities and distribution, where feasible, with emphasis on achieving equity across all schools and colleges, as well as monitoring data on young people's access to training pathways linked to sector growth areas.

4.2 The pan-sectoral Executive Body steers available funds towards schools, colleges, employer engagement agencies, NEET, SEND and Alternative Education priority areas.

5. A leadership commitment to greater consistency and coherence of careers education, information, advice and guidance (CEIAG) across the Derby careers eco-system.

Actions

5.1 Use the compelling evidence-base to headteachers and college principals to demonstrate the impact from investment in CEIAG and win their hearts and minds.

5.2 Agreement from all headteachers and college leaders to achieve greater access and equity by prioritising CEIAG as an entitlement and ring-fence funding to attract new funding streams, form collaborative groups to negotiate cost savings and economies of scale, where appropriate.

5.3 Launch the Derby Careers and Employability schools and colleges' leadership initiative (2021 – 2025) to focus on achieving improved education, economic and social outcomes for all young people. Headteachers/principals should commit to executive leadership coaching on highly effective CEIAG and achieving successful outcomes.

5.4. School and college leaders should encourage and involve subject teachers to engage more with employers and industry to make subject teaching relevant to the world of work e.g. industry placements, work shadowing etc.

5.5. *Derby City Council leadership teams should review their plans for engagement with health and social care colleagues to work with the most vulnerable and those in multi-generational joblessness across the city.*

6. Produce a compelling evidence-based case to the Careers and Enterprise Company to fund and establish a Careers Hub, similar to existing arrangements in North Derbyshire, Doncaster, the Black Country and other parts of England.

Actions

6.1. *Make a case for the funding and clearly demonstrate how a Derby Careers Hub will bring added-value to existing arrangements, ideally anchor this in a school or college in the first instance.*

6.2. *The pan-sectoral lead body to oversee the setting up of the Careers Hub, when successful.*

6.3. *Prepare key performance indicators linked to the funding and monitor outcomes.*

Key feature 2

Start early with career-related learning in primary schools

Children, teachers, parent and local employers/employees across all Derby city wards will have opportunities to engage in career-related learning that captures children's hopes and dreams, 'can do' skills and a career log that supports conversations at home and in the class about a wide range of occupations in and beyond Derby. By building on 'Our Future Derby' children's aspirations developed in primary school will continue into the secondary phase and beyond. The evidence shows that where children are more positive about their potential and talents, they are more likely to

achieve higher levels of attainment and lower dropout rates³⁵.

Recommendations (7-10)

7. Our Future Derby currently only operates in the 7 most disadvantaged wards and should be rolled out incrementally to all primary schools throughout the city wards between 2020-2025. As a result, all children will then be able to enter secondary school/academies having started career-related learning from an early age.

Actions

7.1 *Create a city-wide employer bank of volunteers willing to go into primary schools (and secondary schools/academies) drawn from E4E, Derby Education Business Partnership, Careers and Enterprise Company, Education and Employers, Marketing Derby and Learn By Design.*

7.2 *Expand the city-wide employer bank of volunteers linked to agreed KPIs*

7.3. *Ensure headteachers and teachers who have been trained as part of Our Future Derby in the 7 Wards pass on their knowledge and experience to the remaining wards and schools in Derby city.*

7.4. *Distribute and share training resources made available through Our Future Derby, including case studies, videos, activity templates etc.*

8. Every primary school child should have a careers and skills log that can be easily transferred for continuity to secondary schools/academies

Actions

8.1. *Piggy back on the careers logs being developed in Our Future Derby and learn lessons from this in order to develop a*

common city-wide system going forward.

8.2. Pilot an online version linked to the common transfer system to assess how best to align to children's identified skills and experiences linked to the work of the Transition Group.

8.3. Introduce an online version for teachers to access as part of the new common transfer system with the Transition Group.

8.4. Build upon the primary school careers log in secondary schools and academies to maintain continuity and demonstrate for children or young people an incremental increase in their accumulated essential life skills.

8.5. Communicate and train teachers in primary (and secondary schools/ academies) to introduce career-related learning development, including greater use of technology e.g. webinars for teachers.

9. Engage with and involve parents/ carers deep in local communities to encourage them to have career dialogue with their children.

Actions

9.1. Continue with the work carried out in Our Future Derby and identify the most effective means of achieving parental engagement and expand these methods across other wards.

9.2. Make use of the evidence-base from Our Future Derby to continue to broaden horizons, raise aspirations, challenge inequalities and inaccurate assumptions, especially for young people with SEND.

9.3. Where applicable, ensure that children and young people with education, health and care plans, and their parents/carers, see how CEIAG will help them to achieve the targets in their plans.

9.4. Explore the potential to incorporate some form of careers dialogue within 'This is Derby' and other allied well-being initiatives.

9.5. Conduct an annual parents/carers' survey and focus more on parents/carers being part of the school/college community.

9.6. Ensure careers and employability activities for parents/carers facilitate participation by people from local communities who speak English as an additional language.

10. Celebrate children and young people's talents, skills and aspirations.

Actions

10.1. Host an annual celebratory event in Derby aimed at employers, educationalists and community groups working closely with This is Derby (and other relevant local initiatives) to showcase all children and young people's aspirations across the city.

10.2 Set up a schools competition for embedding careers-related learning in the curriculum. Also, encourage each school to have as part of their annual Prize Giving a special award for the best careers project-based learning activity by a student or group of students.

10.3 Create a poster competition in each of the wards to celebrate children's career aspirations.

Key feature 3

Adopt an inclusive careers offer

- All young people should have access to free impartial CEIAG support services at the point at which they need them. This is an entitlement that needs to be explicit in all CEIAG plans and activities. Derby's inclusive careers offer must be both universal and targeted with specialist support for those most in need, including early interventions and preventative work.

- Career learning needs to be fully integrated into education from an early age, including through the curriculum and skills development, and in local community settings with reasonable adjustments made for vulnerable young people. Our inclusive careers offer will ensure both online and offline high quality support, including capturing experiences, destinations and career trajectories.

The way individuals can interact with the careers eco-system needs to be clear from the outset. We will build on the expectations embedded within the implementation of the national Careers Strategy (2017)³⁶, Statutory Guidance (2018)³⁷, Derby strategic OA priorities, Derby City social inclusion, D2N2 economic development plans and the Gatsby benchmarks (2014)³⁸ which originated in the University of Derby. Self-assessment against the 8 Gatsby benchmarks is well underway in our schools, academies and colleges; however, more rigour is needed to ensure the process leads to further and sustained improvements in ensuring fair access to high quality CEIAG for all young people. We recognise the development of Multi-Academy Trusts and need to allow flexibility for schools, academies and colleges to engage with the strategy in a way that embraces an inclusive careers offer as a part of organisation/Trust wide strategies and activities.

There are many young people outside of secondary or tertiary education who have not benefited from the Gatsby benchmark progress. Ensuring universal and targeted CEIAG specialist support within and outside of the education system will help address this challenge. There is an need to identify local access points where CEIAG support services for young people can be easily identified and anchored more fully in local communities, as well as online. Also, to formally acknowledge that working with those hardest to help requires both time, effort and resource and that short-term impact must be balanced with long-term results.

Recommendations (11-19)

11. All schools, academies and colleges have a published careers policy and programme on their website linked to the Gatsby benchmarks

Actions

11.1 Adopt best practice from the research findings, the work of Enterprise Co-ordinators and the Derby Enterprise Adviser Network and headteachers/principles take responsibly to publish the careers policy and review annually.

11.2. Nominate a Governor(s) with lead responsibility for the school and college careers policy and produce an annual report for the Board of Governors and Head teacher / Principal to guide performance and future investment decisions.

11.3. Each school, academy and college should have a careers programme published on their website that should reflect the Gatsby benchmarks.

11.4. The Regional Schools Commissioner should be engaged in 'Championing Careers', alongside other local and regional leaders.

Effective CEIAG programmes relate directly to the strategic objectives for career guidance across the school and activities are closely linked to clear learning objectives for each year group. The programme also links subjects to the world of work and develops students' reflective and creative thinking, as well as their employability skills. Activities are carefully sequenced to build on students' development of employability skills and their independence in researching and recording career-related information to support their thinking about their futures.

Weaker CEIAG programmes were typically a list of disparate activities, however enjoyable for students, that comply with the requirements but are not planned to build students' skills, knowledge and behaviours to prepare them for their future. They are a

series of activities that simply take advantage of external funding or projects but are not linked to a careers curriculum.

12. The Gatsby benchmarks should be rolled out across all schools and colleges; however this should not be a 'box ticking' exercise.

Actions

12.1. *Set up an independent institutional peer review system across the city to provide feedback to individuals schools, share best practice examples and produce a summary report to the Executive. This system already exists in both SEND schools and in Higher Education Institutions.*

12.2. *Make greater use of the Quality in Careers Standard and where additional funding is available prioritise this for all schools and colleges, where needed.*

12.3. *Share schools, academies and colleges first-hand experiences of the new Ofsted Inspection framework by focusing on personal development, curriculum intent, implementation and impact and how best to achieve this through innovative and impactful CEIAG activities.*

13. CEIAG needs to be fully integrated into education, including through the curriculum, with reasonable adjustments made for vulnerable young people, including those who may be NEET, SEND and/ or in Pupil Referral or Young Offender Units.

Actions

13.1. *Build upon the experience and success of the careers and project-based learning in Our Future Derby i.e. a sustainable curriculum design model that schools can self-manage following a tried and tested structured framework.*

13.2. *Set up a task and finish group focused*

on labour market intelligence /information (LMI) with representation from Derby education institutions at all levels, supported by D2N2 and Derby City Council, to make LMI more accessible to young people, teachers and parents/carers.

13.3. *Investigate the feasibility of piloting 2 or 3 careers clusters to build and facilitate sustainable relationships between local schools/colleges and employers and University of Derby to support the work and readiness of pupil groups - particularly those with higher levels of need- and reduce the proportions who are NEET or fall short of fulfilling their potential in the transition from school to work or higher education.*

The clusters work with senior leadership teams in secondary schools, academies and colleges to help design high quality careers guidance offers for pupils. They would:

- try out different employer-based activities for students
- help teachers to understand Derby's labour market and job opportunities
- support students into work placements, mentoring schemes and paid internships etc.

13.4. *The pan-sectoral Executive Body to explore with D2N2 opportunities for the Shared Prosperity Fund to prioritise career clusters in Derby city drawing on best practice from other geographical areas.*

14. Ensure all careers leaders have some dedicated resource for administrative support to free them up from basic administrative duties so that they can focus more on quality assurance and destinations.

Actions

14.1. *All secondary schools/academies and colleges to allocate some administrative support for careers leaders to assist with arranging visits into and outside of the school, employer contacts, work experience,*

and LMI displays, preparation for careers project-based learning, communications with parents/carers etc.

15. Reviewing existing careers leaders, enterprise advisers and careers adviser arrangements and where possible co-ordinate joint meetings to gain greater impact and further exchange of ideas and resources.

Actions

15.1. Bring together careers leaders, enterprise advisers and careers advisers to review progress being made against the Gatsby benchmarks and agree practical ways forward for improving quality assurance and outcomes for young people and parents/carers.

15.2. Use technology more to facilitate cross fertilisation of ideas and resources e.g. webinars and 'hang outs' to build more online communities of practice.

15.3. Draw on examples of practitioners and manager dilemmas and how they manage to overcome these i.e. continue to promote the UK Careers Leaders Facebook page and/or create a Derby specific careers leaders, enterprise advisers and careers advisers dedicated page.

15.5. Careers leaders from secondary schools/academies, FE and HE to feed in data annually to the Executive Body on student career destinations from this identify areas for exploration and mechanisms to improve data sharing.

15.6. The pan-sectoral Executive Body should cross-fertilise models of good and/or interesting practice from international, national and regional exemplars to inform CEIAG development work across the City.

16. Sharpen the focus on CEIAG targeted support for vulnerable young people

Actions

16.1. The pan-sectoral Executive Body should draw on robust intelligence on the CEIAG needs of vulnerable young people and target resources accordingly.

16.2. Focus on the workforce supporting vulnerable young people and families and invest in their training and development in areas such as: careers coaching, motivational interviewing, boundary setting, career adaptability and resilience and impact measures.

16.3. Align CEIAG and community initiatives within a cohesive partnership framework for action.

17. Explore with DANCOP (a collaborative network between universities and colleges) how best to make use of their dedicated higher education and outreach website and plans for more targeted work with schools and academies across the city and specific wards where progression to higher education is lower than expected given attainment.

Actions

17.1. The pan-sectoral Executive Body and highly influential Careers Champions to assess the feasibility of harnessing DANCOP best practice and making their resources more readily available to schools and academies across the city.

16.2. The pan-sectoral Executive Body considers with D2N2 the option to match-fund DANCOP linked to a mutually agreed set of KPIs, including improved outcomes for young people in Derby city.

18. Digital services must become more visible within local communities i.e. the accessibility and reach of CEIAG must be shared and extended.

Actions

18.1. Scope out the online parameters of the proposed careers and employability hub within the D2N2 initiative.

19. Every secondary school and college should have a labour market intelligence/information dashboard readily accessible for use by young people, teachers and parents/carers

Actions

19.1. Launch an LMI project to identify the optimum package for the city.

19.2. Build on best practice in DWP whereby career coaches use LMI dashboards to search for local vacancies and other LMI.

19.3. Create a dialogue with the National Careers Service and National Apprenticeship Service to assess usage of these websites and telephone helplines for young people and parents/carers to obtain evidence of impact.

19.4. Establish with the National Careers Service and National Apprenticeship Service a measure to identify how many young people are using the service from Derby city.

19.5. Develop relationships with other careers organisations with expertise in online systems and examples of good/interesting policies and practices e.g. Skills Development Scotland “My World of Work” and “MyKids Career”.

19.6. Make use of technology to collate and analyse datasets to identify trends, including destinations data.

19.7. The pan-sectoral Executive Body to commission This is Derby to consult with young people on progress/impact of the strategy and identify any obvious gaps in CEIAG provision.

19.8. The pan-sectoral Executive Body to commission an annual survey of parents/carers, teachers and employers building on the research tools made available from the research

programme (2019-2020) to build on this, monitor progress/impact of the strategy and identify any obvious gaps in CEIAG provision.

Key feature 4

Increase experience of and exposure to the world of work

The infrastructure in Derby employers to engage with schools, colleges and the university is confusing. A culture change in the sharing of employer and training opportunities would result in more knowledge and understanding of employers' skills needs filtered down to all young people. The role of Derby-based employers is key. All employers large and small, particularly SMEs, should play their part in this work by engaging with schools and colleges and their students. Employers should use their unique skills, experience and the opportunities they have to offer to support young people's transitions to further training and/or work and to inspire and motivate them to achieve. They can also involve their employees more to help shape how to target their support so that it has the greatest impact.

Employment for those on Level 1/2 qualifications is, on average, lower paid than at Level 3+, so where a Level 3+ route is available and appropriate for those young people it would be prioritised to support D2N2's productivity strategic goals. Nonetheless, Level 1/2 skilled jobs are preferred to unemployment/inactivity and support choosing qualifications that lead to employment at those levels remains an important goal.

Recommendations (20-24)

20. Improve the working relationships between employers, employer engagement agencies, schools and colleges to increase exposure to and experiences of the world of work for young people and teachers.

Actions

20.1 *The Careers Champion (economic development) brings together agencies to jointly prepare a local strategy that ensures more young people and teachers in Derby get exposure to and experience of the world of work, linked to an agreed action plan and key performance indicators.*

20.2 *.Co-ordinate and optimise the Derby city employer engagement agencies to eliminate duplication, maximise effectiveness of existing programmes and support emerging careers clusters.*

20.3 *Review progress, celebrate success, identify challenges and plan new strategies to address these.*

21. More employers and their employees volunteer to step up and work more closely with schools, colleges, training providers and Derby University.

Actions

21.1 *Develop a high profile campaign to incentivise and recruit more employers, particularly small to medium-sized employers, and other residents who are willing to visit schools and engage in careers and employability activities e.g. offer support through buddying and mentoring.*

21.2 *Introduce a mentoring scheme for volunteers working on careers activities in educational institutions designed to equip and strengthen the capacity of Enterprise Advisers and other volunteers from industry.*

22. Derby SMEs need to be supported to more easily engage with schools and colleges in ways that recognise their limited capacity.

Actions

22.1 *Produce case studies, templates, instructions and volunteer training aimed specifically at Derby SMEs.*

22.2 *Investigate systems or methods that support SMEs to minimise or assist with reducing bureaucracy associated with work experience, internships etc.*

23. Demonstrate the long-term importance of school and college engagement even when employers do not have short-term recruitment needs.

Actions

23.1 *Produce accessible bite-sized labour market intelligence/information aimed at employers to show the skills gaps, changing demographics and young people's progression routes across the city.*

23.2 *Explain the potential benefits to SMEs that can be gained from recruitment of young people.*

24. Harness the wealth of resources from Derby's large employers to assist SMEs to engage and recruit young people

Actions

24.1 *Derby's largest employers work closely with the Careers Champion to identify mechanisms to facilitate successful transfer of resources and assistance e.g. access to training facilities and support SME recruitment of young people.*

24.2 *Increase the number of cornerstone employers in Derby participating in the CEC Enterprise Network (and other employer engagement agencies) to share their expertise and resources to help strengthen careers activities for children and young people across the city - monitor progress and impact.*

Key feature 5

Have a dedicated careers and employability central resource

Research findings indicate there is demand for a Derby city 'go to place' for leadership, robust evidence and excellence in CEIAG. This has potential to improve understanding of what works and in what set of circumstances, including access to professional development opportunities at all levels.

Recommendations (25-28)

25. Explore the option of having a Derby school or college that provides research and CPD expertise on CEIAG within a partnership framework.

Actions

25.1. *Chair of the pan-sectoral Executive Body to formally canvass education, business and community leaders to demonstrate demand for the centralised resource.*

25.2. *Explore options for funding this new central resource, including match funding.*

25.3. *Identify expertise, resources and accommodation required to facilitate this. The arrangement could potentially be rotated between institutions over a five-year period.*

25.4. *Draw upon the research findings to identify 'a needs analysis' drawn from headteachers, careers leaders, subject teachers, enterprise co-ordinators and advisers and careers advisers.*

25.5. *Create a central repository for shared resources and achieve cost savings on purchasing of CEIAG products and services.*

25.6. *Create a continuous professional development (CPD) programme focusing on multiple pathways for leaders, managers and practitioners within and outside of education institutions. Draw upon examples both from within and outside of Derby, areas of good CEIAG*

policies and practices and training resources provided by high quality external suppliers.

25.7. *Increase the cultural diversity of the CEIAG workforce informed by the University of Derby Cultural Needs analysis findings.*

26. The Careers and Enterprise Company (CEC) should continue to invest in Careers Leader and Enterprise Adviser training expanded across all Derby schools and colleges.

Actions

26.1. *Learn lessons from the first round of training in 2019 gathered from head teachers, teachers and careers leaders and careers guidance specialist perspectives on what worked best and build upon this.*

26.2. *Where appropriate amalgamate training opportunities with Careers Leaders and Enterprise Advisers rather than have separate training sessions.*

27. Make greater use of technology to bring together innovation and ideas on effective careers and employability support services

Actions

27.1. *Explore and set up thematic webinars, Zoom and/or GoToMeetings to bring together different stakeholders to share good/interesting evidence-based policies and practices.*

27.2. *Identify options for technological innovation and possible funds to support this e.g. NESTA competitions.*

28. Local providers of initial teacher training should include an introduction to CEIAG in their programmes. This would enhance the range and quality of teacher knowledge and skills within their future practice.

Actions

28.1. Initial teacher training programme leaders should be consulted on the feasibility of embedding this approach into their current and future programmes for primary and secondary teachers.

Key feature 6

Build capacity and collaboration

This vision includes embedding and aligning CEIAG support services within all levels of state-funded training, employability and local community services. There is a need to ensure the Derby universal and targeted careers offer harnesses the capacity of CEIAG to challenge inequalities within society. This is an opportunity for Derby to take a lead. We are committed to overcoming barriers, building capacity and high quality CEIAG resources within and across organisations and agencies in the city.

Recommendations (29-31)

29. Strengthen and streamline the connections between educationalists, industry and community agencies working with children, young people and families

Actions

29.1. Forge closer working links between the Transitions Working Group, Our Future Derby, Family Engagement; This is Derby; and the CEIAG Research-led institution to share best policies and practices and joint research and CPD opportunities.

29.2. Create case studies (and other forms of evidence) to demonstrate progress being made on both social inclusion and economic development opportunities for Derby's young residents.

29.3. Formally review the extent to which culture change has been achieved and further work to be scheduled to achieve the vision.

30. Increase parents/carers knowledge and awareness of the changing world of work

Actions

30.1. Host events aimed at parents/carers to share knowledge and awareness of Derby's changing work of world and the opportunities available, particularly (though not exclusively) for young people achieving below Level 3.

30.2 Connect fully with the work of the Family Engagement Team to streamline effort and resources.

31. Make a commitment to use shared intelligence/data and adopt a more forensic collaborative approach to trend analysis that supports the identification of needs for universal and targeted CEIAG services for young people, particularly those most in need.

Actions

31.1. The Opportunity Board should provide a clear steer on how the complementary groupings and priorities within their overall strategy connect with one another and mechanisms for sharing data exchange.

31.2. Set targets at a school and college, local Council and LEP level to organise, collect and analyse CEIAG data - identifying areas of concern and enabling improvement, through closer scrutiny by city-wide partnerships, now and in the future.

Key feature 7

Publicise and promote the strategy

To achieve successful outcomes from this five-year careers strategy and action plan it will be vital to publicise and promote the vision, research and recommendations widely across the city. There is major opportunity to bring individuals and organisations on the journey to achieving more successful outcomes for every child and young person in Derby.

Recommendation (32)

32. Create a highly visible publicity campaign across the city.

Actions

32.1. Launch a high-profile annual event to celebrate success, address challenges and involve young people.

32.2. Build on other successful local campaigns e.g. Newsletters, Posters, Local Press etc.

32.3. Use social media e.g. #ChampioningCareers; Facebook; LinkedIn; Instagram; Apps etc.

32.4. Develop podcasts to bring alive Derby career success stories.

11. Conclusion

Career learning from an early age transforms lives. This is also important for a cohesive and just society, and for a productive Derby economy. We are committed to ensuring that children, young people and families from all backgrounds in the city have the opportunity to benefit from high quality careers education, information, advice and guidance as an entitlement going forward. We have set out a bold new approach to supporting social inclusion and social mobility, equality, diversity and prosperity for all. Derby has all the ingredients to become a national leader and beacon of excellence in CEIAG between now and 2025.



Endnotes

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