



Championing Careers Derby TECHNICAL REPORT

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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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Technical Report

1.0 Introduction

1.1 In September 2019, D2N2 Local Enterprise Partnership and Derby City Council, on behalf of the Derby Opportunity Area Board: 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 five-year citywide careers and employability strategy 2020-2025.

1.2 Chapter 1 sets out detailed research findings used to inform the proposed careers and employability strategy. Chapter 2 outlines the vision, key principles and seven features upon which a pan-Derby Careers Offer should be based, and adopted by all. Overall, the content builds upon strategic foundations laid within the government's National Careers Strategy (December 2017), the Derby Opportunity Area Delivery Plan²; the D2N2 LEP Vision 2030³, Derby City and Young People's Plan (2018-2020)⁴, 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)⁵.

1.3 Findings from a mixed method research study, led by Dr Deirdre Hughes OBE, are drawn from research undertaken from 1st September – 30th January 2020. The programme of work was undertaken 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. There are 22 secondary schools/academies and colleges within the agreed parameters of this research i.e. 21 secondary schools/academies/colleges and Derby College. In addition, Our Future Derby – a pilot study embedding career-related learning (CRL) in 33 primary schools – also informed the research.

Methodology

1.4 This involved desk research drawing upon both quantitative and qualitative local, regional, national and international data:

- A total of 115 In-depth interviews took place with head teachers (n=20), school governors (n=4), career leaders (n=19), employers (n=34) and senior stakeholders from education, industry, employer engagement agencies, D2N2, Derby City Council and local community groups (n=38).
- A total of 1,332 online survey responses were received from: students (n=613); parents/carers (n=461); employers (n=47); careers leaders (n=25); subject teachers (n=167); and governors (n=19).
- Face-to-face group sessions were also held with students, careers leaders, careers and enterprise co-ordinators (CEC), Derby Enterprise Adviser Network, Derby Primary Schools Head teachers Group, and Derby Secondary Head teachers' Group.

1.5 The research findings within this report have informed the development of a new careers and employability strategy 'Championing Careers Derby'. This new strategy provides an opportunity to build on

1 Sometimes referred to as career(s) education, information, advice and guidance (CEIAG), career(s) advice, career(s) guidance, career coaching, information, advice and guidance (IAG), career learning, career development.

2 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/675035/Social_Mobility_Delivery_Plan-Derby.PDF

3 <http://www.d2n2lep.org/SEP>

4 https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/adultsocialcare/safeguarding/2018-20%20Children%20and%20Young%20Peoples%20Plan%20v12_FINAL_040618.pdf

5 <https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/ofsted-and-cqc-information-updates-and-reports/>

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. An Executive Summary Report is also available: <http://www.d2n2lep.org/skills>

1.6 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.

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Chapter 1

2.0 Local context

This section sets out the distinctive characteristics of Derby city and key opportunities that lie ahead. The content focuses on skills, careers and choices in a changing economy, future challenges and the potential for collaborative ambition, the joint role of education, employers and other agencies in broadening young people's horizons and an emerging consensus on high quality careers support services. This is followed by the growing potential to draw on high quality Labour Market Intelligence (LMI) and key features of Derby's current socio-economic context.

2.1 Skills, careers and choices in a changing economy

Skills play a key role in improving fair work, inclusive growth and productivity, which are all critical for Derby's future success. For businesses, a highly motivated and well-trained workforce helps to ensure profitability and competitive edge. For individuals, skills offer a route to increased opportunities, earnings and fulfilment both at work and beyond. Career choices and decisions are becoming more complex. More young people are staying on in education or entering the working world more highly qualified than ever before. As they go through the education system, young people need to make ever more frequent decisions about what education they will pursue, where they study, the qualifications they need and what other experience they will require to come out of education and /or training with the knowledge and skills that employers want. For adults, technological advances and uncertainty pose new challenges. 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 (Nedelkoska, & Quintini 2018). Also, work in a 'gig economy' requires different skills to working for an employer in a traditional sense. In such circumstances, the need for increased access to career

information, advice and guidance is critical.

New forms of work are emerging within a fast changing and unpredictable economy, for example, companies like Uber, Fiverr, YouTube, 99Designs, and TaskRabbit allow people from all over the world to provide on-demand services in a wide range of areas, from 3D animation to website design. In around 60 percent of occupations, at least one-third of the constituent activities could be automated (Mc Kinsey Global Institute, 2017) implying substantial workplace transformations and changes in future work across Derby. Therefore, individuals must be well equipped with the tools they need to find purposeful learning and work opportunities on a lifelong basis. Careers and employability support services perform a key role. In Derby as elsewhere, employers often struggle in recruitment while ambitious and capable individuals find it hard to locate work that matches their aspirations. Individuals' career ambitions are typically both heavily shaped by their social backgrounds (social class, gender, migrant status) and a very poor reflection of actual employer demand.

2.2 Future challenges and the potential for collaborative ambition

New and challenging economic conditions, including the UK's departure from the European Union, underline the need to maximise resources and to consider a dynamic approach to the design and development of careers and employability support services across Derby. A collaborative of education, business, and civic leaders are united behind a collective vision of young people and adults thriving in the future of work. Derby has much to celebrate when it comes to universal and targeted careers information, advice and guidance services. The strategy provides an opportunity to build on what works, to consider what more can be done to smooth individuals' transitions, and to create a fairer society with opportunities for all. We want more individuals to access careers and employability services that can help refresh their skills, work experience and qualifications on a lifelong basis. Careers support services are essential to:

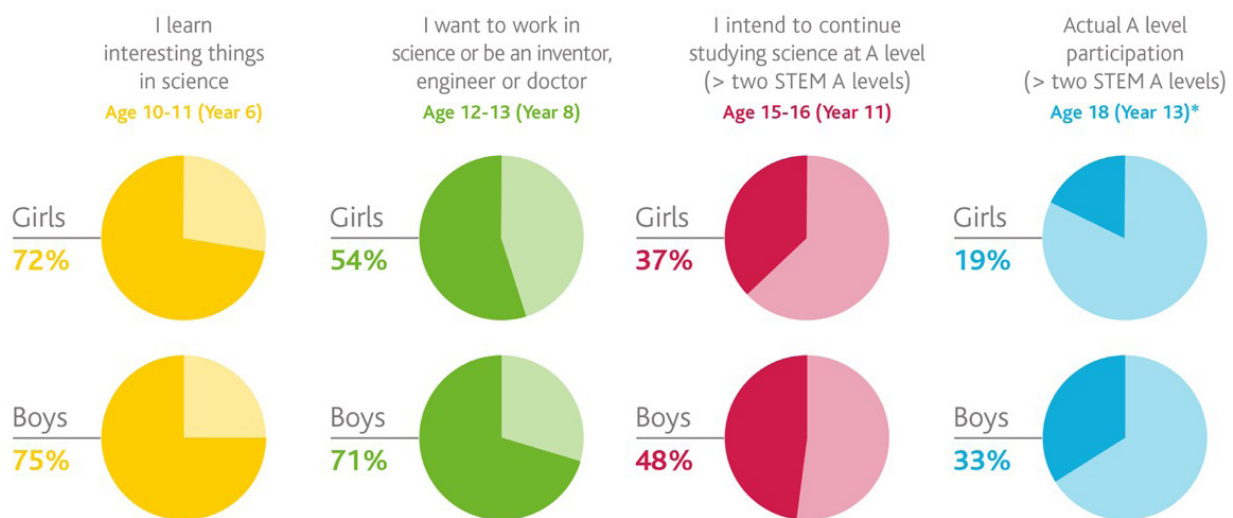
- keep people switched on to learning
- broaden horizons and raise aspirations
- challenge inequalities and inaccurate assumptions
- inspire and nurture talent, and
- increase levels of exposure to and experiences of work throughout the life-course.

2.3 The joint role of education, employers and other agencies in broadening horizons

In addition to the academic skills that tend to dominate school performance conversations across the city, more attention must be given to essential life skills, technical skills and greater exposure to and experience of the world of work for young people across the city. Embedding career-related learning (CRL) early in Derby primary schools is good starting point – refer to Our Future Derby⁶. Children can't be what they can't see - therefore, broadening horizons and tackling gender stereotypes from an early age is essential for children, families and local communities. Academic research from the ASPIRES longitudinal project 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.

Derby's education institutions, training providers, public, private and third sector organisations perform an influential and vital role in preparing individuals for an uncertain future. The challenge is to ensure that the benefits of services targeted around the specific needs of Derby citizens do not lead to fragmented and incoherent careers provision, uneven quality or weak opportunities for those most vulnerable in local communities. Therefore, there is an urgent imperative to redouble collective efforts in creating a more holistic learner journey experience that opens as many opportunities as possible. Evidence shows career education and guidance can often be expected to make a positive difference to learners, helping them get into better paying jobs than could be otherwise expected. It is associated moreover with better academic achievement (Hughes et al, 2016)⁷.



Notes: STEM is science, technology, engineering and mathematics.
 * Percentage is based on pupils entered for at least one A level.
 Sources: ASPIRES 1 and 2 studies, King's College London, UPMAP study, UCL Institute of Education.

Figure 1: The gender divide in STEM by age

6 <https://www.educationandemployers.org/ourfuturederby/>

7 <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/>

2.4 An emerging consensus: high quality careers support services

What makes for high quality career information, advice and guidance is becoming better understood across the city. It supports young people (and adults) to understand what opportunities are available and find prospects that meet their needs. It helps people to make sense of the world of work and how make it work best for them. It supports them to make better decisions about the education, training and experience needed to find first employment and later to change jobs and build successful careers. Experience as much as careers information is enriched by plentiful first-hand exposure to the world of work. It is delivered by impartial and well-trained professionals, drawing on reliable and trusted labour market information in a wide variety of settings. Good careers work challenges expectations and assumptions

that can sometimes be narrow, stereotypical and unrealistic. It broadens aspirations and targets especially those facing the greatest ultimate challenges in finding fair work. The OECD (2019) indicates one adult in three can be expected to make use of careers information every year – that demand can be expected to grow.

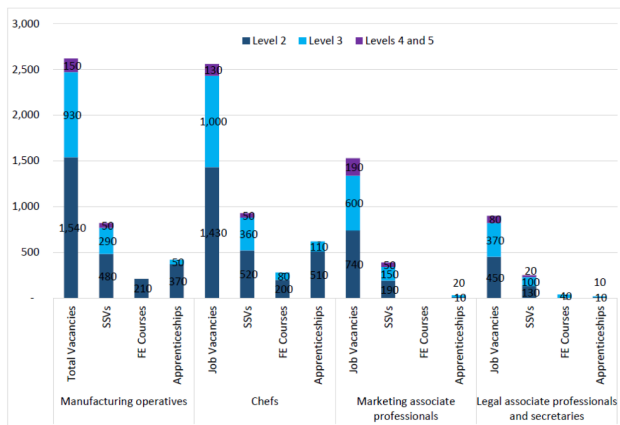
2.5 Growing potential to draw on high quality Labour Market Intelligence (LMI)

Technology is transforming our ability to use LMI to help inform career choices and decisions. Web-scraping technologies enable near real-time insights from thousands of job adverts, such as the analysis provided by Burning Glass. There are new data collection systems and more user-friendly ways to collate and analyse findings, such as the Application Programme Interface (API) provided by the government funded ‘LMI For All’.

LMI can help identify more promising sectors for prioritising L1/L2 courses

Example of four semi-technical* occupation groups with more vacancies than FE course completions (CPC, 2017)

Chart 16: Total vacancies, skills shortage vacancies, FE course completions and apprenticeship completions by secondary occupation group, Derby, Derbyshire, Nottingham and Nottinghamshire, 2015/16¹⁸



- Four high demand L1/L2 occupation areas are identified by CPC for D2N2 as:
 - Manufacturing operatives
 - Chefs
 - Marketing associate professionals
 - Legal associate professionals and secretaries
- This analysis can be extended to prioritise a broader set of occupations and to relate them to FE courses that support employment in those areas

* Semi-technical occupations are those typically held by people with L2 or below qualifications – entered directly, via FE or via apps.

Figure 2: LMI example.

Such data provides important insights on the kinds of work where Derby and the wider D2N2 LEP area faces under-supply and over-supply (see Figure 3 & 4 below, which can be incorporated into local strategies and delivery plans – whether it is in presentations with classes, discussions with interested young people and/or parents/carers or prioritising employers in under-supply sectors to engage with students.

Undersupply and oversupply of major technical secondary groups, D2N2

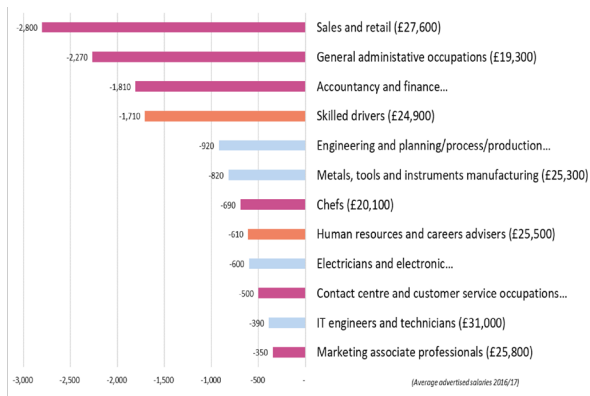


Figure 3: Undersupply of labour in D2N2 region

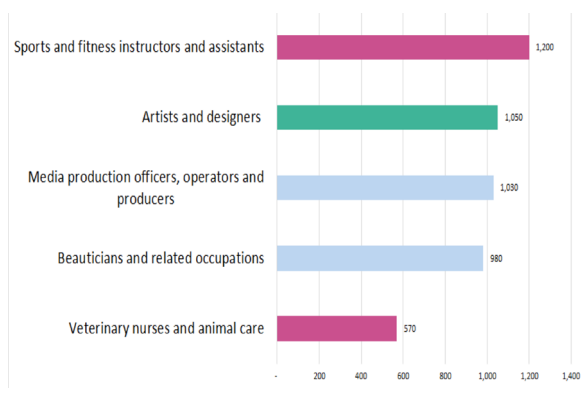


Figure 4: Oversupply of labour in D2N2 REGION

Analysis drawing on LMI also helps us to understand the impact of automation in key jobs for the D2N2 region. The impact of automation is less on removing specific job roles and more on fundamentally changing the skills, requirements and labour productivity within roles. For instance, assemblers have seen a significant shift in their skills needs from physical towards more interpersonal requirements

Shifting skills demand for assemblers, 2006-16

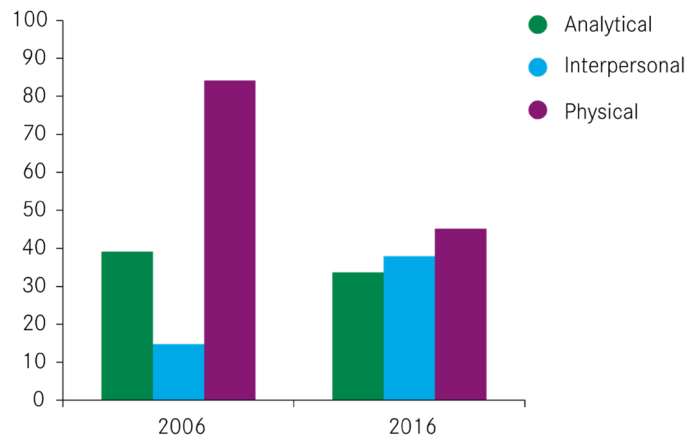


Figure 5: Shifting skills for assemblers- Source D2N2

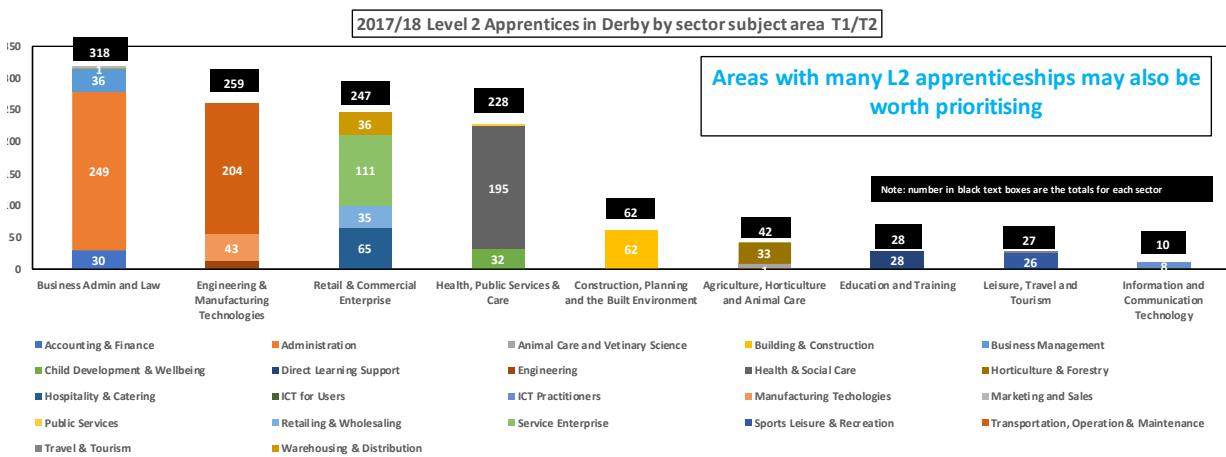


Figure 6: 2017/2018 Level 2 Apprentices in D2N2 by sector

2.6 Key features of Derby's current socio-economic context

Derby has a geographically central position in the UK – among the furthest areas from the sea – and a long and rich history, with Vikings and Anglo-Saxons co-existing in *Deoraby*, “Village of the Deer”. As a city and unitary authority today, Derby is home to an ethnically diverse population of some 260,000 people.

Reflecting this heritage and diversity, nine key features of Derby's socio-economic context shape its current challenges and opportunities for careers and employability:

- I. Historical and present-day strengths in advanced manufacturing and innovation
- II. Extensive apprenticeship and work-based learning provision - but only average broader school engagement
- III. Impressive wages – but too many without jobs
- IV. A regional workforce with low levels of qualification
- V. Challenges in both education and retention for the qualification shortage
- VI. A graduate brain drain – but not an unusual one
- VII. A youth NEET challenge, but also an adult unemployment challenge
- VIII. A problem with inequality, social mobility and the most vulnerable SEND residents
- IX. Potential priority areas indicated in ward level claimant count data

There are also trends and future opportunities for Derby to leverage in its careers and employability work. To select just two examples: the improved rail infrastructure via HS2 will increase jobs both in the region and accessible from the region. And the necessary social shift towards investments in green energy also has potential for Derby – not only because D2N2 has high carbon emissions per capita as a manufacturing region (building a case for early investment), but also because D2N2 has a strong green energy

base to build on. D2N2 has a 40% share of UK cofiring (burning two products together to make energy in a way that can be more environmentally friendly), research strengths in renewable energy and has the highest contributions towards a national Low Carbon economy across the East Midlands.

2.6.1 Historical and present-day strengths in advanced manufacturing and innovation

Derby occupies a special place in Britain's midlands and played a central role in the Industrial Revolution of the 18th century. It pioneered water-powered mills, such as in silk production and cotton spinning. In the 19th century, Derby was the regional driving force of railway expansion. Derby's local heritage of industrialism, entrepreneurship and connectivity laid the way for an advanced transport-sector manufacturing boom – 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 universities.

These strengths are reflected in Derby's occupational make-up today (see Figure 7). 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.

Top 10 Industry Categories (excl. agriculture, self-employment, military)	# 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

Figure 7: Employee jobs by industry (2018, ONS Business Register & Employment Survey)

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.

2.6.2 Extensive apprenticeship and work-based learning provision - but only average broader school engagement

Derby stands out both locally and nationally in terms of the uptake of work-based learning. In March 2019, the most recent data, 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.

A different way of analysing school-level destinations data⁸ reinforces this strength

in apprenticeships and reveals the providers most involved in such education pathways. Across the 9 providers with DfE data in Derby, an average of 7.6% are on apprenticeship pathways post-16 (compared to 5.6% across England), particularly West Park School, Chellaston Academy, and Allestree Woodlands. For the 6 providers channelling young people onto post-18 pathways, 11.5% are on apprenticeship pathways post-18 (compared to 7.0% across England) – particularly Derby College, Allestree Woodlands, and Chellaston Academy.

Evidence suggests that apprenticeships can be a high-quality route into skills-based employment and positive impacts on future earnings, but only if the routes are well-chosen and well-supported. The high presence of work-based learning in an area with strengths in apprenticeships raises the question of whether more of the work-based learning might be channelled into apprenticeships, providing a more reliable and supported route through to qualifications gain.

While Derby employers are closely engaged in directly supporting a specific cohort of in-work learners, there may be potential for employers to better support the education system as a whole. LEP-level data compiled

⁸ Using the DfE's Compare School Performance database, and generating cohort-weighted averages for England and Derby using a consistent within database methodology for individual institutions. Values may differ from national averages presented elsewhere, where data suppression at the individual institution level does not apply.

by the Careers and Enterprise Company reveals that D2N2 employers are in line with the national average for support to the education system: only 10% of employers had offered work inspiration in the previous 12 months and 38% had had someone in on work experience.⁹ It may be possible for D2N2 employers to do more than this¹⁰, with other industrial areas generally performing more strongly than D2N2. For instance, 14% of employers in Coventry and Warwickshire had offered work inspiration activities over the last 12 months, as had 13% of Liverpool City Region. Liverpool City Region also tops the list for having work experience students in, being 47% of all employers – the Tees Valley is 47% as well, Coventry and Warwickshire 44% and Greater Birmingham and Solihull and Worcestershire at 43%.

2.6.3 Impressive wages – but too many without jobs

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 8). However, gross value added per head is low, driven in part by the low employment rates, below the England average and below more rural areas across D2N2 (albeit higher than Nottingham). There are also signs that entrepreneurship may be challenging in Derby, with lower rates of business births than Nottingham and England as a whole and low overall business density.

Figure 8 (below): Key economic data for Derby¹¹

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, Jul 18-Jun 19	5.0%	7.2%	4.1% (GB)
Business births per 10k residents, 2017	42	44	58

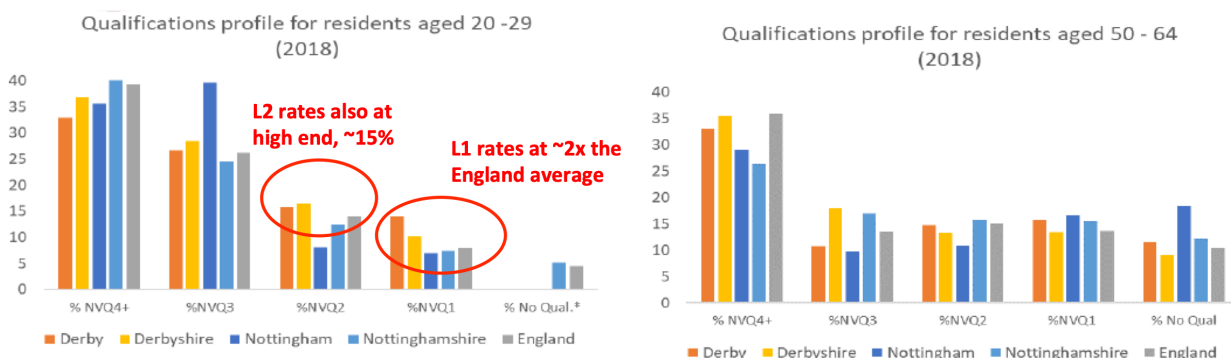
⁹ Employer Perspectives Survey data, 2016

¹⁰ We note that the data is lagged from 2015/16 and there have been efforts within Derby, as with other areas, to increase employer engagement since then and that the aggregate picture / relative positioning may have changed.

¹¹ Midlands Engine Observatory compiled data for the D2N2 LIS Evidence Base (v1.6, Sept 2019).

Derby faces a challenge with ~30% of young people only at Levels 1 or 2

Level of qualification by age and region



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

Figure 9: Level of qualification by age ad region

More specifically, graduate wages in Derby are relatively high with 79% of new graduates in Derby employed in high-skilled occupations, higher than the UK as a whole and driven particularly by the manufacturing sector. 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 £ 23,100.¹² Derby has the 7th highest graduate wages among UK cities (and 4th highest for manufacturing wages). Average graduate wages for those who worked in knowledge intensive businesses and other private services were lower than the average for the rest of the country.

2.6.4 A regional workforce with low levels of qualification

Derby is a self-contained travel to work area, one of five largely encompassed within the D2N2 LEP, and the vast majority of the Derby work force lives locally. D2N2 as a whole has one of the highest levels of self-containment, with 91% of the workforce living in D2N2. Derby stands out in comparison to the rest of D2N2 in that employers find hard-to-fill vacancies challenging because of “lack of qualifications the company demands”. For Derby this explanation applied for just under half of firms surveyed in the Employer Skills Survey (2017), with other D2N2 regions nearer 10%-15%, who tended to identify skills or applicant numbers as more serious constraints than qualifications. Population surveys reinforce this concern with qualifications. Derby has a low ratio of population with higher level qualifications (level 4+) compared to other D2N2 regions and England as a whole (see Figure 9). The ratio has been improving, but only more slowly than the rate of improvement across England.

12 <https://www.centreforcities.org/reader/great-british-brain-drain-analysis-migration-derby/nature-new-graduate-workforce/>

In summary:

- 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 this is inadequate labour market demand – good careers advice, underpinned by LMI can add significant value to their future outcomes.
- Such young people have a disproportionately large chance of being at-risk NEET or NEET – an inclusive approach to careers strategy must prioritise them.

- Levels 1, 2 & L3+ routes should all be available and appropriate for young to support D2N2’s productivity strategic goals.

2.6.5 Challenges in both education and retention for the qualification shortage

The qualifications skills mix in the resident population is a function of both education in the local area, given that many continue to work in the region they grow up in, and of retention of those in the workforce, particularly those with higher level qualifications who are more likely to move. In both areas, there is evidence that Derby faces challenges. Derby’s overall education system supports a cohort of around 3000 young people in each year and Ofsted results paint a declining picture of secondary phase provision over time (see Figure 10 below). The proportion of providers that are requires improvement or inadequate has increased from 38% in 2015 to 53% in 2019.

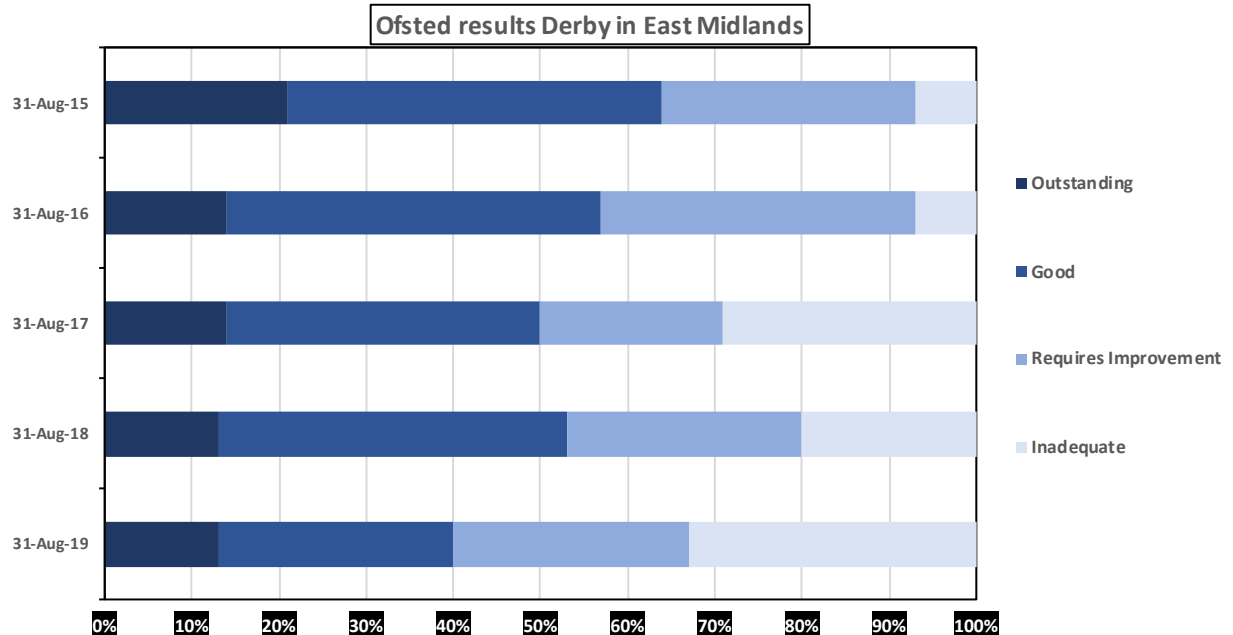


Figure 10: Derby Ofsted results over time (Secondary phase education)

Examining school-level destinations data¹³, Derby's larger secondary phase education providers perform similarly well in terms of the proportion of 16-18 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). Acknowledging variation year to year, Landau Forte College, Allestree Woodlands, and Littleover Community School have done particularly well on these metrics in the most recently available data. However, the entrance onto A-level qualifications is markedly lower than the national average, and this may reveal an area of opportunity for Derby's schools. 25% of 16-18 year olds were entered into an A-level qualification, as a weighted average across 11 providers, compared to 34% across England, calculated using the same methodology.

Retention in the workforce also reveals some possible opportunities for improvement. Analysis by the Centre for Cities (2017)¹⁴ revealed that size and budgetary constraints were barriers to offering career progression to graduates in half of Derby firms surveyed. On average graduates stayed for more than two years in only a fifth of the surveyed companies. Their in-depth conversations indicate "graduates are often tempted by higher wages in larger cities" (manufacturing companies being an exception).

2.6.6 A graduate brain-drain – but not an unusual one

As well as education to age 18 and retention in the workforce, graduate retention upon completion of studies is also a contributing factor to the qualification shortage, as set out by the 2017 report by The Centre for Cities: "The great British brain drain: Derby - An analysis of migration to and from Derby".

The report explains that Derby faces the same issue with graduate mobility as many other university cities - losing graduates to London, particularly highest performing graduates with 2.1 or 1st class degrees. As a city, Derby retained 22 per cent of its graduates in the 2014-2015 period, but well below the cities with the highest rates being London (77%) and Manchester, Belfast and Birmingham, all around 50%.

Between 2009 and 2015, Derby lost a small number of degree holders aged 22 to 30 to the Greater South East and a larger number of degree holders aged 31 to 45 – the majority of this larger group remained in the East Midlands but left the Derby City area. South Derbyshire and Amber Valley were the most popular destinations, suggesting such graduates are following the usual national trend of moving for housing and school access while continuing to commute into Derby for work.

To a large degree, these are systemic challenges embedded in England's economic structure and Derby faces similar challenges to other universities outside the largest cities. Nonetheless, there is likely to be room for improvement. The Centre for Cities report notes that the University of Derby retained a smaller proportion of its graduates than the University of Nottingham, whose graduates are likely to stay after graduation due to the strong links with the local labour market.

Some hints at where improvements might be targeted can be derived from examining HESA survey data on full-time undergraduates regarding how the university supported connections to employment.¹⁵ The University of Derby performs very well across the UK for sandwich years and self-reported confidence that the course supported entrepreneurship (top quintile) as well as opportunities to apply their learning and advice about

¹³ Using the DfE's Compare School Performance database, and generating cohort-weighted averages for England and Derby using a consistent within database methodology for individual institutions. Values may differ from national averages presented elsewhere, where data suppression at the individual institution level does not apply.

¹⁴ Op.cit

¹⁵ Based on longitudinal data from students who started study in 2012/13, tracking their outcomes 3.5 years after graduation (typically in autumn 2015). The results are based on a large number of students, but only from a single cohort and should be treated indicatively, noting that improvement initiatives may have taken place since this cohort graduated.

course choices (second quintile). However, the University performed less well on the proportion doing work experience as part of their course (68%, fourth quintile), having met their employer while working on the course (16%, fifth and lowest quintile) or found work with the help of their university (5%, fifth and lowest quintile). The University also performed poorly on the percentage who ended up in their job straight out of university because it was a good career fit, as opposed to reasons like having no other choice or needing the money (36%, fourth quintile).

Putting this together, it appears that the University of Derby has strong within-institution careers provision and a work-relevant curriculum, but performs poorly on direct introductions to employers and support for finding work post-graduation. By building on its strong base and by leveraging the energy of this new careers and employability strategy, it may be possible to bring Derby into the top half of universities in these key areas.

It is also striking that Derby fares better

in graduates from elsewhere moving to Derby to work post graduation. 46% of Derby's graduate workforce had no previous connection to the city, ranking 24th out of UK cities. By contrast, only 37% of Derby residents who left Derby to study chose to return, ranking 38th out of UK cities. It appears that Derby – as a graduate labour market - has a stronger pull to outsiders than to those who grew up there, particularly those attracted in to work in manufacturing. By building a stronger relationship with Derby students before the age of 19 and deepening their links to the local labour market, they may see more benefits in returning.

2.6.7 A youth NEET challenge, but also an adult unemployment challenge

Local authority data reveals that 16-17 year old NEET rates (incl. activity unknown) have been persistently high in Derby compared to surrounding areas and national averages (Figure 11.) – 1-1.5% points higher than Nottingham and 1.5-2% points higher than LEP and England averages.

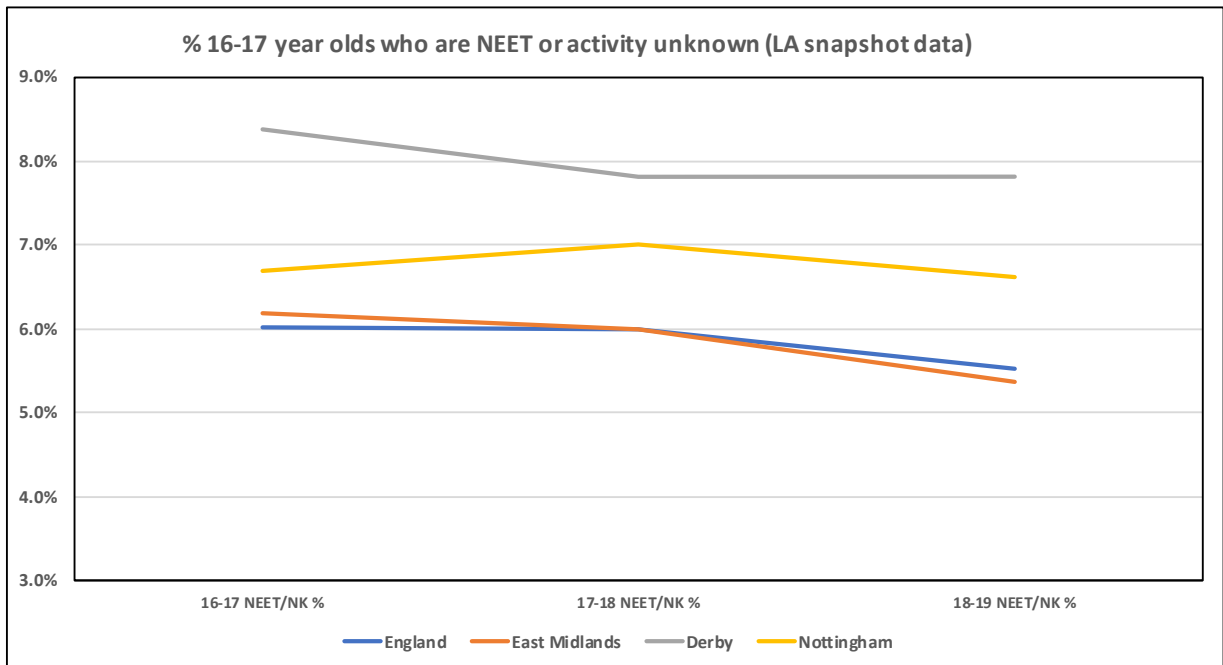


Figure 11: NEET rates 2016-17 – 2018-19

16-17 NEET vs Total Unemployment by LA
(121 common LAs; excl. some rural areas)

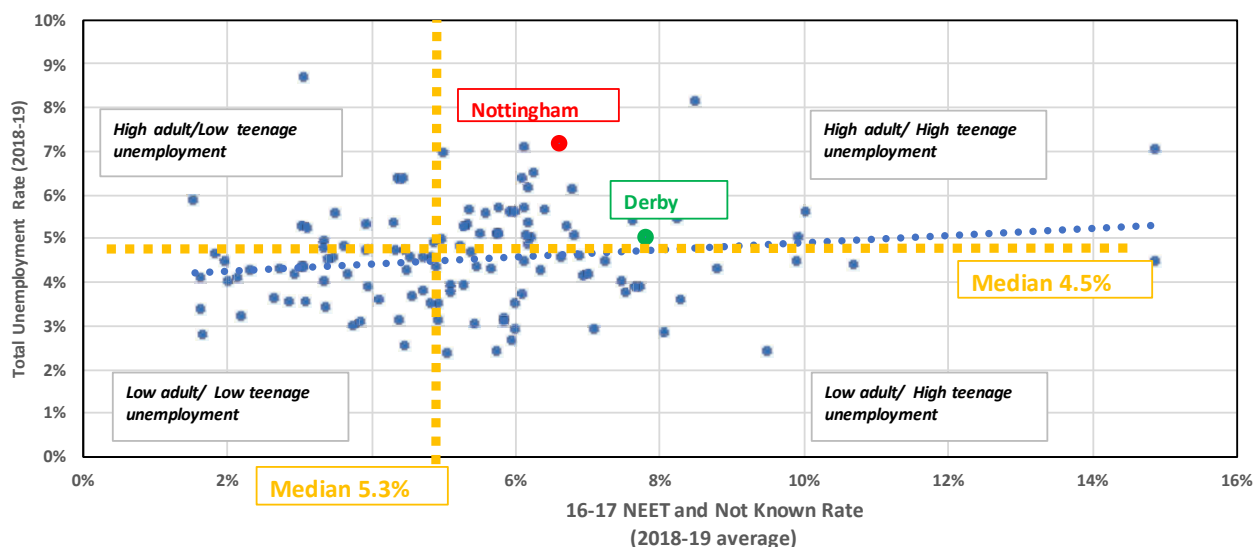


Figure 12: Adult versus teenage unemployment by LA

The issue is not driven by a problem with individual tracking or data management. The proportion of 16-17 year olds with unknown activity was 2.4% in Derby for 2018-19 compared to 2.9% for England as a whole and 1.6% for Nottingham.

Compared to other LAs, Teenage NEET is more serious in Derby relative to total unemployment. Derby is 13th worst out of 121 example LA areas¹⁶ for teenage NEET, vs. 38th worst for adult NEET. However, Derby remains in the quadrant of LAs with both high total and high teenage unemployment (see Figure 12).

A similar picture emerges for youth unemployment. The Learning & Work Institute developed an Employment Index that considers the employment rate for those aged 23-28, designed to account for the effect of university working patterns. Derby is around two thirds of the way down the ranking of LAs - 56th worst out of 150 (Nottingham is second worst).

2.6.8 A problem with inequality, social mobility and the most vulnerable SEND residents

The 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 Sheffield.¹⁷ This analysis used the overall Index of Deprivation, of which 45% is based on income and employment distribution.

The Social Mobility Commission has argued that Derby’s inequality is persistent by class and over time. In 2017, the State of the Nation report concluded that Derby, along with other older industrial towns (like Scarborough and Nottingham) were becoming “entrenched social mobility coldspots”. Derby ranked the 9th worst social mobility cold spot across all Local Authorities. Derby’s social mobility challenge is dragged down in particular by the early years stage where Derby ranks 4th worst in the country. The indicators used at the early

16 Selected based on overlap of data between model-based LA unemployment averages and LA-level NEET reporting – covers all UA-level LAs and excludes some more rural regions such as Cumbria and Lancashire.

17 Using the authors’ preferred analysis - the standard deviation of the LSOA (units of about 650 households) mean ranks for each LA. . University of York, Social Policy Research Unit, 24 October 2016, Which Local Authorities Are Most Unequal? Jonathan Bradshaw and Karen Bloom

years stage are the percentage of nursery providers rated ‘outstanding’ or ‘good’ by Ofsted and the percentage of children eligible for free school meals achieving a ‘good level of development’ at the end of the Early Years Foundation Stage (DfE data).

The Social Mobility Commission State of the Nation report (2019) focused on the regional picture, shedding further light on the challenges that might be facing Derby. Excluding London, all regions see more people with a professional background move away from their childhood region than those with a working class background – but the East Midlands sees a much larger disparity than the North and the West of the country: 45% with a professional background move away, compared to 25% with a working class background. The East Midlands is in the middle of the pack for the extent to which low earners aged 25-29 see a wage progression penalty for staying in the same region. The Commission reports “moving out is too often necessary to move up”. Inequality, mobility and vulnerability are often closely connected.

In Derby there are serious worried about provision for young people with special education needs and disabilities (SEND).

In August 2019, Ofsted wrote to Derby Council with “significant concerns about the effectiveness of the local area” in SEND provision, requiring the development of a Written Statement of Action. As well as issues in process, waiting times and parental engagement, the absence of an overarching coproduced strategy and the lack of joint commissioning actions were highlighted as challenges to be overcome.

The process and strategic issues identified by Ofsted are reflected in destinations data. The 2018-19 LA snapshot data reveals that 13.6% of 16-17 year olds with SEND (EHCP or Statement) were NEET or unknown to the LA, compared to 9.2% in England and 9.2% in the East Midlands as a whole. Nottingham faces an even larger gap compared to national averages of 9.1% points, compared to Derby’s 6.0% points. Also, refer to: section 4 below – vulnerable young people.

2.6.9 Potential priority areas indicated in ward level claimant count data

Claimant count data aged 18-24 closely follows overall patterns for total claimant count¹⁸ ratios and previous job-seekers allowance data. Data from September 2019

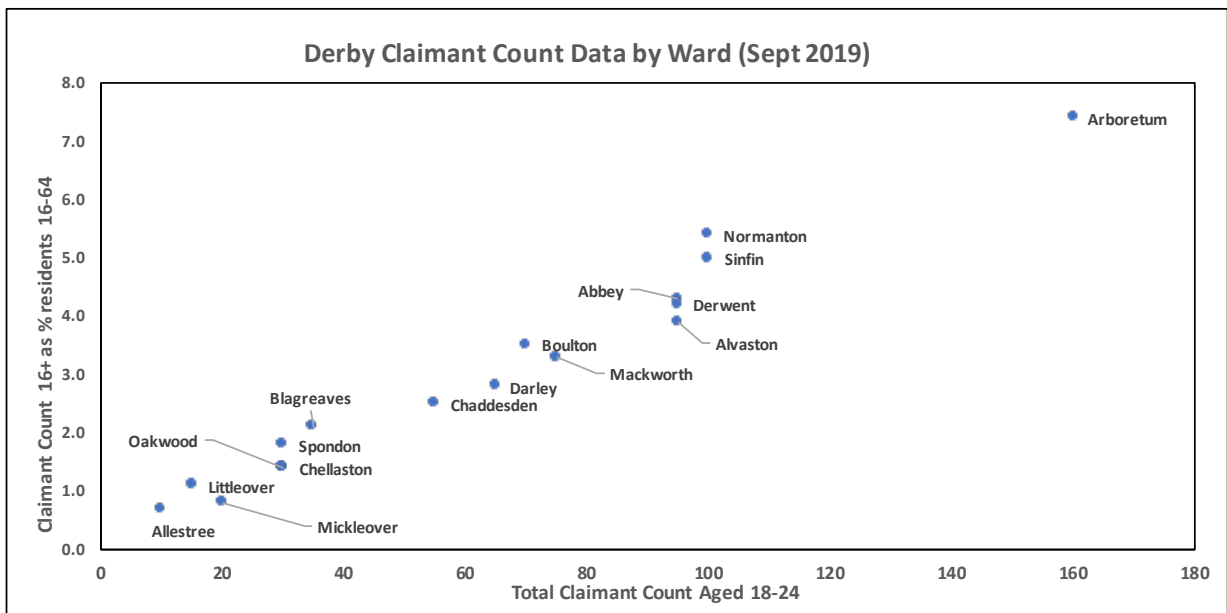


Figure 13: Derby claimant count

¹⁸ Claimant count: The number of people claiming Jobseeker’s Allowance plus those who claim Universal Credit who are out of work.

(NOMIS) identifies Arboretum as a priority ward for action, followed by a second tier priority for action in Normanton, Sinfin, Abbey, Derwent and Alvaston.

Although some wards can be identified as in greater need for support, it is important that core careers and employability provision is built around a universal entitlement. Otherwise, stigmas can become attached to engaging with support, risking a self-fulfilling spiral of poor self-perceptions, staff expectations and outcomes. Additional capacity can be scaled up from a broad-based universal entitlement, rather than creating discrete and qualitatively different support just for those in the most disadvantaged areas. There is a good foundation of careers support services in Derby city to build upon.

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3.0 Derby Schools and Colleges: Careers Capacity and Delivery

In this section, a brief overview of career learning developments in Derby primary schools is provided, followed by research findings from interviews with secondary schools/academies' head teachers and governors (including an online survey). In addition, findings from interviews, surveys and/or group sessions with Derby College staff, Careers and Enterprise Co-ordinators, Careers Leaders and Enterprise Advisers and a wide range of stakeholders working in education institutions provide a robust evidence-base on the current state of play in Derby's secondary schools/academies and colleges.

3.1 The national Careers Strategy (2017) set out a vision and key actions to improve careers support services for young people and adults across the lifespan. The government's expectation is for new approaches to careers provision to be tested, evaluated and rolled-out at national, regional and local levels. This work is designed to strengthen the work of key players such as schools/academies and colleges responsible for meeting the requirements stemming from the Careers Strategy. The Technical and Further Education Act 2017 requires schools to give all their pupils access to education and training providers to inform them about approved technical education qualifications or apprenticeships. The DfE statutory guidance stipulates that the careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.

3.2 Methodology

3.2.1 An overview of the approach for this strand of work is outlined below.

- Review of interim findings from 'Our Future Derby' focusing on career-related learning in Derby primary schools, and subsequent roll-out of the initiative to 33 primary schools in 7 inner city Wards.
- Twenty interviews with Head teachers¹⁹, which were semi-structured and covered three focus points: (i) Priority, Strategy and Focus; (ii) Gatsby, Careers Leadership and Funding; (iii) Sharing Good Practice, work with external partners/agencies/networks.
- Twenty responses from Secondary Schools/Academies Governors' through an online survey and five interviews were undertaken either by telephone or in person.
- Desk research and local data drawn primarily from Derby Careers and Enterprise Co-ordinators and the Careers and Enterprise Company²⁰. This included a review of previous audits on careers' capacity and delivery i.e. allocated time for CEAIG, external funding, Compass reports on progress towards the Gatsby benchmarks (available only from 16 schools/academies), usage of quality standards and detailed analysis of 22 school/academy and college websites.
- Nineteen telephone and/or face-to-face interviews with Careers Leaders.
- Twenty-five responses from an online survey of Careers Leaders representing all 22 secondary schools/academies and colleges.
- One hundred and sixty seven responses from a teachers' survey.
- Four visits to secondary schools/academies, including SEND institutions,

¹⁹ 1 head teacher was unavailable to contribute to the research.

²⁰ The CEC at a national level were unable to share detailed findings on individual local schools/academies and colleges progress against the Gatsby Benchmarks due to confidentiality restrictions.

and Derby College to carry out focus group meetings with a total of 41 young people.

- Sixteen out of 22 completed 2 page CEIAG institutional summary audits returned from secondary head teachers in each school/academy and college checked and returned for factual accuracy.

Primary schools: Career-related learning

3.3 Our Future Derby²¹ is an innovative career-related learning programme, commissioned by the Derby Opportunity Area Board: ‘Broadening Horizons Group’ in early July 2019. This was piloted in seven schools and their surrounding local communities between 1st July 2019 – 31st August 2019 in the Wards of Sinfin, Normanton, Derwent, Chaddesden, Boulton, Arboretum and Abbey. From September 2019, a total of 32 primary schools in the 7 Wards have signed up to the programme. The main aim is to:

- Provide schools, employers and parents with user-friendly CRL support resources that will enable the differing parties to

fully understand the vision and goals underpinning the Derby programme.

- Provide children with inspirational speakers and activities, including a well-publicised summer school programme.
- Reach out into schools and local communities drawing on the highly successful Learn By Design approach in Derby that brings world of work activities into the classroom and local communities, supported by the East Midlands Chamber of Commerce and Education and Employers.
- Include for each school the opportunity to access at least 3 career-related learning activities, as well as other employer driven activities
- Engage with parents and/or carers to raise awareness of the programme and available materials to facilitate career discussions both at school and at home.

Early interim research findings below for illustrative purposes only from 7 pilot schools (September 2019) highlight children’s most popular career choices by gender.

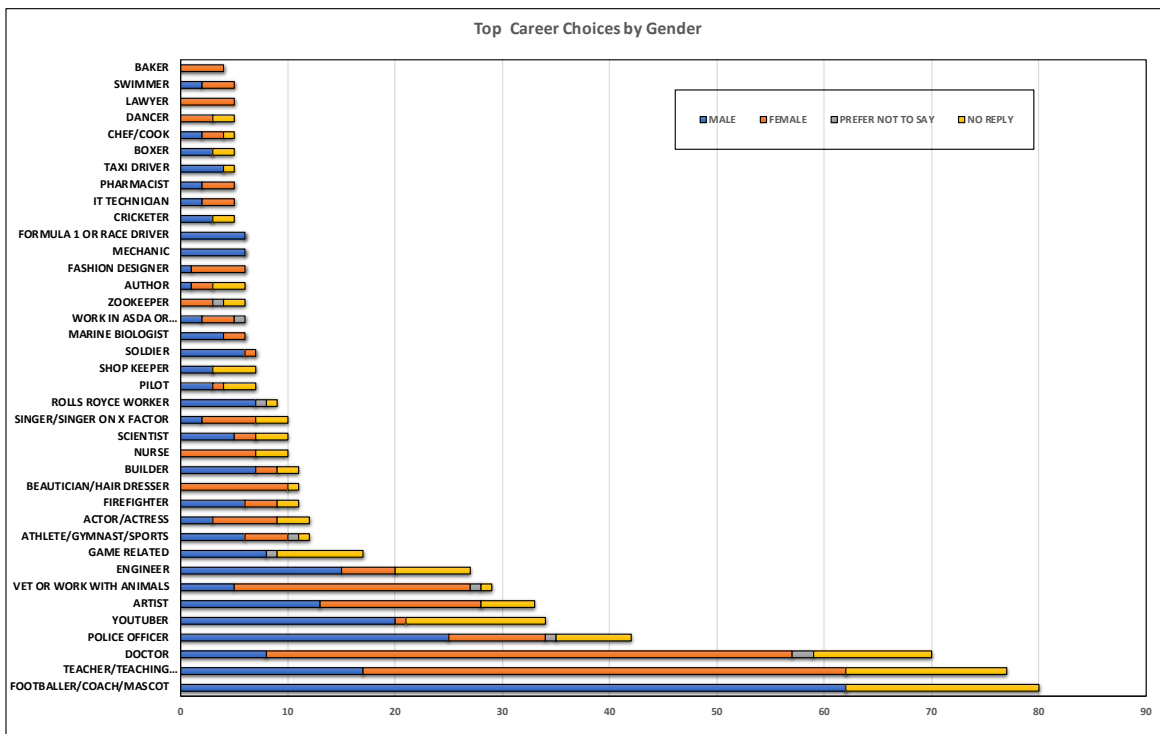


Figure 14: 7 ward cohort of Derby childrens’ most popular career choices by gender

21 <https://www.educationandemployers.org/ourfuturederby/>

From September to June 2019, teachers in the classroom are participating in continuous professional development (CDP) to embed careers in subject areas. They are also in the process of piloting a new children’s ‘Career Log’ designed to capture their ‘can do’ skills and early career aspirations. The intention is to connect this into the Derby schools transitions development plan.

Secondary schools/academies and colleges.

Head teacher perspectives

3.4. There are 22 secondary schools/academies and colleges within the agreed parameters of this research i.e. 21 secondary schools/academies/colleges and Derby College – refer to Appendix 1. Since the legal responsibility for CEIAG in secondary schools and colleges in England was transferred to secondary schools/academies and colleges in September 2012, the capacity and delivery of this provision has rested with school governors and senior leaders. Secondary Head teachers in 20 out of 22 schools/academies and colleges were interviewed, with one Head teacher unavailable to feed into the research.

The breakdown of the secondary schools/academies interviewed by type include:

- 11-16/18 mainstream schools (n=14)
- University Technical College (UTC) (n=1)
- Pupil Referral Units/Alternative Provision (n=2)
- Special Educational Needs and Disabilities (SEND) institutions (n=4).

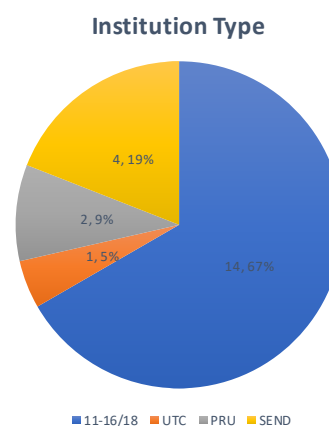


Figure 15: Institution types interviewed

3.5. Of the 20 Head teachers interviewed, all respondents articulated CEIAG as a high or important priority for them and their students.

The responses included including SEND, PRU and Mainstream institutions:

“It’s central to what we do.”

(Secondary School Head teacher)

There were a variety of interpretations in the way CEIAG applied to the school and/or students. For example:

“A priority is for specific Advice and Guidance around pathways, for example in Year 11 ‘What will you apply for?’. We also look at the curriculum and job roles through curriculum in Year 7 and job roles related to subjects.”

(Secondary School Head teacher).

The above quote illustrates the nature of the CEIAG work as being about work readiness and employability and the raising of aspiration as being a result of this.

However, an alternative outlook was framed as:

“Too often kids are seen as suitable for specific vocational areas like bricklaying. I don’t see our role as creating a supply chain for Rolls Royce”

(Secondary School Head teacher).

The implication within this comment and throughout the interview - echoed in other Head teacher interviews - the building in of careers into the curriculum and school life was as much about raising 'agency' in pupils and building confidence, as it was about raising aspiration.

As another Head teacher stated:

“These kids do have aspirations and ambitions. It’s not that they don’t. They don’t have confidence or hope.”

(Academy Head teacher)

In the majority of responses, engaging with employers in school was seen as a high priority and critical to both preparing students for work and also raising their awareness of the links between their academic studies and their future lives. When it comes to employers coming in to schools a Head teacher indicated:

“Impact on aspiration and results. If students are better informed about the pathway for them, it raises aspiration.”

(Secondary School Head teacher)

In a small number of responses, teaching in subjects was articulated as being the illustration of the priority given to CEIAG, with one school setting performance targets for all teachers on linking the teaching to careers.

“See it [linking careers to subjects in the curriculum] as crucial in enthusing students. If they don’t know what they can use subjects for it impacts their motivation and ultimately results.”

(Secondary School Head teacher)

Gatsby Benchmarks were seen as helpful and providing a framework for ensuring that CEIAG was discussed at a senior management level in senior leadership teams (SLTs). There was a mixed response in relation to the level of confidence in being able to achieve the Benchmarks:

“Working towards Gatsby Benchmarks. Won’t meet them all but no school will.”

(Secondary Head teacher)

“The benchmarks are a good framework for auditing our work. We audit it at SLT when the Careers Leader brings the Compass Results for discussion.”

(Secondary Head teacher)

“Doing Gatsby 8 is a challenge. Thinking of buying in additional support.”

(Secondary Head teacher).

3.6 Head teachers frequently saw social mobility/aspiration as fundamental part of their priority and strategy.

The word 'aspiration' featured in all interviews:

“Assistant Head teacher closes gaps for pupil premium and SEND and disadvantaged students and CEIAG is a link, which we prioritise for those pupils. Raising aspirations important for those pupils.”

(Secondary Head teacher).

There was common agreement across all interviewees that social mobility was either explicitly or implicitly a key aim of CEIAG activities in the school (in line with stated DfE Government Policy, Careers Strategy, 2017²²).

“Holistic development is as important as academic...School vision of improving life chances for all students. Share that with students every week. Students need to be part of it.”

(Secondary Head teacher)

The exploration of what this meant for students varied between SEND, PRU, and Mainstream schools. For SEND and PRU students it was clear that respondents agreed that aspirations and social mobility were impacted by Post-16 options for vulnerable students. For instance, when asked about the Careers Leaders role, one SEND School Head teacher stated:

22 <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

“It is to facilitate transition...the challenge for SEND schools within CEIAG is huge...raise aspiration and give them role models. A lot of SEND children are from disadvantaged backgrounds. We need to give them a foundation to see themselves as able to do jobs. It’s a huge challenge for [SEND School] as we don’t have a 6th Form. So when they leave us it’s a very big change in environment, going from small nurturing to a bigger, busier one...We work really hard to get the kids to highest level we can. Aim for Level 1 in English and Maths. If not it’s a big barrier for the children. Not having the 6th form is a big issue. By 18 years old, some are keen to follow level 2 but don’t have level 1 sometimes which means that they are unable to progress.”

(SEND School Head teacher)

Aspiration and social mobility were seen in mainstream schools as both raising the possibility of diversity of opportunities, such as university for working class students and/or offering appropriate vocational routes to middle class students. Interestingly, skills were seen as a key part of that mission:

“Helping to create 21st century students and developing softer skills. Getting them to think about where do they fit within the world? And consider jobs that haven’t been invented yet and having resilience. Team work and being able to cope with change and difference.”

(Academy Head teacher)

A common underlying assumption was that building cultural capital²³ and social capital²⁴ in students would improve social mobility.

“Aspiration – not every child will or can go to University, but the work we do is around confidence that they can go to university if they want to and is right for them. We also want to give them knowledge of work areas and give them experiences of it, whilst also saying that academia is important. Children here are entitled to same level of networks etc as top children in the country.”

(Secondary Head teacher)

3.7 Some viewed CEIAG as a vehicle for raising aspiration and social mobility.

This was used as an example of how social mobility and aspiration could be facilitated with such things as personal guidance, options on pathways post 16 and contact with external speakers from industry and business. This was common across all interviewees in all school settings:

“A key priority for CEIAG is that it looks at the holistic individual. Taking young people out of lesson is an example of our commitment to that. Raising aspirations seen as strength in school and CEIAG activities are key to that.”

(Secondary Head teacher).

It was particularly important in SEND schools to have personalised/tailored opportunities to allow for students to demonstrate what they can do and challenge the perceptions around what they cannot do. This was also a key point in the perception of a narrow offer for SEND students Post-16:

“Danger of dumbing down what the students are capable of, but then again the danger is preparing students for an opportunity that isn’t there.”

(SEND School Head teacher).

²³ Cultural capital” was first set out in the late 1970s and 80s by the sociologist Pierre Bourdieu. While “economic capital” helped explain the material advantages that the middle and upper classes controlled across society, “cultural capital” facilitated educational inequality. So certain children were at an advantage at school because they had greater access at home to cultural knowledge and experiences.

²⁴ Social capital is defined by the OECD, Paris as “networks together with shared norms, values and understandings that facilitate co-operation within or among groups” - <https://www.oecd.org/insights/37966934.pdf>

3.8 All head teachers recognised the need for student and staff employability and careers knowledge.

Being employable and for students to have knowledge of relevant opportunities and pathways was seen as a key requisite for schools to fulfil. There were a number of Heads who felt it was as important as achievement in Maths, English and Science. Further exploration of the pressures on schools/academies pointed to the squeeze on resources for educational institutions to do this justice, as well as discussion on the best methods to do this, which were not always clear to Head teachers:

“Being able to present what’s available in a coherent way. At the moment we are like a magpie; we fly in and grab things from what’s available. This makes it hard to do long term planning. We just try to make it fit in year groups from what’s available so we don’t miss out on opportunities like Careers Local or DANCOP. In a way the Gatsby Benchmarks provoke that.”

(Secondary Head teacher).

3.9 Leadership of careers was delegated to an Assistant Head who line manages a Careers Leader in nearly all cases.

Most Headteachers have an element within their Development Plans devoted to CEIAG, with one school having Teacher Performance Management targets linked to teaching careers in subjects. In a number of schools CEIAG falls under a related brief for a Senior Leader. The priority given to CEIAG itself, outside of wider work on cultural capital, enrichment or personal development, was not always as high profile across all schools. In PRU and SEND schools CEIAG was seen as a critical tool for ensuring students had appropriate post 16 pathways:

“CEIAG is genuinely a key driver for social mobility and we are clear with governors. Destinations and GCSEs are not always a fair benchmark for our students. In a PRU its important in what we’re trying to achieve. Pupils leaving with skills knowledge and

experiences is really important in what we give them to leave as the post 16 options for them are not always there, so they need to be equipped.”

(PRU/AP Head teacher)

Work experience was mentioned as a key method for achieving Gatsby Benchmarks, but this has resource and finance implications which, in some cases, feel unsupportable in future:

“Work experience works well in terms of informing students about what’s available. Everyone goes out. It’s a major commitment from the school. Lot of schools struggled to maintain that. ... both a success but also vulnerable in the future if we can’t find a way to resource it. We are looking at costs. Looking to share costs and admin load on that across the City, in particular, where schools are running a similar programme. Potentially under threat as resources gets tight.”

(Secondary Head teacher).

A further area of common agreement is the issue for short-term, targeted funding:

“We have a full time Careers Leader, but we access additional funding envelope from CEC that [Careers Leader] has autonomy to spend. [Careers Leader] bids and funds some work from other sources, for example DANCOP.”

(Secondary Head teacher with a Careers Leader who bids for external short term funding).

This was ameliorated by the proactivity of Careers Leaders, where bidding for funds for specific activities or posts was welcomed. This ultimately mitigates against sustainable, long term solutions for CEIAG provision. Additionally, the proactivity of Careers Leaders in accessing funding means schools/academies with Careers Leaders who do not have the capacity to write bids miss out.

“[Careers Leader] received some DANCOP funding – we funded a Careers Admin for 12 months to report on the English tutoring we were doing.

We found the funding difficult to access and the returns for students meant we had to employ careers admin to account for the external funding we brought in. If the process is too complicated we wouldn't access the funding again. We gave up with it. It depends on capacity in school available to bid and administer it."

(Secondary Head with a part-time Careers Leader).

3.10 Good practice sharing was not a feature of Head teacher relationships on CEIAG.

However, there was acknowledgement that a lot of good practice sharing occurred though the Careers Leaders network, facilitated by Jacqui Kinch (Careers and Enterprise Co-ordinator).

The main barrier cited by the majority of interviewees on good practice CEIAG sharing was the pressure on time commitments at the Secondary Schools Group (SSG) meetings. The agenda has a number of competing priorities and the ability to find time to share good practice on any area of work was challenging.

For example one SEND Head teacher pointed out:

"There is no city-wide SEND CEIAG network... there are 'pro's and con's to these things. If we're not part of mainstream agenda we miss out and so we prefer to work through mainstream."

(SEND Head teacher)

Head teachers were almost unanimous in citing the ability to contact colleagues for support, whilst schools in Multi Academy Trusts (MATs) also noted the support available from outside the City.

The Careers and Enterprise Co-ordinator (schools) on secondment to D2N2 LEP from Derby City Council was also cited as providing support to Head teachers. It was noted by Head teachers in MATs there were frequently competing priorities to contend with as a result of a MAT having links outside the City. Any attempt to create good practice sharing amongst Head teachers would need

to be cognisant of the range of demands on Head teachers and be clear on purpose and objectives.

3.11 Funding is needed to supplement stretched school budgets.

Unanimously Head teachers agree that funding for CEIAG work is required if it is to be more successful.

School funding was often difficult to ascertain for CEIAG as a range of staff were frequently involved at different levels. Head teachers were generally aware of external funds coming into school but not always clear on amount and source:

"School careers budget for [Careers Leader] – £2000. We have money from CEC which is the third year of funding. May get another year of CEC money. We are working with our Enterprise Adviser on sustainability. We also had Careers Local, but I'm not sure how much. We got very little DANCOP."

(Secondary School Head teacher)

Head teachers were able to articulate who in the school had a role in CEIAG. This varied from school to school, and in SEND and PRU schools in particular, where due to size and scale staff could cover a range of roles that were due to the importance those schools placed on preparing children for the next step. As a result, knowledge of exact spend in every school/academy on staff full-time equivalent (fte) dedicated to CEIAG was difficult to ascertain. Of the 16 head teachers who completed the individual updated audit papers on CEIAG for this research, only three schools and academies could specify a ring-fenced budget for CEIAG.

There were three main areas of concern:

- 1. Personal Guidance** – Headteachers feel that they do not fully understand the quality assurance around provision, and the market remains something of a mystery in relation to qualification type and level. Relative cost was something that Headteachers were unsure of. There was a wide range of arrangements for Personal Guidance:

- a. Careers Leaders undertaking Level 6 training and delivering it as part of their role;
 - b. Directly employed advisers, usually with a previous relationship with the school e.g. from Connexions;
 - c. Directly employed on a part time/ shared basis with other schools/Trust;
 - d. Bought in adviser from a provider e.g. Ideas4Careers.
2. **Too often external funding requires a disproportionate amount of work** to obtain for relatively small amounts that come with restrictive requirements. Careers Local was cited as an example of this. Additionally, increasingly smaller amounts were required, and in some cases, the funding was spent on staffing to account for the funding spend itself.
3. **Work Experience** – the cost of organising, administrating and coordinating work experience for students, either in blocks or intermixed over a longer period of time required staff time that was not cost effective for schools to burden in isolation. Short term funding had met the gap in a number of cases with DANCOP funding being used to pay for admin time to meet the needs, but this funding is now no longer available for this type of activity.

3.12 Being open to strengthening CEIAG networks and support

Heads were across the interviews open to being part of a network of support on CEIAG. There were some reservations about time commitments balanced against the demands of being part of a Multi Academy Trust, as outlined above. However, the tension between local and organisational demands should not distract from a point made by a PRU Head Teacher about the most vulnerable students and the need for cooperation and communication for the most vulnerable students:

“Alternative provision (AP) is a revolving door for students – they

have a short time in KS3. Work between destination school and ourselves could be better. Y10 and Y11 it’s a high priority. We have to do a lot of ‘hand holding’ with those students and building resilience...It takes a lot of work for them to feel they can do something outside.... Sharing of practice at a higher level between Heads would improve perceptions and understanding. Something needs to happen to bring that together. We get lots of emails, but not brought together enough and so this feels individual. Heads need headlines of understanding rather than lots of detail.”

(PRU/AP Head teacher)

Summary

- The strategy to identify potential funding streams for CEIAG activities to supplement schools’ commitment of staff time (Career Leaders).
- The strategy and action plan consider opportunities for Head teachers to agree a shared commitment to staff time and approach on CEIAG e.g. a clear agreement that a Careers Leaders would have a minimum amount of their role allocated.
- A proposed model for Derby CEIAG delivery would appeal to Head teachers if it provided clarity on staff training, cost and quality on the delivery and procurement of personal guidance. A simple to understand offer would appeal to Head teachers.
- The offer to schools should recognise the development of Multi Academy Trusts and seek to allow flexibility for schools to engage with the strategy without compromising Trust wide strategies and activities.
- Funding should align with individual schools’ priorities for CEIAG and should not be short-term and require too much bureaucracy to obtain.
- Any model for sharing good practice would need to consider the appropriate

choice of schools as several Heads expressed poor experiences in the past of schools in specific contexts being given ‘mentoring’ roles without explicit expertise in a given area of work e.g. CEIAG.

Governor perspectives

3.13 An online survey was conducted from 10th October 2019 - 3rd December 2019. The survey was disseminated through Derby City Council and the National Governance Association²⁵. School Governor responses were received from the following secondary schools/academies:

- St Benedict’s School
- Allestree Woodlands School
- City of Derby Academy
- St Martin’s School
- Da Vinci Academy
- Littleover Community School
- Derby Moor Academy and Sixth Form
- The Bemrose School
- Landau Forte College
- Noel Baker Academy
- The Kingsmead School
- Derby Pride Academy
- Chellaston Academy
- Four respondents declined to state which school they represented.

Responses were representative of the SEND, PRU/AP and mainstream schools, although it is acknowledged this is a relatively small sample size. This also includes both 11-16 schools/academies and 11-18 schools/academies and institutions from a range of differing socio-economic circumstances.

3.14 Governors interviewed had an interest in CEIAG and were involved in strategic decision making, as part of a sub-group or committee of the Governing body within school. The four governors interviewed were able to articulate the priority for careers in the school and understood the Gatsby Benchmarks as measures for achieving good quality CEIAG. Three of the Governors interviewed met with the Careers Leader and a Senior Leader on a regular basis to interrogate the Gatsby Benchmark data for the school.

3.15 All four Governors interviewed also noted their school’s ethos on educating children beyond the need to be able to pass exams/teaching to the test. As one Governor highlighted:

“Schools need to understand that they are not keeping up with demands in business. For example in my work place we talk about ‘failing early, failing fast, failing efficiently’ to learn from mistakes.”

One Governor noted the difficulty in having lots of short termed funding. They explained the pressure that puts on schools to obtain the funding which may or may not align with that schools’ priorities for CEIAG.

All five Governors saw the Gatsby Benchmarks and the Careers Leaders role as a positive, although there were discrepancies between the understanding or purpose and role amongst the Governors for Careers Leaders. There was some confusion between whether it was a strategic role or an operational role.

3.16 Governors who completed the survey were in the main aware of the role of Careers Leaders – 14 out of 20 respondents were clear on the role of the Careers Leader and knew who it was in school.

- Ten out of the twenty governors surveyed answered that they raised questions on CEIAG at Governors meetings, in meetings with staff or when reviewing the School

²⁵ <https://www.nga.org.uk/Home.aspx>

Improvement Plan which had a specific section on CEIAG.

- Three governors responded to say that CEIAG was not discussed at governor meetings, with another three responding that they thought it was in the School improvement plan and was reviewed in a general way as part of that process, but CEIAG was not reviewed explicitly.
- Of the twenty governors surveyed, 10 were able to describe at least one activity, typically work experience that the school undertook within CEIAG.
- Eight governors of the twenty-five surveyed or interviewed were either aware of the link governor for CEIAG on their governing bodies, or held that position themselves.
- All five governors interviewed were aware of the Gatsby Benchmarks. Of the twenty governors surveyed, eight were aware of the Gatsby Benchmarks.

Summary of outcomes

- Governors felt that more opportunities for collaboration would be a positive, although they were reluctant to provide any assessment of the current opportunities available. This was due to their distance from the operational work of CEIAG as a governor.
- A Derby event on CEIAG aimed at governors and/or an online briefing for governors should be created that covers Gatsby Benchmarks and the requirements of OFSTED on CEIAG and Gatsby Benchmarks.
- All Careers Leaders should present to their governing bodies on the CEIAG strategy at least once in an academic year.
- Funding was seen as a key issue, even though governors felt their schools individually were funding CEIAG

adequately, more funding would from their perspective improve outcomes for more young people.

Careers Leader perspectives

3.17 The national Careers Strategy, published in December 2017²⁶ provided secondary schools/academies and colleges across England with more direction and structure through the introduction of the Gatsby Benchmarks²⁷. This policy direction was supported by the development of the Careers Enterprise Company (CEC)²⁸. Since 2018, the CEC has supported Derby's schools/academies and colleges by funding:

- Two Enterprise Coordinators (1 fte (Schools/Colleges) and .75 fte (Employers)); and
- An Enterprise Adviser in 21 of the 22 schools/academies and colleges in scope for this research; and a wide range of costs for CEIAG staffing and activities in certain schools/colleges.

3.18 All secondary schools/academies in scope for this research (apart from one special school) have someone in the role of careers leader, albeit as an add-on to existing roles in some cases.

3.19 The provision of CEIAG is not spread evenly across the city's schools/academies and colleges. For example:

- Although the schools that provided information have a designated careers leader, the allocation of time and funding for this role varies considerably.
- Only one school has a full-time careers leader and six schools have a part-time careers leader for between one and four days a week.
- In 13 schools a member of staff, e.g. subject teachers, assistant head teachers or librarians, are the designated careers leader with an allocation of one day

²⁶ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

²⁷ Op.cit 19

²⁸ <https://www.careersandenterprise.co.uk/>

a week, three hours a week or one or two hours a fortnight in nine schools. However, in four schools, the person is required to fit the role into their other duties, with no specific time allocated for it.

- Four of the 21 schools that provided information do not currently offer their students access to a career adviser with a specialist qualification at level 6. Two of these are special schools where senior leaders stipulate that careers guidance is part of the curriculum and/or covered by teachers. The other two schools say that there is no funding for this provision.
- Most of the schools that do provide access to professionally trained and/or qualified careers advisers use Connexions staff or other external organisations and four use their own careers leaders to provide student 1:1 interviews.
- All these schools said that they prioritise this provision for students in Year 11 and

/or those that are at risk of being NEET and for students in Years 12 and 13, where relevant. The table below shows the significant difference in the number of hours per week allocated to professional careers advice.

Evidence on hours and days of CEIAG management and provision

3.20 This research evidence is drawn from 21 secondary schools/academies/college institutions - it does **not** include Derby College. More detailed information is provided below in paragraph 3.70 on CEIAG provision within Derby College. It should be noted this data draws upon evidence made available from the CEC Coordinator (Schools) which has been updated and extended based on these latest research findings from careers leaders and Head teachers responses.

3.21 Derby secondary schools/academies and colleges - Careers Leaders' position within the institution

Careers specialist trained professional	Teacher/manager role with careers professional qualification (2) or working towards one (4).	Teacher, assistant head teacher (Geography, IT, history, PSHE,	Other role (Librarian; enterprise co-ordinator, HE administrator)	None – special school with no careers leader.
3	6	8	3	1

3.22 Hours allocated by institutions for Careers Leaders role²⁹

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 rile	Not stated
1	1	1	3	3	3	1	1	5	1

²⁹ Responses from 20 of 22 schools, not including Derby College. This does not include the special school that integrates CEIAG into its curriculum to prepare for adulthood involving the full team.

3.23 Does your school or college employ a professionally trained and qualified careers adviser to provide independent careers guidance?³⁰

Yes (may be from Connexions or other organisation)	Yes, from Connexions	Done by CL, supported by Connexions in two of the schools	No.
6	7	3	5

Of the five institutions that responses no, 3 are special schools; one of them had funding in the previous year, the Pupil Referral unit (P)RU and University Technical College (UTC) indicated there was no funding.

3.24 Time allocated to the delivery of professional careers advice

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	None (see above)
2	1	1	3	4	1	5	5

Of the five institutions that did not state the hours:

- One uses someone from Connexions (L6) to support those who are at risk of being NEET. The careers leader supports other students.
- One also uses someone to support those who are NEET.
- Another uses the support to focus on Years 11, 12 and 13.
- Not specified x2.

3.25 Approximate hours for Years 7 and 8 as part of career plan

Access to CEIAG activities varies significantly for young people in the same Year group but attending different schools – as is shown in the tables below.

6 hours a week*	20 - 30 minutes a week	1 hour a week (PHSE)	2 – 4* full days	8-10 hours	3 – 7* hours	PHSE or tutors' session or form times*	Not stated	None
1	2	1	2	1	6	3	3	1**

*May also include tutors sessions, assemblies and extra-curricular activities UTC starts at Year 10

**Part of curriculum in preparing for adulthood.

3.26 Approximate hours for Year 9 as part of career plan

20 - 30 minutes a week	1 hour a week (PHSE)	10 full days	2 – 4* full days	8-10 hours	3 – 7* hours	PHSE or tutors' session or form times*	Not stated	None
2	1	1	1	2	6	4	2	1**

*May also include tutors sessions, assemblies and extra-curricular activities

UTC starts at Year 10

**Part of curriculum in preparing for adulthood.

³⁰ Responses from 21 of 22 schools and colleges, not including Derby College.

3.27 Approximate hours for Year 10 as part of career plan

45 minutes a week + 45 minutes PHSE	20 - 30 minutes a week	1-2 hour a week (PHSE)	6 full days	2 - 4* full days	12-15 hours	8-12 hours*	3 - 7* hours	PHSE or tutors' session or form times*	Not stated	None
1	2	2	1	1	1	1	6	3	2+	1**

*May also include tutor time, assemblies and extra-curricular activities, including mock interviews (1) and work experience (1)

+ At the UTC, activities are integrated

**Part of curriculum in preparing for adulthood.

3.28 Approximate hours for Year 11 as part of career plan

45 minutes a week*	20 - 30 minutes a week	1-2 hours a week (PHSE)	6 full days	2 - 4* full days	22 hours + drop down days	8-15 hours*	3 - 7* hours	PHSE or tutors' session or form times*	Not stated	None
1	2	2	1	1	1	2	5	3	2+	1**

*May also include tutor time, assemblies and extra-curricular activities, including mock interviews or advice evenings

+ At the UTC, activities are integrated

**Part of curriculum in preparing for adulthood.

3.29 Approximate hours for Years 12 and 13 as part of career plan³¹

20 hours + dropdown days Year 12 (12 hours for Year 13)	20 hours	10 hours	6-10 hours	3 hours	Tutorial time, when requested	Integrate activities
1	1	1	1	2	1	1

³¹ Out of 8 institutions.

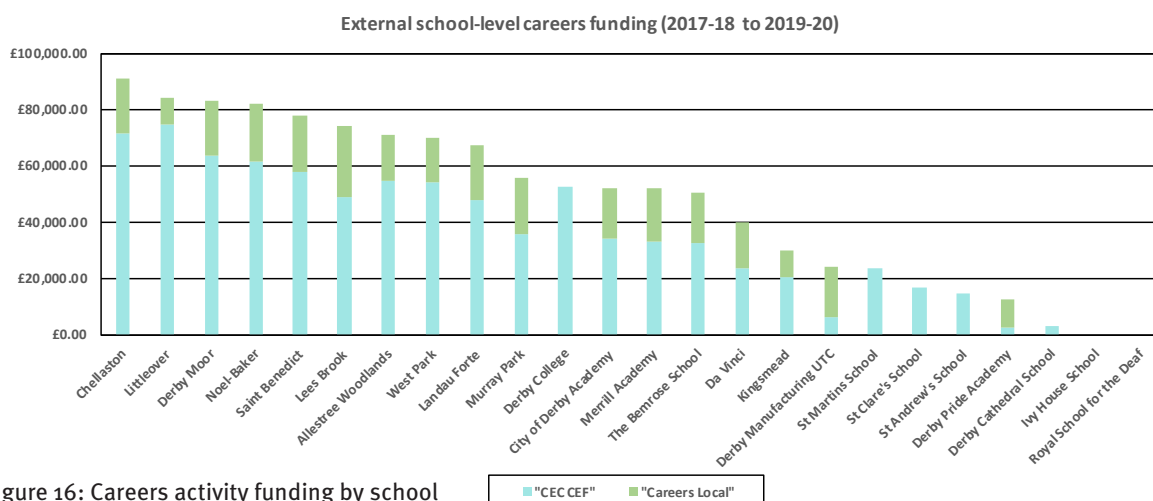


Figure 16: Careers activity funding by school

Funding

3.30 Figure 16 above begs the question “Has spending so far been proportionately in the right schools and colleges? This merits closer scrutiny in any review of funds 2020 and beyond. For example, out of the four schools receiving most funding, three of them were the top scoring of these schools for 5 GCSEs, including English and maths, at grade 5 or above.

A high proportion of the schools/academies and colleges are using external funds, mainly through the Careers and Enterprise Company (CEC) and DANCOP, for a substantive proportion of their CEIAG provision. Other funding resources have included Careers Local and DANCOP, match-funded by D2N2.

Additional funding streams have supported many of the schools to increase access to individual careers advice for some of their students. The funding has also been used for careers-related resources, such as Unifrog³² and Go4Schools³³ and specialist training to level 6 for careers leaders and other staff.

The funding allocated to schools and colleges from the Careers and Enterprise Company (CEC) was £304,992 in 2017/18 and 2018/19 and will be £200,220 in 2019/20. However, the data on the funding shows a high cost per capita in some of the projects. As well as funding for careers leaders and personal guidance, external funding has also been

used for employability activities, mentoring, careers talks, enterprise challenges, staff training and administration. There are concerns over future funding for these activities beyond this year.

Only three of the 21 schools provided information on their school’s budget allocated to staff for CEIAG. Their responses were:

- 2 days a week, external;
- 2.5 days a week careers leader; £4,000 a year;
- £25k full-time equivalent (FTE) pro rata – 3 days a week.

None of the 21 schools provided information on the budget for careers activities and materials, indicating that this information was not readily available. Many of the careers leaders said their school/academy/ college provided some funding for materials and transport to careers fairs, visits to employers etc.

Schools/academies and colleges websites

3.31 The Technical and Further Education Act 2017 requires schools to give all their pupils access to education and training providers to inform them about approved technical education qualifications or apprenticeships. The DfE statutory guidance stipulates that the careers programme should be published on the school’s website so students, parents,

³² <https://www.unifrog.org/>

³³ <https://www.go4schools.com/>

teachers and employers can access and understand it.

3.32 Figure 17 below shows that while nearly all the 22 schools and colleges have published their careers policy or objectives for CEIAG, only half of them have published a provider access statement.

Named Careers leader	15
CEIAG policy or objectives	18
Careers plan: Programme or list of activities	18
Provider access statement	11

Figure 17: Published careers policy

3.33 Eighteen institutions in Derby have a careers programme or equivalent published on their website.

3.34 Other information on the websites were as follows. (The numbers below represent the number of schools or colleges that included this information on their website.)

Pupil entitlement statement	4
Reference to Gatsby benchmarks and/or activities mapped to them	3
Links to external websites	8
Reference to work experience	2
Section on apprenticeships	3
Links between careers and curriculum areas	6
Employer engagement	2
Information on learners' destinations	2
Meet the team	1
Career/job map linked to subjects	1*
Career booklet for parents (and pupils) or employers	2*
Careers and enterprise assessment	1*

*These are examples of good practice.

Figure 18: Examples of Good CEIAG Practice

Many of the schools and college's websites are used to provide students and parents with a central platform on careers with wide range of information and weblinks. However, a few of the careers leaders admitted that updating the careers website was often a job their 'to

do list' and that it often needed updating. The five websites for careers that stood out were well structured and easy to find on the school's main website and they included most of the above information.

- Derby College
- Littleover Community School
- Royal School for the Deaf Derby
- The Bemrose School
- Da Vinci Academy.

Quality of careers plans

3.35 Eighteen of the 22 websites reviewed for this research had a careers plan in some form. The Gatsby Benchmark 1, that requires a stable careers programme, suggests that careers activities should include: assemblies; enrichment activities; tutor time; PSHE; employer encounters; workplace experiences.

3.36 The careers programme reviewed varied in the detail provided, the range of activities included and the extent to which the programmes supported students' development of skills and knowledge related to making decisions about their future. The plans typically included charts with the activities for each Year group. Three of the schools specifically for students with SEND have specified that their programme is embedded into the curriculum and their development for their next step.

3.37 The majority of the career plans include PSHE as the main vehicle for CEIAG which is either delivered in timetables sessions or by tutors in tutorial time, supplemented by assemblies in some schools. Students in Key Stage 4 typically receive the highest number of timetabled hours and time for other CEIAG activities, that ranges from three hours a year to two hours a week. Eleven schools use 'drop-down days' for external activities and some of the other schools embed extra-curricular activities into the main curriculum.

3.38 The drop-down days and extra-curricular activities typically involve employability and enterprise workshops, mentoring and mock interviews, often set up

by external providers or in partnership with employers. Careers fairs are either arranged internally by the schools or in partnership with local organisations, such as skills days that are open to all young people and their parents.

3.39 Some of the career plans mapped the activities to the Gatsby benchmarks and a few linked careers to the main curriculum. However, very few plans specified use of LMI, and this was a resource that most of the career leaders identified as an area for improvement.

3.40 The more effective careers plans reviewed included the following characteristics:

- The careers plan relates directly to the strategic objectives for career guidance across the school
- Activities are closely linked to clear learning objectives for each year group, especially where the plan is for only a few hours across the year
- There is well-planned continuity from Year 7, through to Years 11 and/or 13.
- The plan also links the subjects to the world of work and develops students' reflective and creative thinking, as well as their employability skills.
- Activities are carefully sequenced build on students' development of employability skills and their independence in researching and recording career-related information to support their thinking about their futures.

3.41 Whereas the characteristics of the weaker career plans were as follows:

- A list of disparate activities, however enjoyable for students, that comply with the requirements that are not planned to build students' skills, knowledge and behaviours to prepare them for their future.
- A series of activities that simply take advantage of external funding or projects but are not linked to a careers curriculum.

- The plan provides 'access' to advice and guidance, and 'opportunities' for work experience, without specifying the extent to which students will participate in these activities.

Level of support

3.42 From careers leaders' interviews (n=19) just over half felt that they were well supported by their senior leaders and most of these schools and colleges included CEIAG in their quality improvement plan. However, quite a few of them, while appreciative of the support, felt that they were not given the time or resources to carry out their role effectively. A few schools have recently appointed head teachers and many of their careers leaders felt it was too early to see a noticeable positive impact on CEIAG. A few careers leaders were quick to praise senior leaders who had had direct industry experience for their insight into the needs of employers and saw how this should be part of the whole-school curriculum.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

3.43 Nearly all the careers leaders welcomed the Gatsby benchmarks as they have provided a very useful framework for planning and implementing CIAG in their schools. Many of them have structured their provision around the eight benchmarks and they have mapped their career plans accordingly. Some have also used the benchmarks to raise the profile of CIAG with subject teachers and parents. At one school, the CIAG coordinator for the curriculum works with staff to link

all new lessons into the Gatsby and Career Development Institute (CDI) frameworks.

Other career leaders were concerned that they may not be able to achieve all eight benchmarks, especially where there are large cohorts of students in each year. In particular, in some of the special schools the careers leaders feel that some of the benchmarks are difficult to achieve, especially those that involve finding employers that are willing to engage with their students. Quite a few schools cited practical barriers to meeting the benchmarks, such as funding transport to take students to events and finding a way of getting faculty staff to understand the value to embedding careers guidance into their subject teaching.

“The benchmarks have given CIAG a voice in our school. Makes a real difference.”

(Careers Leader)

“Gatsby helps get the message out. It gives our work clout.”

(Careers Leader)

The Compass Tool

3.44 Nearly all the career leaders interviewed thought that the scoring their progress towards the Gatsby benchmarks was useful as the Compass tool encouraged them to reflect where their activities fitted into the framework and gave them potentially measurable performance indicators. However, this research identified potential discrepancies in the Compass scores and the access to the CIAG provision for students. This self-assessment process does not always seem to provide an objective evaluation of a schools provision against each benchmark. As some career leaders remarked, the process seemed to put pressure on providing facilities and opportunities ‘to tick a box’ and not always on assessing the extent to which they have had a positive impact of supporting all students’ development in CEIAG. It is interesting to note the relatively high scores for the 16 schools and colleges that shared their Compass scores.

Benchmark	0%-29%	30%-49%	50%-59%	60%-79%	80%-99%	100%
1	1	1	2	3	4	5
2	1	3	0	2	2	8
3	0	0	0	2	8	6
4	1	1	1	2	5	6
5	2	0	2	2	0	10
6	1	0	3	2	3	7
7	1	2	1	6	4	2
8	3	2	2	2	1	6

Figure 19: Compass Scores against Gatsby Benchmarks by 16 schools

Governor links

3.45 Only seven of the careers leaders said a named governor was allocated to the careers and employability provision; some schools and colleges were re-allocating governors' link roles.

Effective support from senior leaders and governors

3.46 Careers leaders' specific examples of effective support from senior leaders and governors:

- Careers education and guidance is driven from the top – the message reaches the whole of the school.
- The new Head teacher has already introduced significant changes to the role of careers in the school.
- The careers leadership group ensures that the strategy for careers is implemented across the college.
- The link governor has excellent links with industry and provides useful contacts for a wide range of good quality work placements.
- The Head teacher recognises the need for careers to be embedded to get parity across the school.
- Senior leaders are involved in the business breakfasts and this adds clout to the events.
- Careers and employability are part of performance management for all subject teachers to ensure that they link their curriculum into world of work.
- The Head teacher recognises that there is a mountain to climb, especially in implementing CEIAG for Key Stage 3 students.

The careers leaders in the schools where CEIAG is not driven from the top find it hard not to have a supportive sounding board. They said that their own messages to other subject teachers did not always have the influence needed to improve practice. Some of them had not been appraised, so that they

had not received feedback on their work and a few felt that the multiple changes in their line management inhibited their progress in implementing their plans for careers across the school.

Some selected examples of good practice include:

3.47 Careers leaders provided a diverse range of good practice examples as outlined below.

- Information for parents to keep them in the loop, including weekly emails and monthly parents pack.
- Meaningful supported internships for students with an education and health care plan (EHCP), arranged in partnership with the NHS.
- A triple approach to implementing careers across the school:
 - Heads of Year(s) are achievement leaders including a strong focus on careers and recognition that this can drive attainment and achievement.
 - Curriculum Areas Leads drive the embedding of careers into all subject teaching.
 - Unifrog resources are enhancing teachers' own teaching as it enables them to link their subjects to the world of work.
- Employer engagement through the curriculum, with the support from the Employment Advisers.
- A process it called 'reflect and review' requires the students to record their thoughts about visits to workplace, work-experience and other work-related learning. They then build up their evidence in a folder as a record of their achievements that they take with them to their next step.
- Tutors are fully involved in the four drop down days aged for all students aged 11 to 18 together.
- The tutors stay with their form groups as this is part of their CPD as it helps them

understand the skills and knowledge their students develop throughout the events. ‘Better than an INSETT day.’

- Labour Market Intelligence/Information (LMI) is used in targeted workshops and with individuals to help students think about areas that are over-subscribed locally and to help them see where their ideas for their next step could take them as a future career or where it may be more restrictive.

Performance indicators

3.48 Overall, the careers leaders said that the performance indicators for the careers provision mostly focused on supporting students who were at risk of being NEET and ensuring that students in Years 11 and 13 had identified a destination for their next step. Where this was particularly strong in their school, they felt that this narrow approach to measuring the performance failed to raise the profile of careers and employability across the school or college.

Individual pupil tracking

3.49 Most of the schools ensure that they track their students’ participation in careers activities, especially the extra-curricular activities and projects. Many of them use spreadsheets that they have set up and administrate. Commercial systems used include Unifrog, Go4School, Launchpad, Compass tracker., where the students and their parents also have access to the information. However, some career leaders were concerned that if they used external funding for a commercial system, this might not be sustainable once the funding expires.

Quite a few careers leaders admitted that systems for students to record their careers journey, their thoughts about careers and their development of employability skills were not fully developed, especially for students in Key Stage 3. The use of Unifrog and Go 4 Schools for this purpose has increased in the last year or so, but the students’ responses to the survey indicate that many of them could not recall their recent careers activities. Some post-16 students interviewed struggled to recall the careers activities at school or the skills and behaviours they developed

through work-related activities, including work experience. Derby College is developing an online system it calls the ‘Pit Stop’ for students to record their careers plans and the employability skills they have developed.

“The issue is that if students’ single chosen career falls through, they often don’t have a Plan B or even C’. They have no records of their career journey or any of the activities or web searches that they can fall back on”.

(Post-16 careers adviser)

Training

3.50 Nine of the current careers leaders either have completed the Teach First course for careers leaders at level 6, or a similar course, or they are currently attending the course. These career leaders have felt that the course has helped or is helping them directly to develop and implement a practical strategy for careers guidance in their school or college.

“The impact of having a Careers Leader who has completed the Careers and Employability Leadership Programme (CELP) with Teach First, the school has been able to move forward rapidly.”

(Careers leader)

However,

“Staff dedicated time and resources available varies hugely across Derby city and in other areas.”

(Teach First)

There is an unrealistic expectation that Careers Leaders will cover all career activities in schools and colleges which is unsustainable:

“We need more cross curricular development activities...it’s a struggle due mainly to a lack of time and many other teachers’ perceiving this as the Careers Leaders’ role not the subject teacher’s role. Teachers need to be supported to embed CEIAG within their subjects. We do our best but great all-round collective effort is needed.”

(Careers leader)

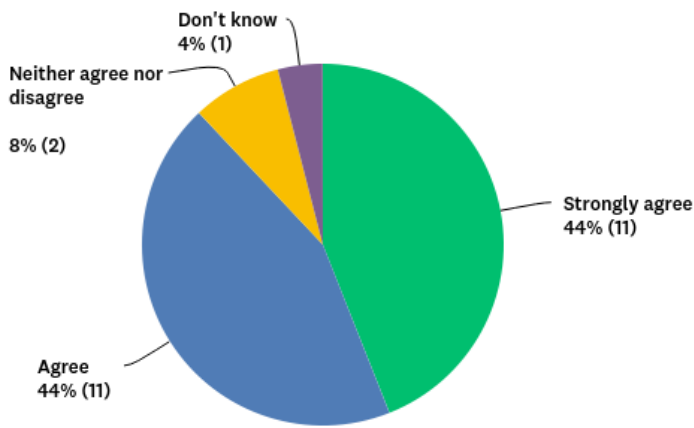


Figure 20: Careers leaders – How much has careers provision improved in last 3 years

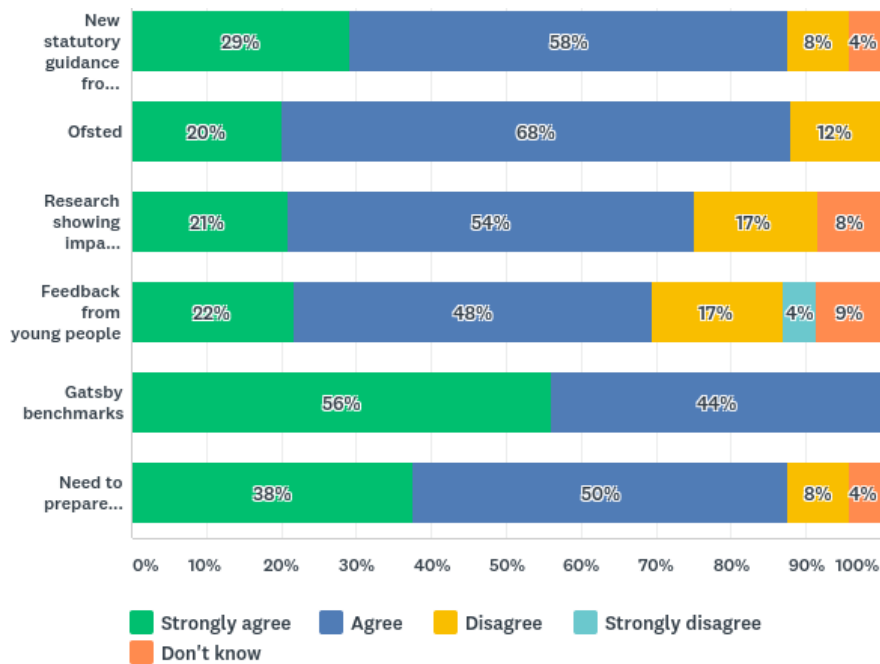


Figure 21: Main reasons for increase in priority given to CEIAG in schools

Careers leaders: online survey

3.51 Twenty-five careers leaders (n=25) responded to the online survey, representing all of the 22 schools and colleges included in this research. 88% (n=22) were of the view that the CEIAG had improved in their institution in the last three years.

3.52 100% (n=25) indicated that the “Gatsby Benchmarks” were the main reason for an increase in priority. 88% (n=21) state that the “Need to prepare young people for the world of work” and 87% (n=21) indicate that Statutory Guidance from the Department for Education (DfE) is a reason for this.

3.53 In answer to the question “How do you

rate the provision of CEIAG in your school or college?” 72% (n=18) responded that this was either good or excellent while 28% (n= 7) said it was in need of improvement.

3.54 79% (n=19) state that their school/ college employs a professionally trained and qualified careers adviser to provide independent careers advice while 21% (n=6) do not. The reasons given for not employing a professionally trained and qualified careers adviser were either that the school already had a careers leader who covered this role or there was lack of funding to employ someone. This question was then followed up by asking those who did employ a professionally trained careers professional how many hours per week did they work in the school.³⁴

34 NOTE: Some Head teachers revisited these figures within the 2-page Summary Audit reports which followed after the survey.

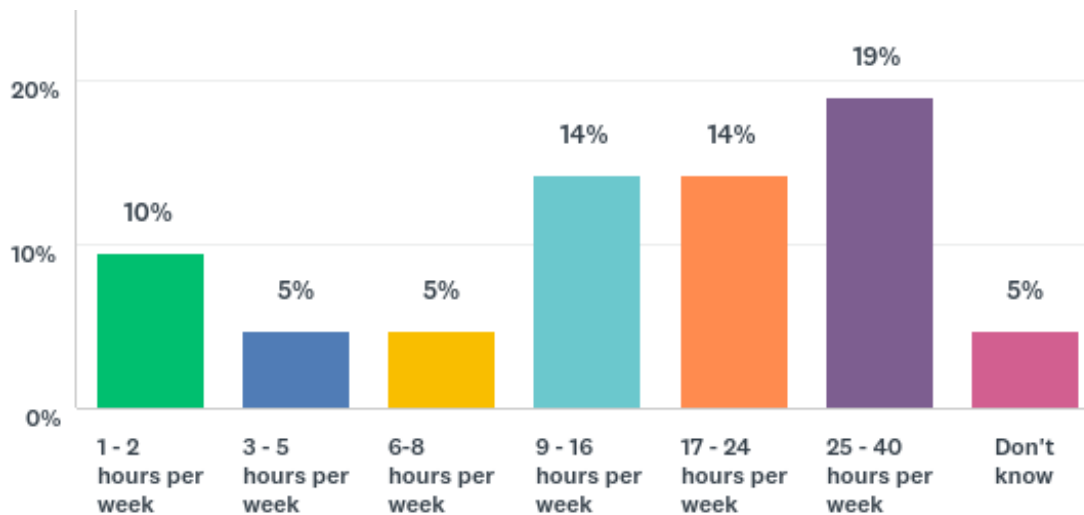


Figure 22: Numbers of hours professionally trained careers advisers work in school

3.55 This was supplemented with some additional comments:

“It varies as the Careers Leader is also the Adviser”

(Careers Leader)

“It varies; we buy in 9 days a year and use this time depending on the needs of each year group.”

(Careers Leader)

“We buy her in independently for a set number of days a year.”

(Careers Leader)

“21 days per academic year. Not enough to fulfil Gatsby or addressing the needs of each student”

(Careers Leader)

“1 day per month - the last Friday of the month”

(Careers Leader).

3.56 On the question of funding, over one quarter of respondents claimed that they had either no or insufficient funding; while almost one third 32% (n=8) stated there was some limited funding and 12% (n=3) claimed they had adequate funding for careers provision in the school where they worked.

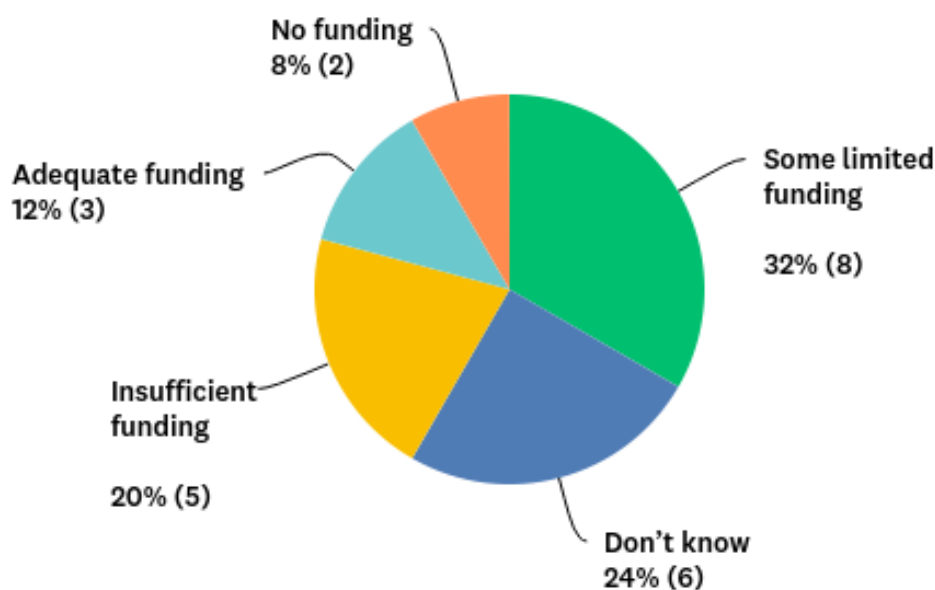


Figure 23: Level of direct funding available in school according to Careers Leaders

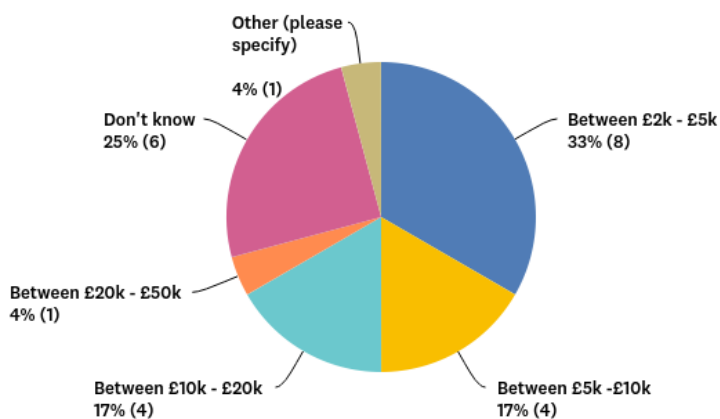


Figure 24: Levels of additional funding available

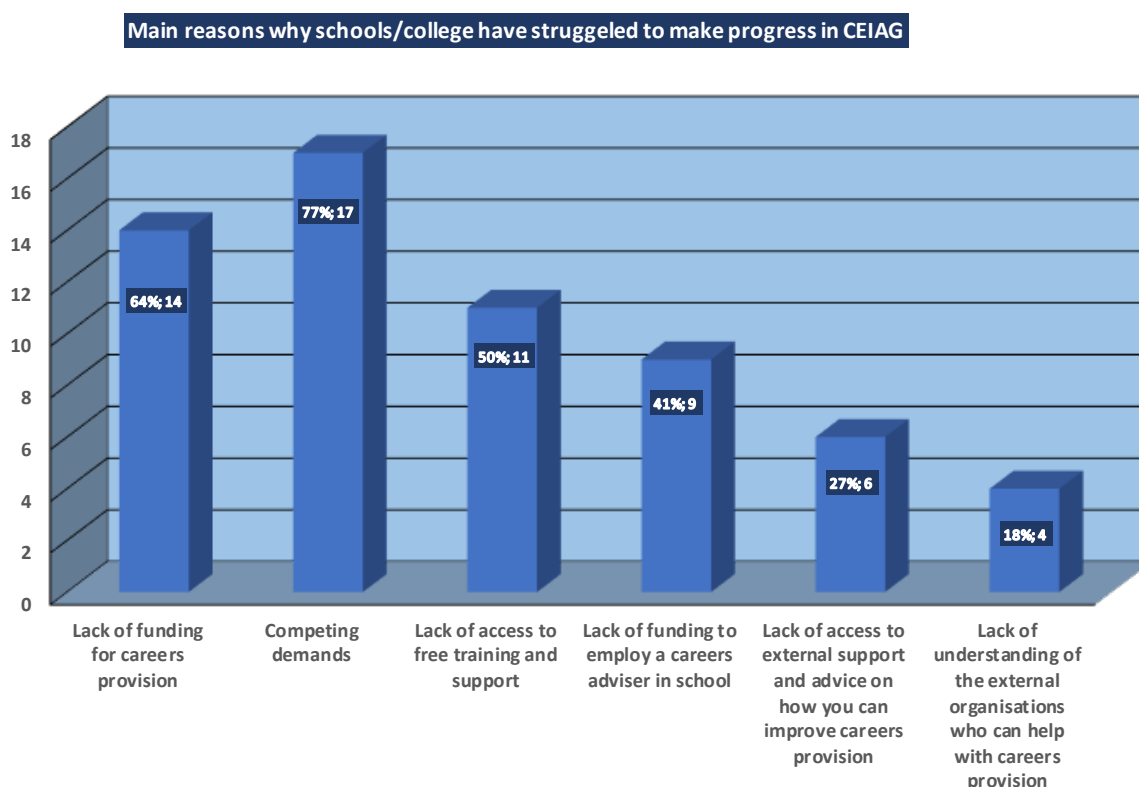


Figure 25: Main reason schools/college struggle to make progress in CEIAG

3.57 Respondents were then asked if additional funding had been secured and if so, how much additional funding:

- 33% (n= 8) receive less than £5k of additional funding
- 17% (n=4) receive between £5 and £10k
- 17% (n=4) between £10k and £20K
- 4% (n=1) between £20k and £50K

- 25% (n=6) do not know

Some of the funding has also been used for careers-related resources, such as Unifrog³⁵ and Go4Schools³⁶ and specialist training to level 6 for careers leaders and other staff.

3.58 Careers leaders were asked to give the main reasons why they believed their school/college has struggled to make progress in CEIAG.

³⁵ <https://www.unifrog.org/>

³⁶ <https://www.go4schools.com/>

As the chart above illustrates the main reasons are:

- “Competing demands” indicated by 77% (n=17) of responses.
- The second highest response given 64% (n=14) was “Lack of funding”
- 50% (n=11) of those who replied to this question also indicated that “lack of access to free training and support” was a reason.

3.59 Careers leaders were asked what types of activities were being conducted in their schools and which of these had the most impact. Figure 26 below illustrates the most popular activities:

- 96% (n=24) Individual career interviews for students
- 96% (n=24) Preparing students for CEIAG (including trips to careers fairs, employer visits etc.)
- 92% (n=23) Producing destination data
- 88% (n=22) Liaising with employers.

3.60 In terms of which of these activities makes a big impact the chart (Figure 27) below highlights:

- Employer visits is clearly most popular with 100% (n=25) saying these are the most helpful
- Mock interview days – second most popular selection by 96% (n=23)
- Work experience – has been recorded as either helpful or very helpful by 84%(n=21)
- Enterprise activities – was selected by 84% (n=21)
- Careers fairs – was selected by 80% (n=20).

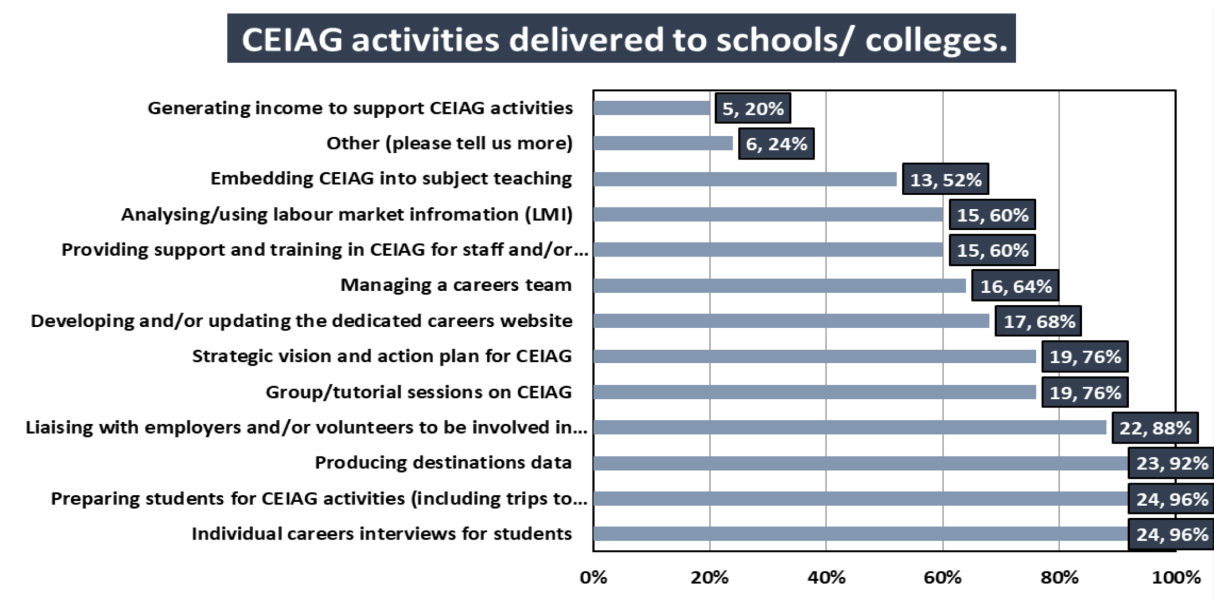


Figure 26: Types of CEIAG activity delivered to schools/colleges

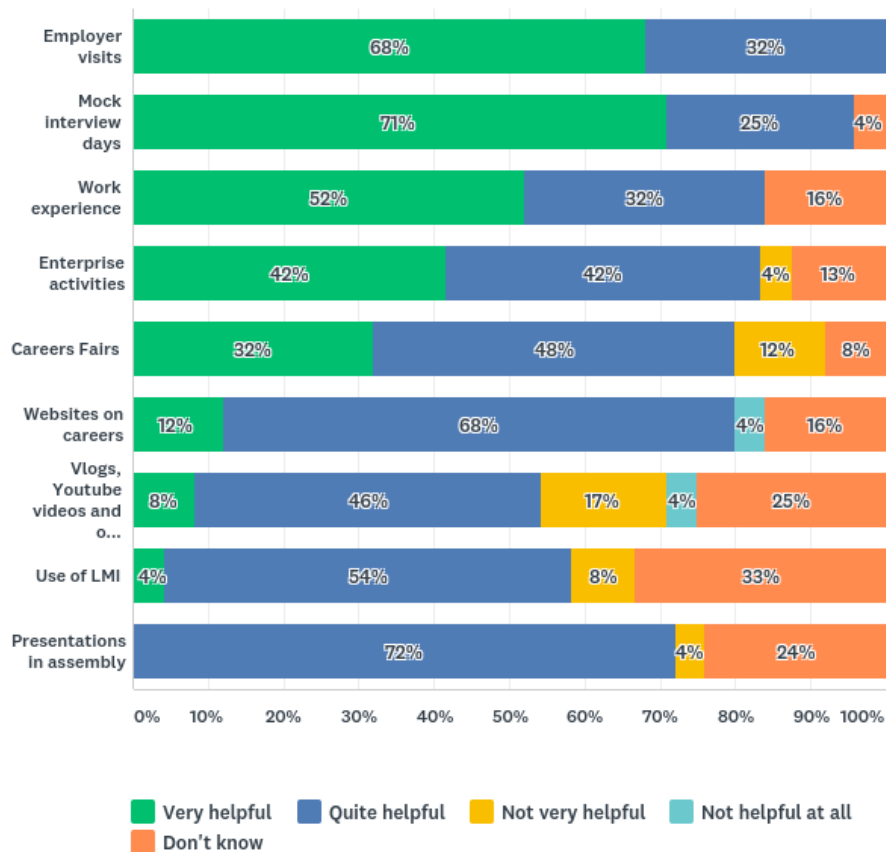


Figure 27: Level of impact by CEIAG activity

3.61 Careers leaders were asked what they think is needed in the next 12 months to improve CEIAG in their school or college? This was an open question to which responses received were:

- Funding to continue so that we can access continued specialist careers support
- Further embed careers in the curriculum and continue to improve employer interaction with learners
- More dedicated time
- Support with meeting Gatsby Benchmarks.

Other comments received were:

- Development of the whole school careers strategy
- More coordination between careers staff, meetings, some teachers to understand the need for pupils to attend careers events, individual appointments, DANCOP activities
- Producing an action plan (in the pipeline)
- subject links to careers and L7 Careers advice
- Embedding many of the things we have started to do so that they become routine and sustainable
- Clear priorities with regards CEIAG. Closer working between teams and a higher priority be given to careers

Careers leaders' wish list for the strategy and action plan

3.62 Reassurance of long-term funding was at the top of most careers leaders' list as they were concerned about the loss of the current external funds that have enabled them to enhance CEIAG across the city in the last three years. They agreed with the suggestion that further collaboration and sharing of ideas and good practice would save them time in 're-inventing the wheel'.

At school or college level, most of the careers leaders would like more dedicated time to carry out their role and funding to support their work, especially to meet the Gatsby benchmarks. Greater implementation of careers in the curriculum and a whole school consistent approach was also high on their agenda. Although many of the careers leaders appreciated the support from their Enterprise Advisers, they felt that more systemic support was needed to increase employer engagement.

"Careers is amazing, It's the way forward and should be seen as equal in terms of value as Maths/English etc."

(Careers Leader).

3.63 Further careers' leaders' comments included:

"Relationship between employers and school needs improving. Getting employers into school is hard. There needs to be a database."

(Careers Leader).

"Too much teaching is for exams and the league tables and not careers. If you can change this mindset, it should be easy to embed careers into all teaching."

(Careers Leader)

"More evaluation of the quality of CEIAG is needed across the school; careers in tutorials and PSHE lessons are patchy, as is the embedding of careers in subject teaching. Too many teachers still see it as an add on."

(Careers Leader)

"There is no status for careers leaders - or career pathway - where do we go next?"

(Careers Leader).

Teacher perspectives

3.64 A total of 167 responses were received from the online survey. Only 22 teachers named their school or college. Schools represented were: Derby College, Murray Park Community School, St Benedict Catholic Voluntary Academy, St Andrew's School, Allestree Woodlands School, The Bemrose School, Landau Forte College, Da Vinci Community School and Derby Moor Academy.

3.65 Of the 167 respondents there were:

- 75 teachers covering: art, design and technology, English, geography, humanities, maths, languages, PE, RE and science.
- 15 Heads of Year
- 35 Subject Leads
- 12 Support Teachers
- 112 other (not specified).

3.66 Sixty-six of the respondents were teachers/lecturers in an FE college and fifty-nine teach in sixth form and the other teachers mostly teach across Years 7 – 11.

- A high proportion, 81% (n=135) of teachers agreed that careers provision was a high priority in their school
- The main reason given was the need to prepare students for the fast-changing world of work as identified by 87% (n=144).
- 79% (n=130) indicated research showing the impacts on young people as the reason why careers is a high priority in their school.

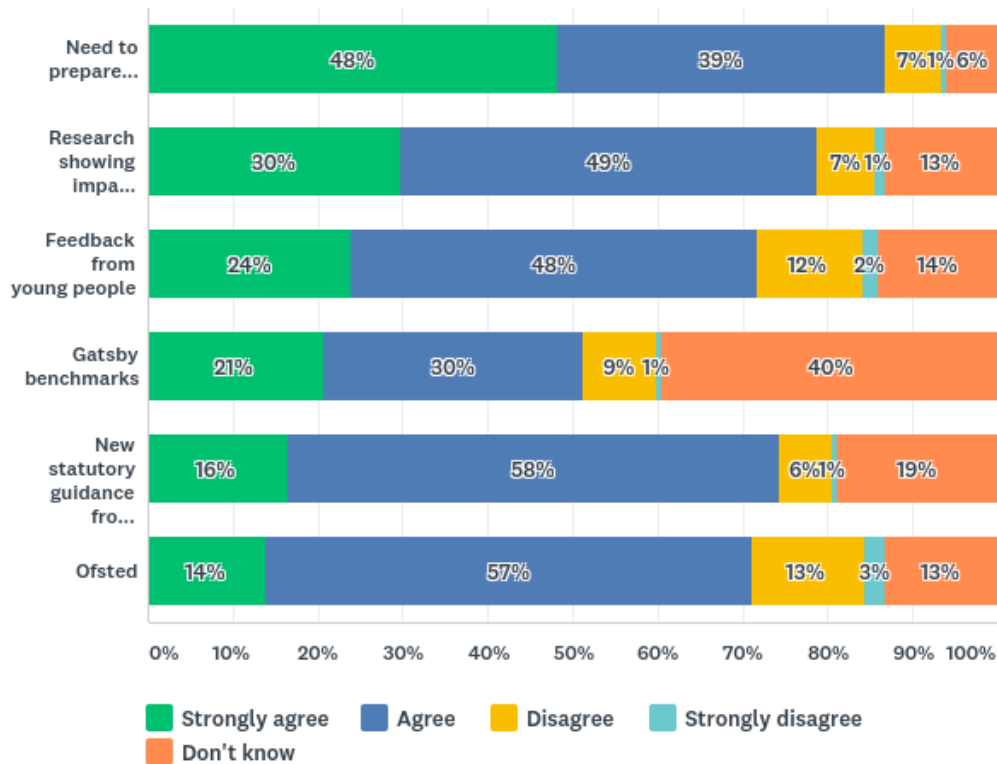


Figure 29: Teachers reasons for an increase in priority given to CEIAG in schools

- Almost two-thirds 62% (n=103) of the teachers agreed that careers provision had improved over the last three years.
- A high proportion of teachers 83%(n=138) felt that subject teachers had an important role in delivering CEIAG in their school or college; although 16% (n=27) teachers disagreed.
- The highest number of respondents 39% (n=62) deliver career topics in assemblies or tutorials but only 16%(n=26) work closely with the careers leader to discuss gaps in careers and LMI relating to their subjects, and 9% (n=15) help arrange mock interviews. Almost one third 32% (n=51) take part in events such as careers fairs, employer days etc.

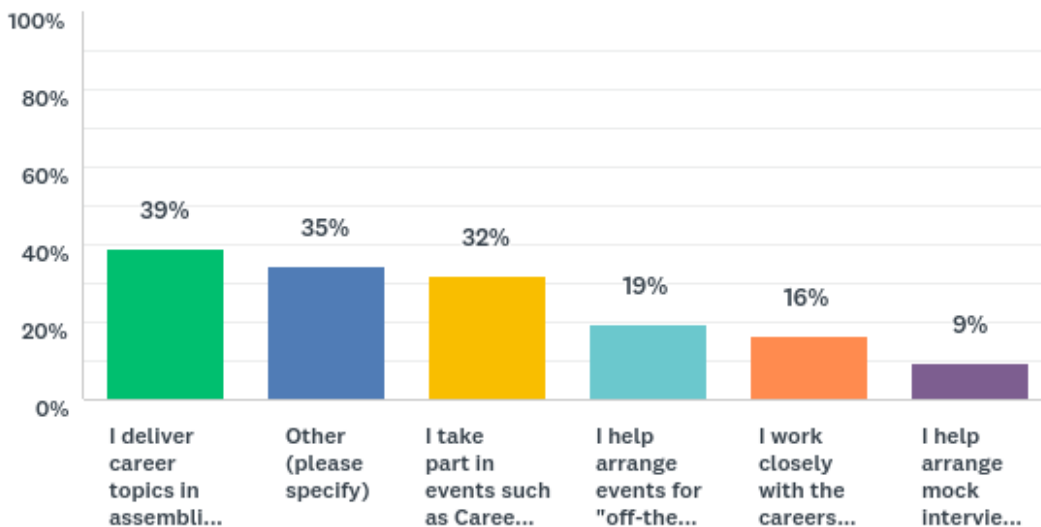


Figure 30: How teachers are involved in delivering CEIAG

I use labour market information relevant to my subject(s)	12%	20
I talk to employers about career opportunities specific to my subject area(s)	20%	32
It is part of quality improvement plan	21%	34
I involve employers in my subject teaching through visits and projects	22%	35
I help set up work experience relevant to my subject(s)	22%	35
I use videos and other social media materials on careers in my subject(s)	29%	46
It is part of our curriculum delivery plan	39%	63
I tell students about different careers as part of my subject teaching	73%	117

Figure 31: How careers is embedded in subject teaching

- 73% (n=117) of the teachers who responded tell students about different careers as part of their subject teaching and 29% (n=46) use videos and other social media materials on careers in their subject(s). However, only about one in five (20%, n= 32) talk to employers about career opportunities specific to their subject area(s) and/or involve employers in their subject teaching through visits and projects. Only 12% (n=20) of the teachers use LMI relevant their subject(s) and 22% (n=35) teachers help set up work experience relevant to their subject(s).

3.67 When asked to identify three examples of good practice, *mock interviews* and *meetings with employers* were the most common. *Work experience, inspiration days, careers fairs* and *trips to universities* were also typical responses. Ten teachers

mentioned individual careers interviews with specialist advisers and eight teachers felt that *reducing the NEET figures* were good practice and analysing destination data.

3.68 When asked what are the main CEIAG activities delivered in schools and colleges the main responses were:

- 86% (n=143) stated individual careers interviews for students
- 69% (n=116) indicated preparing students for CEIAG activities i.e. trips to employers, careers fairs.
- 67% (n=112) selected group tutorial sessions in CEIAG
- 59% (n=99) indicated liaising with employers and/or volunteers to be involved in CEIAG.

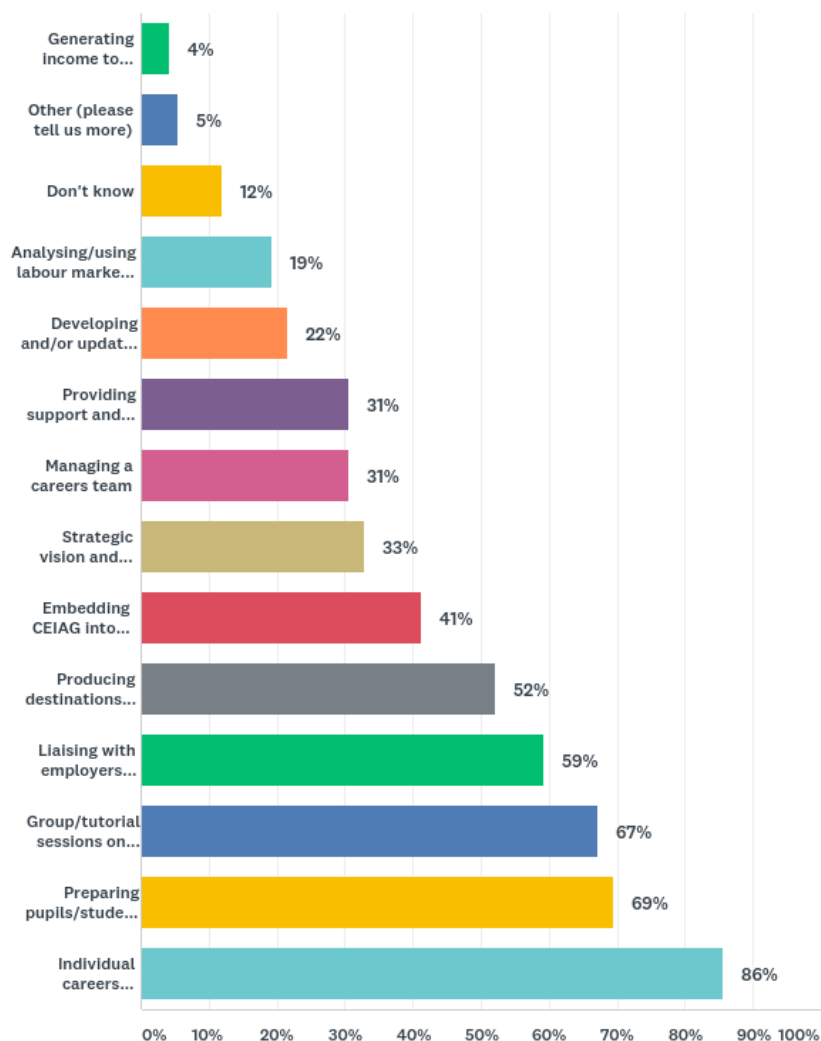


Figure 32: Teachers responses - CEIAG activities conducted in schools

3.69 Teachers' shared their thoughts on the importance of CEIAG across the curriculum, including examples of good practice in careers and employability:

“Planning for the future helps pupils engage in lessons to get the grades they need to get onto the courses connected with employment.”

(Teacher)

“Careers fair for teachers has led to an embedding of careers in KS3 science.”

(Teacher)

“Improved CVs and Application Skills from E4E has led to higher number of students being complimented on the quality of CVs at interview.”

(Teacher)

“We have a business breakfast, where employers come and meet teachers to see how we can liaise.”

(Teacher)

“Personal development sessions where students are shown options for future careers.”

(Teacher)

“Students, of their own volition, have come to discuss possible career pathways after sessions have been delivered with them.”

(Teacher)

“External providers working with targeted students.”

(Teacher)

“Having 40+ business leaders meet the teaching team during inset.”

(Teacher)

“External CPD Delivery of Career and Employment Data, to help us discuss careers with students.”

(Teacher)

“Participation with Teach First Careers Leadership programme to ensure effective development of a robust and effective CEIAG strategy.”

(Teacher)

“Giving parents of Yr11 an insight into the local jobs market.”

(Teacher)

“Supporting and developing specific subjects for students to help them progress towards a specific career choice.”

(Teacher)

“The curriculum of all provided subjects needs to be interwoven with specific reference to work.”

(Teacher)

“Current content provided is poor and lacks vision.”

(Teacher)

“CEIAG is a fundamental responsibility of all schools.”

(Teacher)

“I think that there needs to be thought given to those at risk of NEET and what extra support they need to stay in education or find work. This specialised work and requires joined-up working.”

(Teacher)

“General careers provision and interviews will have a limited impact on this group.”

(Teacher)

“Ways in which teachers say that they are also involved in CEIAG delivery as part of their subject teaching and other roles.”

(Teacher)

Derby College perspectives

3.70 Derby College is a large general further education college. It has four main sites: The Roundhouse and The Joseph Wright Campus in Derby, Ilkeston Campus in Ilkeston and Broomfield Hall, which lies between the two. It provides education and training for over 4,500 young people, almost 6,000 adults and around 2,000 apprentices. Around 300 students have high needs. The college subcontracts a small amount of its training, mostly apprenticeships, to other providers.

3.71 The college provides courses and apprenticeships across the whole range of subject areas, from entry level through to higher education. These programmes include courses in agriculture, horticulture and animal care, and a large national retail programme for adults who wish to return to employment following extended periods out of the workforce.

3.72 The college’s provision is overseen by a careers leadership group involving the Director of Services for Students and managers from across the college sites representing: student welfare, the college’s faculties, inclusion and support, employer engagement, college recruitment, behaviour and learning, and apprenticeships.

3.73 The College has appointed a full-time careers leader/manager who started in December 2019. Derby College has 4 level 6 trained careers advisers and 1 level 4 careers assistant. A Careers and Enterprise Company (CEC) Personal Guidance project is currently funding 1 of the 4 careers advisers - funding ends in July 2020. In addition, 3 other members of staff (in other roles have been funded to undertake level 6 careers specialist training). Students can make appointments for personal guidance.

3.74 Personal tutor and progression coaches deliver a tutorial scheme of work which includes careers education. In addition, there is a calendar of careers events and workshops delivered and/or organised by the careers team.

3.75 Funding for CEIAG in Derby College comes through the student support budget, managed by the Director of Services for Students who has overall responsibility for

careers guidance. Senior leaders use the careers strategy to allocate fund from this budget to carers guidance. The college has:

- four full-time careers advisers trained to level 6
- one careers assistant
- three other members of staff in student support roles are working towards a level 6 CIAG qualification.

The college currently receives external funding from the CEC which is co-ordinated by the Association of College. This includes funding for staff training and a project that focuses on providing personal guidance.

3.76 As well as the provision of personal careers guidance, personal tutor and progression coaches deliver tutorial scheme of work including careers education. In addition, there is a calendar of careers events and workshops delivered and/or organised by the careers team. A recent Ofsted inspection (December 2019) highlighted:

“Staff provide careers guidance that is tailored to the individual needs of students and apprentices. Most receive good advice, and have good contact with employers, often through work placements and work-related activities. As a result, they are able to make informed choices about their next steps.”

(Ofsted Short Inspection, 2019)³⁷

3.77 An in-depth interview was conducted with the Vice-Principal of Derby College and subsequent meetings with the Director of Services for Students and staff in Student Services highlighted issues related to:

- Hundreds of young people arriving unexpectedly at the college

“Need to develop strategy on a continuum as many young people are getting lost in Derby when it comes to finding opportunities. This year, 400 students arrived unexpectedly - why? What were they doing when they left school? Many

did not show up on NEET data.”

(Vice-Principal)

- Young people generally not aware of the careers support they received earlier in schools

“Young people need more careers awareness raising early on. When they come to college, they are generally ill-informed across levels from L1 - L3. Even the high fliers! Too many of them find by September that they have made a mistake.”

(Student Careers Adviser)

“Students do not remember the careers guidance they have done at school. They do not have a plan B - and many don't know how to work one out for themselves. Not enough teaching on how to reflect on work experience and careers guidance activities.”

(College Senior Manager)

- Too much fragmentation between and across careers agencies in the city

“The landscape is too fragmented - no-one really know who is doing what, there's lots of duplication”

(Senior Leader)

- Greater leadership needed in raising awareness of CEIAG moving beyond the Gatsby Benchmarks in schools and colleges.

“There's a lack of leadership in Derby when it comes to careers and employability. It needs a fresh vision and strategy to drive culture change and to get things done.”

(Senior Executive).

References

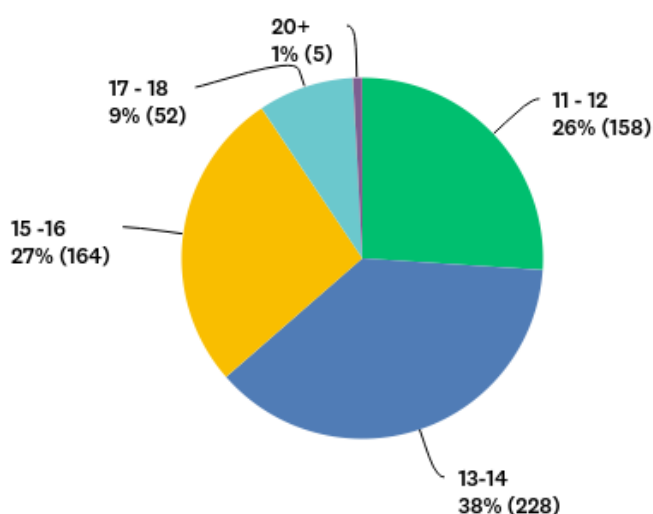
DfE (2017). *Careers Strategy: Making the most of everyone's skills and talents*, London: Department for Education, December 2017. Accessed on 6th September 2019 – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

37 file:///Users/deirdrehughes/Downloads/Derby%20College%20short%20inspection%20-%20Good%20(1).PDF

4.0 Student and parent/ carer voices

4.1 In this section key findings from the voices of young people and parents/carers are outlined. This is supplemented further by comments from local community providers working with young people and/or involved in parental engagement activities.

4.2 A total of 614 responses were received from students:



The ages of the respondents were:

- 11-12: 26% (n=158);
- 13-14:38% (n=228);
- 15 -16: 27% (n=164);
- 17 - 18: 9% (n=52);
- 19: 0;
- 20+:1% (n=5).

Figure 33: Student ages participating in the online survey

4.3 Schools, academies and colleges represented:

School Name	Number of student responses
Landau Forte College	208
Da Vinci Academy	165
Murray Park Academy	101
St. Benedict's Catholic Voluntary Academy	56
Derby Manufacturing UTC	20
Noel Baker Academy	19
St. Martins 6th Form	13
Derby Pride Academy	2
Allestree Woodlands Schools	2
Merrill Academy	1
Royal School for the Deaf	1
Did not answer the question	26

Figure 34: School represented by student respondents

4.4 The range of careers students named was quite impressive. Working in the arts, engineering, sports, teaching, IT, working with children and running their own business were chosen more than once or twice.

4.5 Family remains a strong influence in students' career choices. (See Figure below)

- Two thirds (n=330) of the students said their parents/guardian had helped them make the career choice.
- 38% (n=193) stated that friends were the source of help or advice
- 37% (n=185) said a subject teacher had helped them in their career choices.
- one in ten 10% (n= 49) said a careers adviser had helped.
- 7% (n = 37) turned to another member of college staff for help with career decisions.

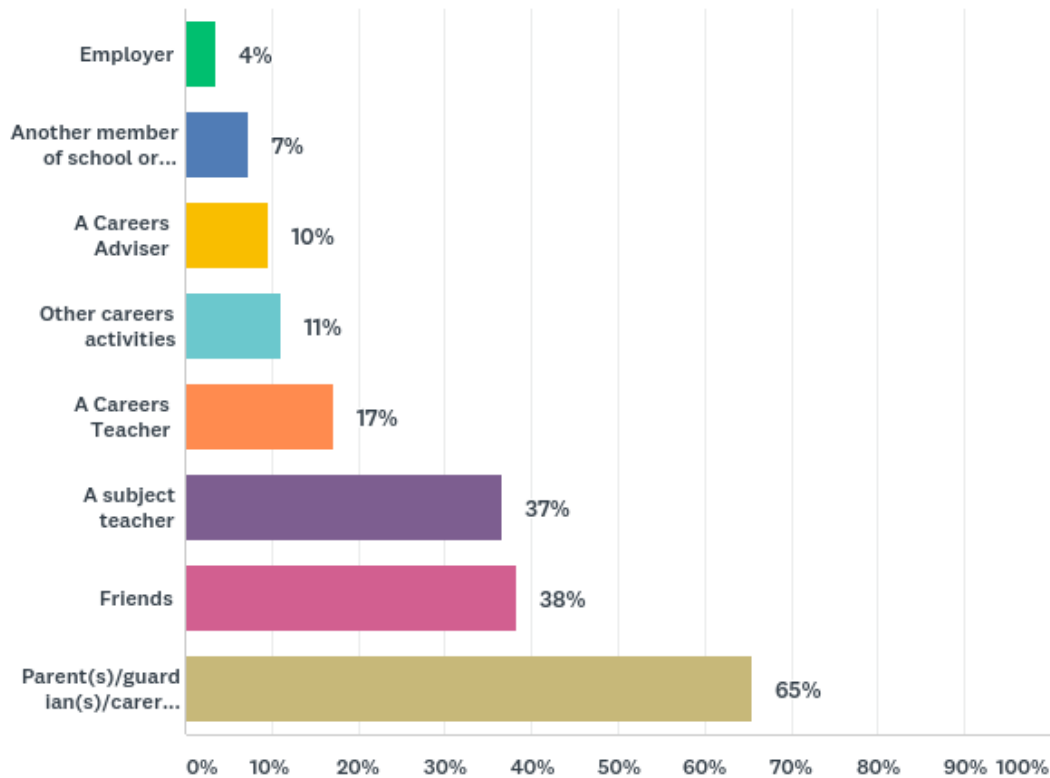


Figure 35: Who students turn to for help

4.6 Students' views on activities they found most useful the following are in order of popularity and are shown in the chart below:

- Work experience 37% (n=183)
- Websites on careers 30% (n=147)
- Vlogs, Youtube etc 29% (n=144)
- Career Activities/workshops 22% (n=108)
- Enterprise activities 17% (n=80)
- Individual sessions with careers advisers 16% (n=77)
- Mock interviews 16% (n=74)

Presentations in assembly; Careers fairs; Employer visits; Career Planning Support during tutorials and Individual meetings with careers teacher all featured lower in the list.

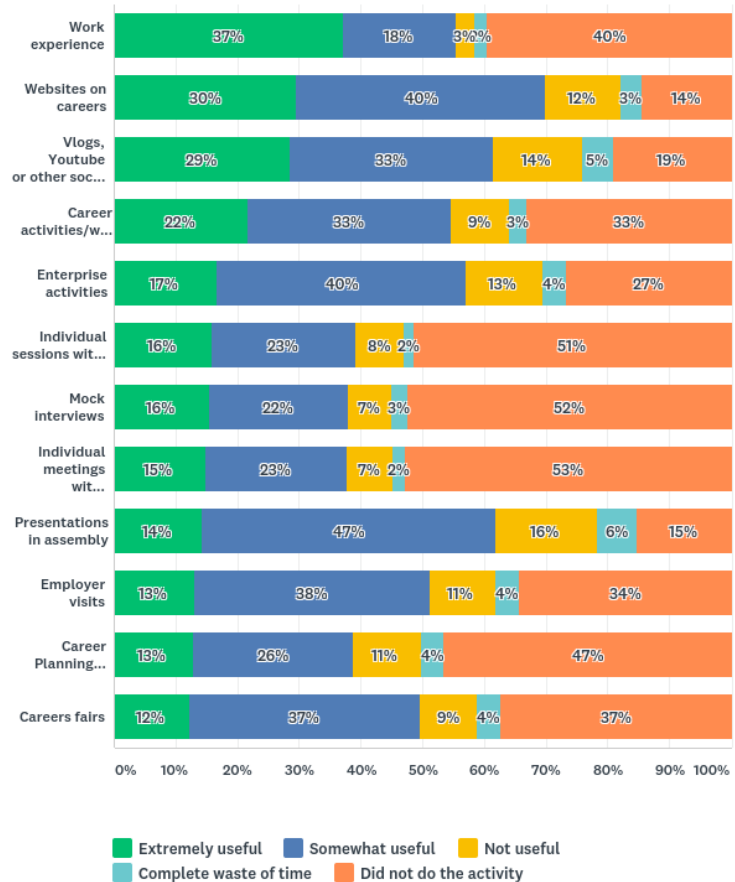


Figure 36: Activities most useful to students

It is interesting to note that the popularity of assemblies contrasts with the views from the focus groups for students with SEN, where talks in assemblies were identified as the least useful in every group. They preferred more hands-on activities.

4.7 Students were asked to rank how useful some careers activities have been.

- 48% (n= 246) of the 511 students who responded to the question agreed that careers support whilst at school or college had helped them while 28% (n=142) said ‘maybe’, 10% (n=49) disagreed and 14% (n=74) didn’t know.

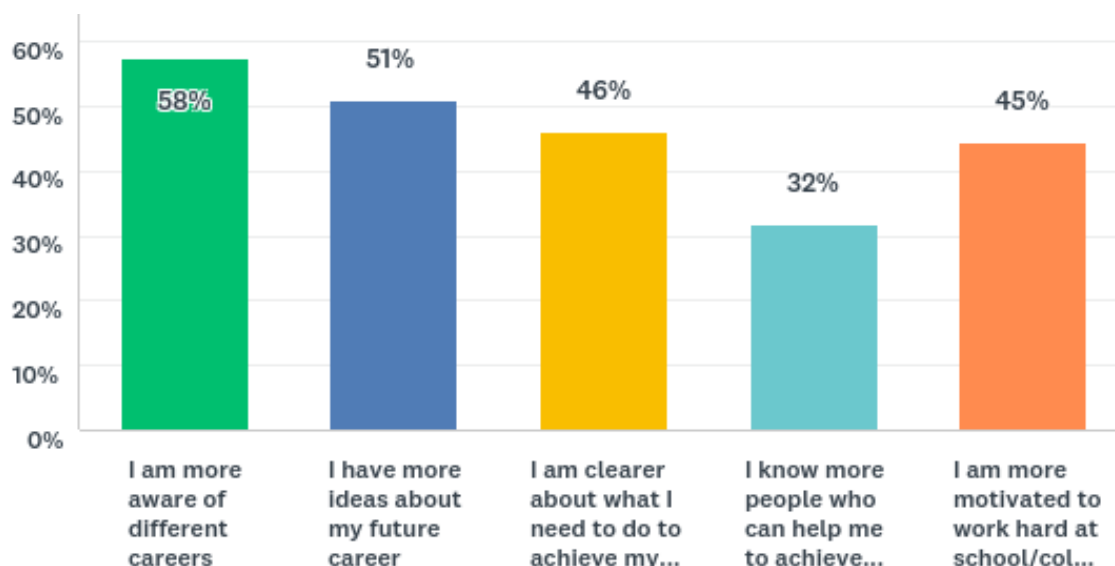


Figure 37: How careers support at school/college has helped young people

- Of the 363 students who chose to give further details, 58% (n=209) said that they were more aware of different careers; just over a half 51% (n=185) said that they had more ideas about their future career and about one third said that they were clearer about what they need to do to achieve their goals and that they were more motivated to work hard at school or college.

4.8 The key message from the 483 students seems to be that careers guidance in their schools or college is in need of improvement. For example, 28% (n=138) students said it was extremely helpful or very helpful, 48% (n=232) thought it somewhat helpful and 24% (n=113) not so or not at all helpful.

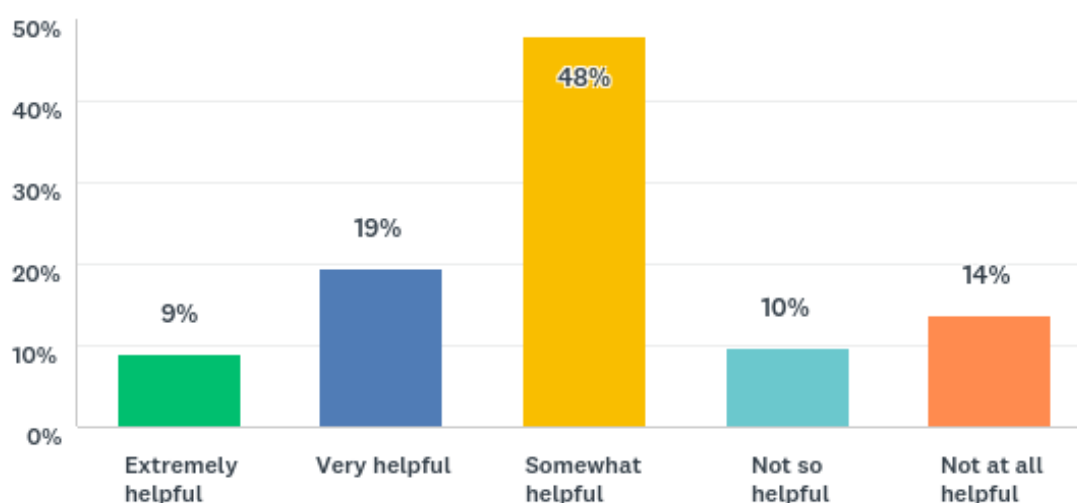


Figure 38: How young people rated CEIAG provision in their school/college

4.9 A total of 394 students came up with suggestions for improvements to the CEIAG in their school or college. They asked for:

- more jobs and chances available for young people
- more connections with the outside world, tours and places to visits
- more sessions with work advisors and employers
- more teachers talking about careers more
- activities that are more relevant to their career choices
- more individual sessions with career advisers
- more promotion of CEIAG throughout the school or college
- more work experience; and more time focussing on careers.

It should be noted that in reply to this question, 27% (105 of the 394) said “I do not know” or “I do not know what CEIAG is.”

4.10 The students gave positive responses when asked to identify the skills (from a list) that careers support had helped them to develop.

- 71% (n=361) indicated setting their own goals
- 71% (n=358) indicated aiming high
- 71% (n=357) selected teamwork
- 69% (n=349) selected listening
- 67% (n=338) chose problem solving.

Other skills were creativity, staying positive, leadership and presenting.

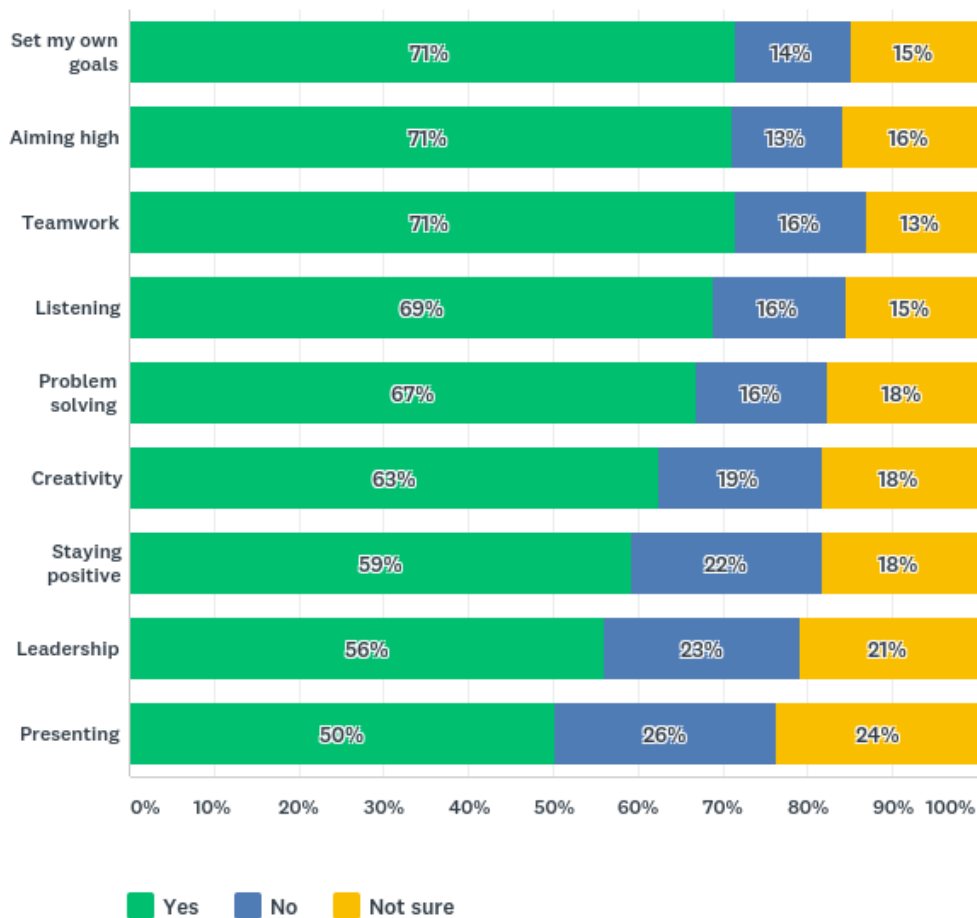
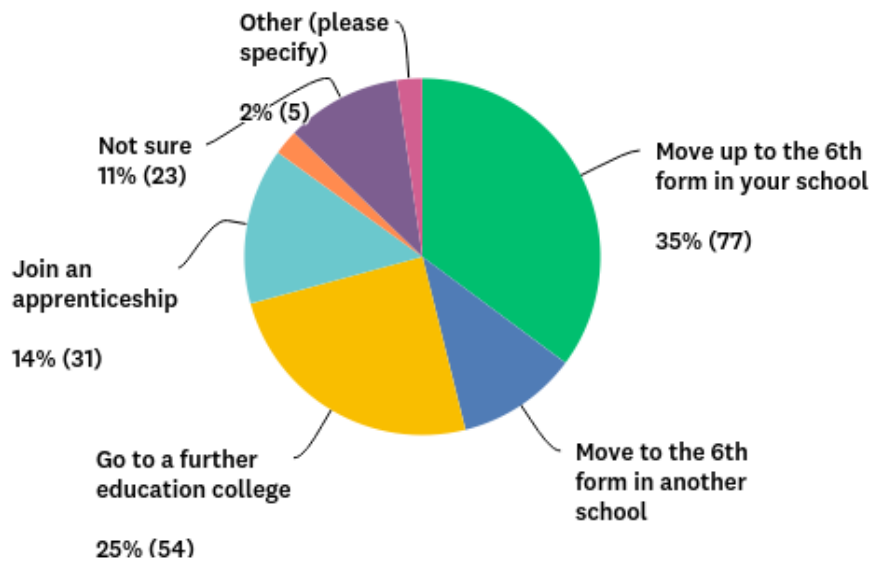


Figure 39: The skills developed by students following CEIAG in school



25% (n=54) of the 219 students who responded to the question about their *next steps after Year 11*, hoped to go to an FE college and 14% (n=31) were looking to join as apprenticeship; 46% (n=101) wanted to study in a sixth form of which 1/4 (n=24) chose to study in sixth form in another school.

Figure 40: Next step for Year 11 students

The people they identified who influenced them most were their parents, carers or relatives 59% (n=131); subject teachers 31% (n=69); friends 28% (n=61) careers teachers 14% (n=31); advisers 12% (n=26); and employers 4% (n=9).

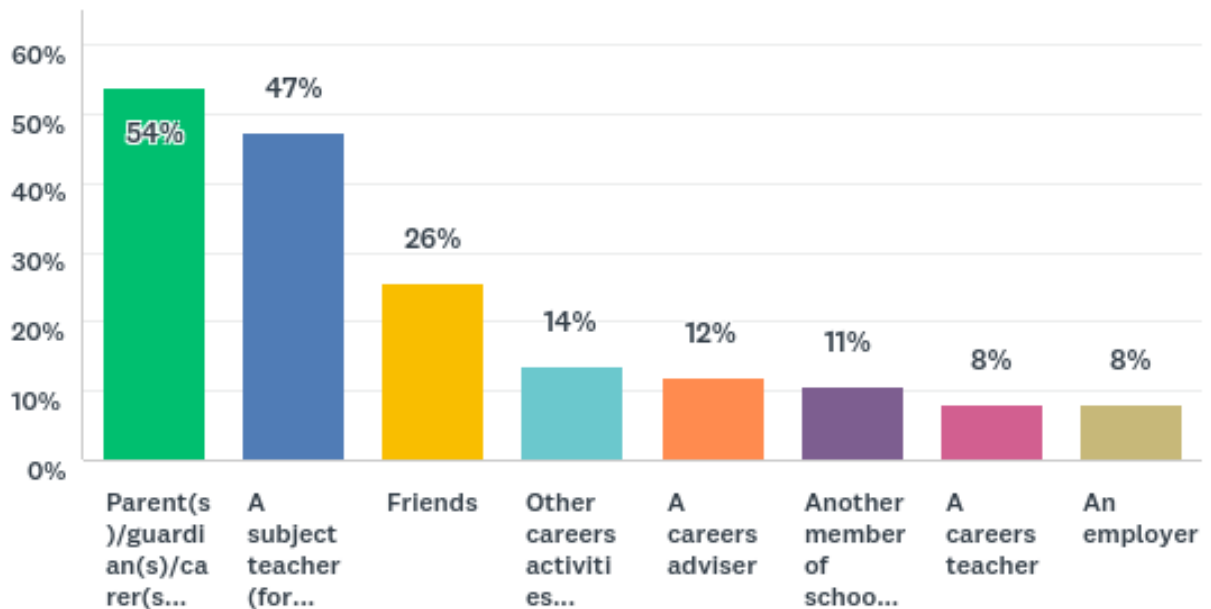


Figure 41: Influences on Year 11 Career Choices

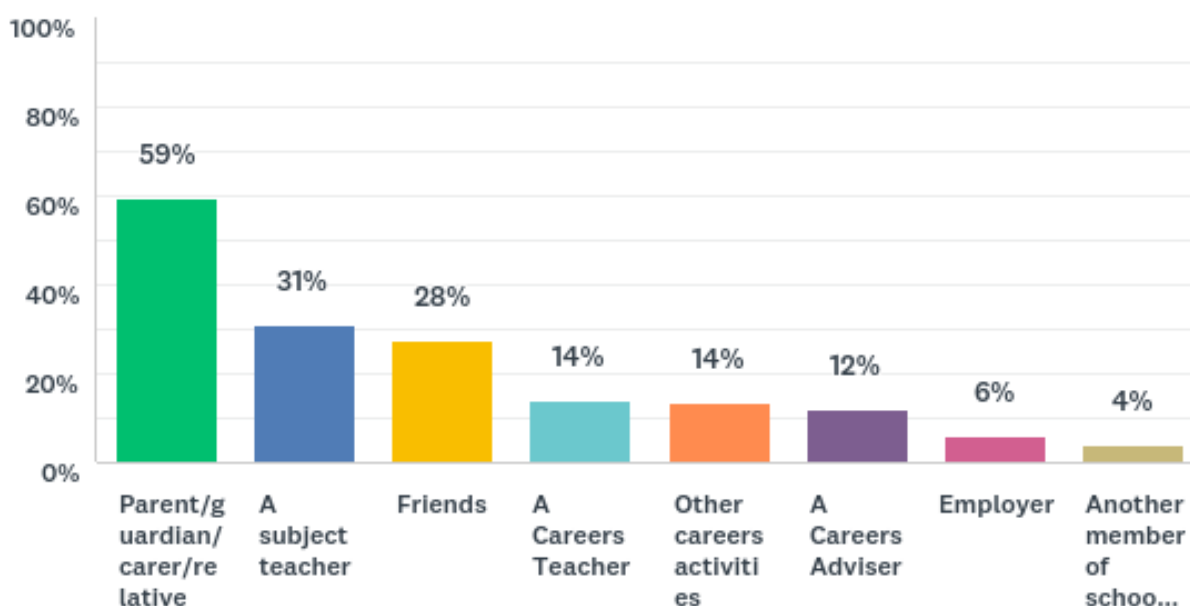


Figure 42: Influences on Post 16 Students' Career Choices

However, of the 74 students who were in post-16 provision, 47% (n=35) said their subject teacher influenced them the most to choose their next step; 54% (n=40) said their parents. The other responses were spread evenly across the above options.

4.11 Examples of students' suggestions for improving CEIAG:

- More people came in to talk about more jobs and I want people to come in about media
- Organise certain activities to do with what we want to do
- Being asked individual about your career by someone in the job area you want
- I'm currently a rolls Royce young apprentice I don't need much advise anymore
- Personal meetings/talks to help students have a better understanding in what they may want to do in future
- If they advertise themselves a little more because I've never heard of it
- I'd like my teachers to tell us a bit more about careers

- Bring in more than just STEM subjects, more variety
- More support and more time for it rather than the odd day
- To have some sort of work experience and a dedicated careers advisor.
- More visits from employers who talk about their careers and also workshops for students wanting to go into different careers so they can make a more educated decision
- More careers workshops from external employers.

Derby College student voices

4.12 A total of 3,013 first-year Derby College students completed a post-induction survey in October 2019. Two-thirds of them:

- "Agreed that before starting College they had received careers advice in school or did not respond."
- "Almost all agreed that the information, advice and guidance provided by Derby College had helped them me make an informed decision about their programme choice. Similarly, almost all of the agreed that they were on the right course for them." (Source: Derby College)

Vulnerable young people

4.13 Only about five of the 41 young people interviewed did not have at least one idea about their next step. Many of them mentioned vocational areas and a provider. Few of them were able to relate their next step to an actual career. Their influences typically related to: a member of the family in the same job something they like doing – ‘helping people’ ‘work with children’, ‘going practical tasks in a workshop’ a practical career activity such as a taster course, a visit to an employer, a project or work experience.

Careers capacity and impact: SEND

4.14 There is an inequality of provision for children and young people with SEND across services in Derby (Ofsted and Care Quality Commission, 2019).

“While a small number of parents have had positive experiences, the reverse has been the reality for many. Some parents feel isolated and unable to access the services they need for their children and for their families. This is because support is not adequately accessible or well known. For example, parents who speak English as an additional language or who have sensory impairments described how it is difficult to find the information they need without support.”

(Local Area SEND inspection report, p.2)³⁸

4.15 Some of the careers leaders identified that specific careers support for young people with SEND is an area for improvement, particularly in the schools that also have SEND students in their cohort. They felt that expectations for these students were often too low, where their abilities and potential are frequently overlooked. This is often the case when trying to arrange work experience and the next step after Year 11.

“We need more contacts and partnerships to give young people a chance to make the stride. For

example, you deaf students are often put onto far too low-level courses for their subject knowledge and skills because they achieve low levels in their English assessments, although they may be proficient in British Sign Language.”

(Careers leader)

4.16 Across Derby there are education and health settings who have embraced CEIAG for SEND students resulting in services that are successful and inclusive. They are an example of what is possible and what can be done. On example is described below:

The Project SEARCH Transition Programme started at Cincinnati Children’s Hospital Medical Center in 1996. Today Project SEARCH currently has over 500 licensed programmes spanning 47 states, 9 countries and in multiple industries. Project SEARCH is a business-led, one-year work-preparation program for young people with intellectual and developmental disabilities. Most participants are enrolled while transitioning from education to work. The hallmark of Project SEARCH is total workplace immersion, which facilitates a seamless combination of classroom instruction, career exploration, and hands-on training. Project SEARCH’s primary objective is to secure competitive employment for every program participant.

In Derby students involved in Project Search carry out work in a wide range of different roles in NHS University Hospitals of Derby and Burton- NHS Foundation Trust. Most of them are on a supported internship as part of their study programmes. They make considerable progress in developing relevant employability skills and in increasing their confidence in participating in a working environment.

³⁸ Ofsted & Care Quality Commission Local Area SEN inspection report: <https://files.ofsted.gov.uk/v1/file/50104302>

Some have progress to unsupported employment.

These supported internships are also successful in raising the expectations of how young people with special educational needs and/or disabilities can make a genuine and valuable contribution to a workplace.

4.17 For young people with disabilities, it was reported by local stakeholders that there are low expectations by schools and employers, providers and even in some cases parents/carers themselves.

“The whole school action plan does not have enough on SEND and careers. We need to work better together.”

(Governor)

“Disabled and able-bodied young people need to be given more chances to get some real experience of the world of work. It should be an entitlement!”

(Community/Voluntary Sector representative).

“We need to help all young people build a great life!”

(St James Centre CEO)

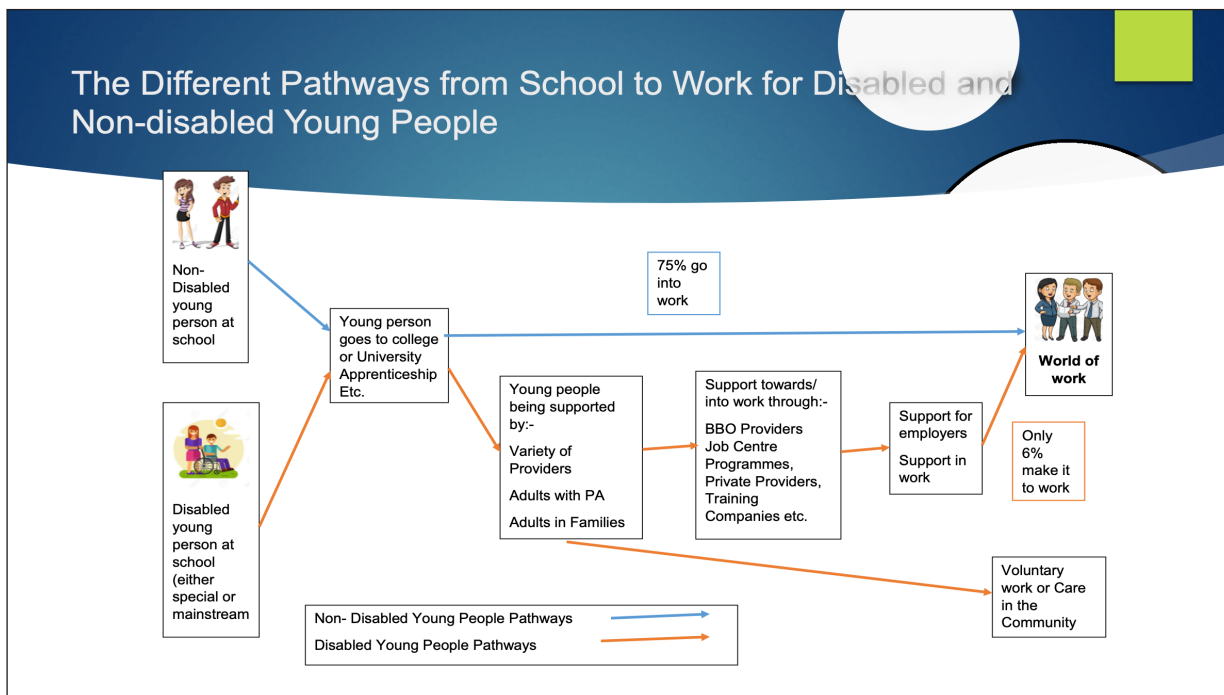


Figure 43: The different pathways from school to work disabled and non-disabled young people (Diagram provided by St James Centre, Derby)

From stakeholder interviews, particularly with those local community organisations who have first-hand experience of working with disabled young people (and adults), some reported many Derby employers tend to see disability rather than ability and young people's potential.

The voices of SEND students

4.18 All the students interviewed were emphatic in their views that careers and employability provision were important. They felt that knowing the purpose of their main schools activities and how they are linked to career opportunities made the lessons more meaningful and motivated them to get higher grades. This chimes well with the academic research findings – refer to section 6.12.

“Helping the younger year groups motivates you to learn too and has made me want to help people in my future career.”

(Young person)

“Helps with exam stress because you know why you want to achieve. Having a career goal give you something to work for.”

(Young person)

“You want to work harder if you know what you want to do next but this was not the case in years 7 and 8 when we had few careers activities.”

(Young person)

“Work experience has helped learn following instructions, be confident in talking to strangers, deal with money and tackle problems.”

(Young person)

They found practical careers activities the most helpful as they could learn from being involved in exploring the different careers or jobs presented. Interactive drop-down days with lots of employers. The more interactive involving more employers, the better. They were all keen to learn about the different jobs and course and felt that taster at other schools or colleges were most helpful because they could ask questions. They felt that the least helpful careers activity was

the assemblies, which were often not linked to the careers that would interest them. The students were almost unanimous in citing English, maths, science and history as the subjects in which the teachers were best at relating learning to careers and work.

4.19 The main areas for improving careers provision for young people with SEND were:

- Ask the pupils for their ideas about who to invite to assemblies so that it is more relevant.
- More trips to employers.
- More lessons that links school and exam learning to the real world and our career plans.
- More workshops. More useful materials in the careers library. More information leaflets.
- More meetings with employers so that we can prove to them what we can do.

Careers capacity and impact: NEET

4.20 Many young people face significant barriers to progressing to education, training or employment because of their low attainment and lack of qualifications. They therefore do not meet the entry requirements for apprenticeships despite that some of them have good potential in practical vocational skills. Young people without qualifications who do not want to or are not able to study further but who would like to work really struggle to find employment. Financial barriers, such as transport costs or delays in receiving a bursary, can prevent them from progressing to vocational courses; not all young people with SEND qualify for the LA transport funding.

4.21 Feedback from the young people interviewed for this research on their experience of careers provision in school was varied and depended on which school they had attended. Some of them commented that they had not had one-to-one careers advice and suggested bringing a careers

focus into the curriculum from primary school onwards. One young person fed back that the mock interview experience was positive as he had good feedback which helped increase his confidence and the interviewer gave suggestions for his personal statement application to UCAS. Those that attended events like the skills festival had better awareness of the different options, training providers etc. Visits to further/higher education providers have also resulted in positive feedback and broadened their experience and awareness of the opportunities available.

4.22 Some of the young people interviewed felt that it was important to gain meaningful work experience, relevant to their ideas for their further careers, such as in the arts industry. They felt that more pre-employment training with guaranteed interviews in the kind of job that does not require qualifications would enable them to develop employability skills and practical vocational skills. They also thought that all the schools should develop stronger links with colleges and training providers and employers. Having a mentor from local industry had been a successful intervention for one young person who felt he had been listened to and given encouragement and motivation at a time when he was struggling to engage in learning.

4.23 Their ideas for improved careers guidance include:

- Aspirational visits to colleges/ universities
- Talks from ex-pupils
- Employer mentor scheme
- More parental involvement in career progression planning
- Embed the idea of career planning/ exploration into all areas of learning.
- More visits to training providers, colleges to establish what their new environments

will be like.

- More access to one to one advice from impartial, qualified careers advisers.
- Information that is up to date and reflects current labour market trends and is based on future predictions of what the labour market will look like and what employers are looking for.
- A mentor scheme for students. This could involve sixth form mentors, ex-students or local employers.
- More opportunities for parents to be involved in careers activities/events.
- More career exploration from an early age.

4.24 Discussions with students and staff have identified that many young people with SEND or those who are NEET or at risk of being NEET are often prevented from them from developing because of low expectations of learners, including by teachers, employers, and providers' staff. There seems to be a lack of understanding of the reasonable adjustments these young people are entitled to, including when planning their next steps. Poor English skills do not necessarily mean lack of ability in vocational and employability skills. Too few employers are flexible in their approaches when planning work experience and apprenticeships. There are also not enough meaningful supported internships, such as those through Project Search³⁹.

39 Project Search, NHS University Hospitals of Derby and Burton- NHS Foundation Trust - <https://www.uhdb.nhs.uk/project-search-derby/>

Parent/carer voices

4.25 A total of 461 responses were received from parents/carers. Of this 76% (n=339) were female; 22% (n=99) male and 2% (n=11) preferred not to say.

4.26 The age groups of the students represented by these parents/carers were: Year 7: 25%(n=114); Year 8: 21% (n=97); Year 9: 21% (n=95); Year 10: 21% (n=94); Year 11: 20% (n=90) Post 16 – L1: 18% (n=82)

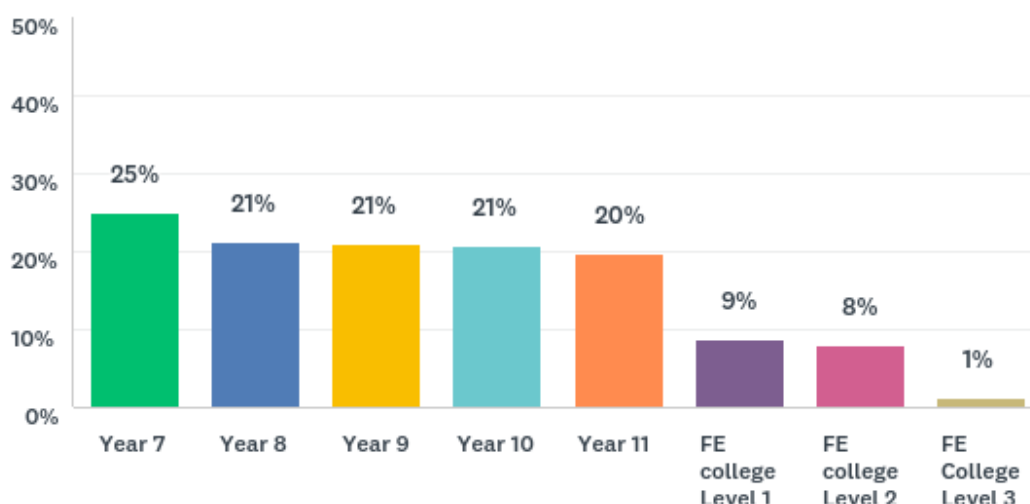


Figure 44: Age demographic of children of parent/guardian respondents to online survey

4.27 Schools/academies and included:

Chellaston Academy	253
Derby Moor Academy	71
Landau Forte College	60
The Bemrose School	26
Noel Baker Academy	4
Allestree Woodlands School	2
Derby Manufacturing UTC	8
Derby Academy	1

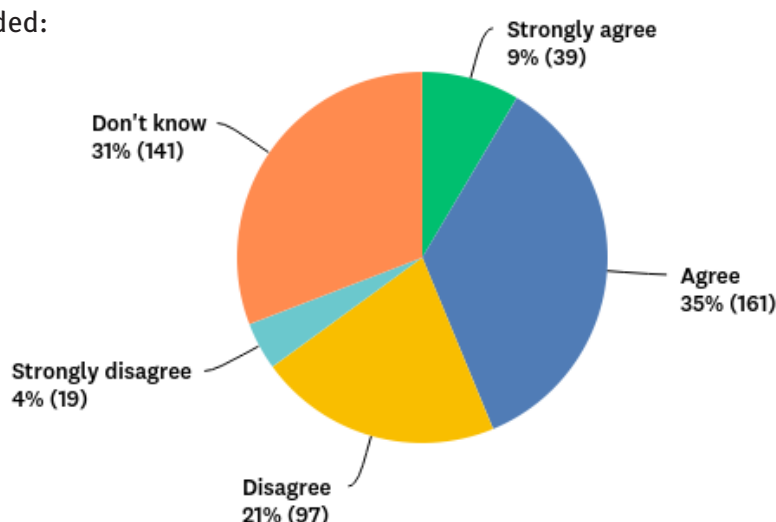


Figure 45: Parent/guardian perception of CEIAG provision in school

- Just over 75% (n=342) of the parents who responded said they were involved or very involved in their children's education.
- 56% (n=257) of parents/guardians either did not know or disagreed that their child(ren) were receiving career guidance in school.

- Just over two thirds (68%; n=314) of the respondents felt that their children had some ideas about their future careers or aspirations.
- Their views about whether the school or college give their children valuable information on opportunities to learn about careers and make career decisions was split evenly: 39% (n=178) felt this was done well; 36% (n=168) disagreed with this view; and one quarter 25% (n=114) of parents were not sure.

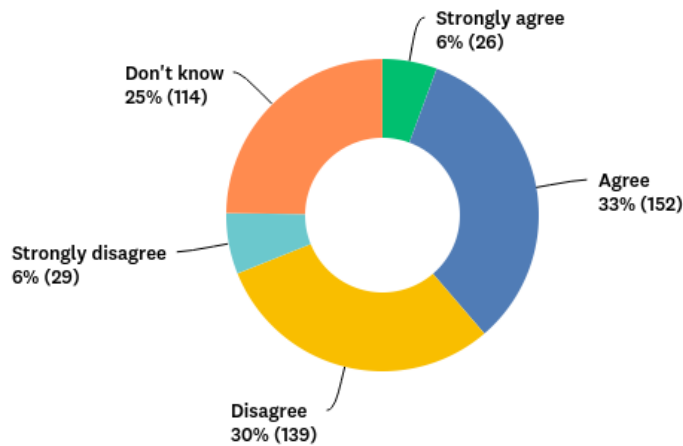


Figure 46: Parents perceptions of information provided to their children

- Just over one third of the parents 39% (n=178) felt that their child(ren)'s school is supporting them well to develop ideas about linking subjects to their careers. A smaller proportion 21% (n=90) felt that their children's school had not supported them to do this. 40% (n=183) of respondents did not know.

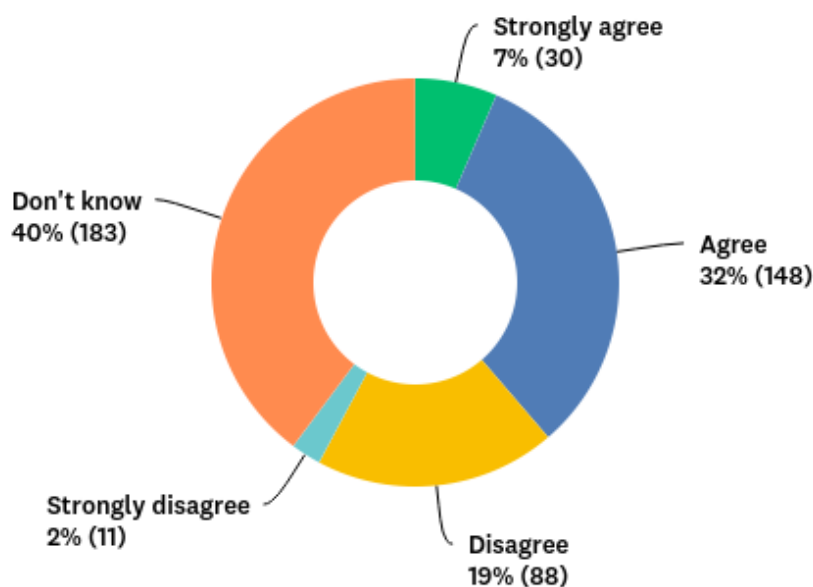


Figure 47: Parents perceptions about how well the school provides information to help career choices

- 53% of parents/guardians either disagreed or did not know that their child(ren)s school brought employers/employees from the world of work into the classroom
- Parents' views were also split in how well the schools were preparing their children for the next stage of their education. The more positive responses typically came from parents of children in Key Stages 4 and 5. For example, just over one third of parents (36%) did not know how well their children's schools or college was supporting their children to make informed decisions about their next step; whereas just under a half of the parents felt that their children were supported or well supported. However, further analysis of the data shows that 53 of the 85 parents with children in Year 11 (62%), gave a positive response compared with 42 of the 106 parents with children in Year 7 (40%).
- Many of the parents' responses show a similar differentiation according to their children's school Year groups implying that parents are better informed and more positive about their children's experience of career guidance in the latter years of their schooling. It is important that all young people, whatever their Year group should collect useful information about their skills and achievement, but only about half of the parents agreed that this was the case.
- Parents' views on whether the school or college gives them valuable information on opportunities for their children to learn about and make career decisions was split 38% positive and 38% negative; leaving about one quarter, of parents, mostly representing Key Stage 3, who did not know. There was no difference in the trends in the responses according to the different schools.
- When asked to indicate their own knowledge of the career opportunities in the local area available to their children, almost two thirds felt that they had a little knowledge, while 22% felt that they had a highly level of knowledge and 14% felt that they had no knowledge. 60% (248) of the parents who responded said that they

did not know where to find careers support and help for their children in the local area; 40% felt that they did know this.

Where parents took the time to express their views in individual comments, they were mostly asking for more careers information and guidance for their children and more frequent updates and information for themselves.

“Please get more info out there for our kids!”
(Parent/carer)

“I like that information is shared with pupils and parents early in Year 9 so they are well equipped by the time they get to Year 11.”
(Parent/carer)

“Much more should be done so everyone has equal chances. One area which is a positive is that the school uses E4E where local employers come in and do mock interviews, CV Workshops etc. More of this would help.”
(Parent/carer)

“More careers guidance at school would be greatly appreciated.”
(Parent/carer)

“My elder daughter's experience was that there was little to no support from the school unless linked to Manufacturing or engineering.”
(Parent/carer)

“Schools should not be pushing university for the sake of it. Other options will suit the majority of young adults.”
(Parent/carer)

“School probably is supporting child in careers choices but I'm not aware of all they are doing and they could improve communication to parents.”
(Parent/carer)

“How I can be more helpful to my child's education and to understand it? We, as parents, needs guidance on how to help and bring out the best out of our children. Not all children is confident to ask for help in their learning at school.”
(Parent/carer)

5.0 Employer Engagement

5.1 In this section, we describe the methodology developed to capture the voices of employers, specifically small to medium enterprises (SMEs) in Derby. This is followed by an overview of key findings from an online survey and telephone interviews with employers to find out more about their views and experiences of careers activities with schools, colleges and the local university. The aim of this work was to map and audit working links between schools, college and local SMEs and consider how these could further be improved.

Methodology

5.2 The methodology is set out below:

- Desk research to map the current levels of employer engagement links, drawing on data from the Inspiring the Future and Inspiring Governance programme.
- Meetings with key stakeholders involved in employer engagement with schools in Derby.
- An online survey of 47 employers in Derby. The survey investigated perceived work-readiness of young people and several aspects of the involvement of employers in schools and colleges in Derby. The survey includes a question on whether the respondent would be willing to take part in a telephone interview about their answers.
- A series of telephone interviews with Small and Medium Enterprises (SMEs) to understand their engagement with education institutions in Derby and any barriers to engagement. SME's were sourced from those registered on the Inspiring the Future portal, respondents to the online survey, contacts identified via partners including E4E and the CEC and cold calling other identified companies. To support cold calling, lists of SMEs registered with Marketing Derby and Connect Derby were approached.

- Interviews were secured with those who were willing to have them. The allocation and ordering of the cold calling was random but was focused on the sectors identified as 8 key sectors in the D2N2 Strategic Economic Plan (Visitor Economy, Construction, Transport and Logistics, Creative and Digital Industries, Low Carbon, Transport Equipment Manufacturing, Food and Drink Manufacturing and Life Sciences) ⁴⁰
- 127 SMEs were contacted and overall 36 telephone interviews were conducted with employers in Derby, of which 34 were SMEs. These were transcribed by the interviewer.
- Analysis of the online survey data and interview transcripts undertaken by members of staff.

5.3 Office for National Statistics data for 2018 shows that there are 8,350 active employer enterprises (those with at least one employee) in the Derby local authority area. Of these active enterprises, 940 had 10 or more employees⁴¹. An analysis of the Inspiring the Future and Inspiring Governance volunteer pool within the Derby city area showed a total of 164 volunteers available to Derby schools across 93 employers. [To note, analysis only included the employers/employees with postcodes in the Derby city area, not the wider Derbyshire area – this does mean some employers like the fire service who do support Derby City schools and are engaged with the programmes were not included.]

5.4 Volunteers were found in every ward in the city of Derby. A breakdown of volunteer numbers by ward is included in the figure below:

⁴⁰ <http://www.d2n2lep.org/key-sectors>

⁴¹ <https://www.ons.gov.uk/businessindustryandtrade/business/activitysizeandlocation/datasets/businessdemographyreferencetable>

Inspiring the Future volunteers by Ward

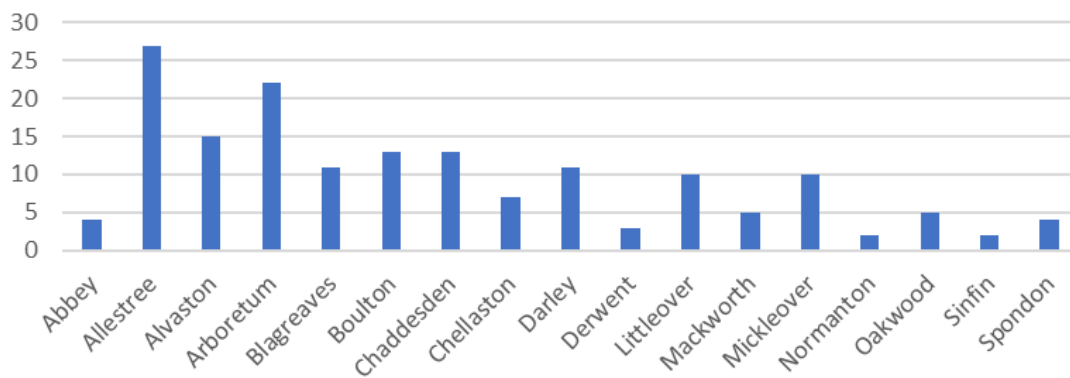


Figure 48: Numbers of volunteers by Ward

5.5 As an indication of engagement levels of volunteers in Derby, 58 volunteers from ‘Inspiring the Future’⁴² attended school events through the programme over the last year. Some stakeholder interviews revealed:

“Employers are being bombarded with requests for work experience, internships - too many people knocking on their doors.”

(Chamber of Commerce)

“There are insufficient resources to work closely with a higher number of Cornerstone Employers. We need to increase these employer numbers to reduce the strain on others. We are working on this!”

(Careers and Enterprise Co-ordinator)

Employer perspectives: *Online survey results*

5.6 Over 60% of online survey respondents (n= 29) were large employers (those with over 250 employees). This reflects other feedback from employers that smaller organisations felt less able to engage with the survey, interviews or transitions to employment due to issues around their capacity.

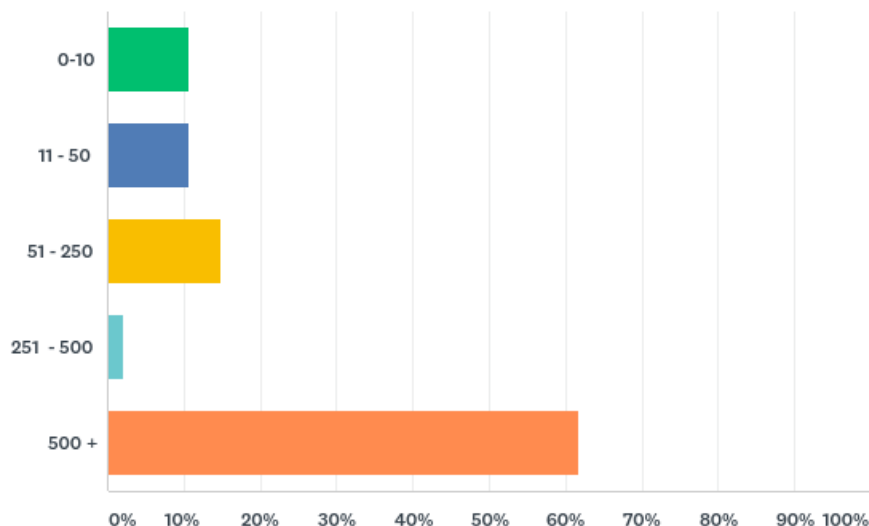


Figure 49: Size of employer organisations: online survey

⁴² <https://www.inspiringthefuture.org/>

5.7 Almost half of the respondents (47%, n= 22) were in the engineering sector (Table and Figure below) This is a sector which may lend itself better to appreciations and a clearer pathway from education to employment. Several interviewees mentioned that they felt a need to make a case for their industry and engaging with schools allowed them to do so.

Engineering (Mechanical and Electrical)	47%	22
Other (please specify)	30%	14
Construction	6%	3
Education	6%	3
Transport Equipment Manufacturing	6%	3
Hotels; Tourism; Catering	4%	2
Public service (Police; Fire; Ambulance)	4%	2



Figure 50: Sectors represented by employers

5.8 The need for companies, especially in engineering, to engage with schools is reflected in nearly 80%(n=37) of all respondents answering that they provide work experience or placements while nearly 68%(n=32) help with mock interviews, talks and workplace visits. (Refer to: Table and Figure below)

Provider of Work Experience or Placement	79%	37
Support for careers and employability work e.g. Mock Interviews/Assembly Talks/Workplace Visits etc.	68%	32
Volunteer	60%	28
Enterprise Adviser	30%	14
Other (please specify)	26%	12
Governor or Trustee	17%	8
CEC Cornerstone Employer	6%	3

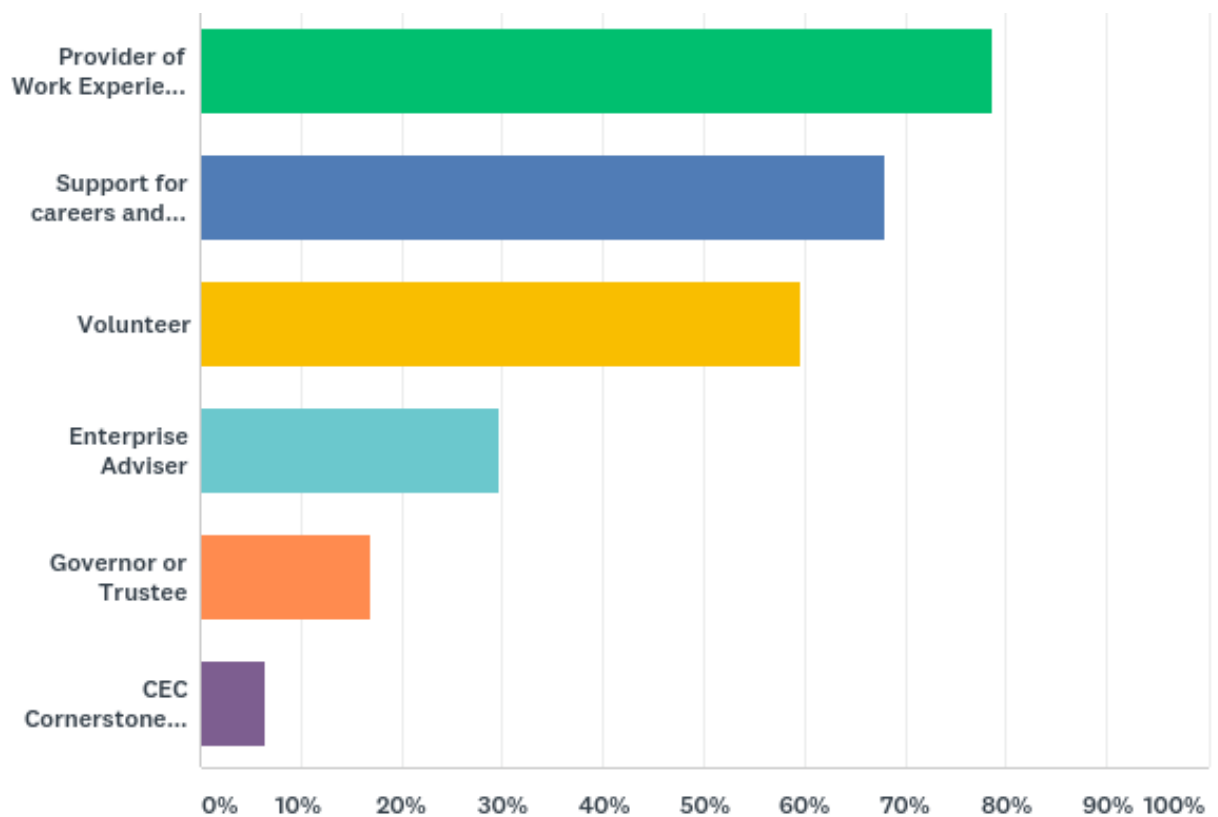


Figure 51: How organisations are engaging with Derby schools/academies and/or colleges.

5.9 Many employers proactively engage with young people in Derby. Over half of respondents undertake: Presentations on their business or sector (57%, n=27); Providing work experience (55%, n=26); Visits by volunteers from your company (55%, n=26); Visits by students to your company (51%, n=24) and Attending mock interview events (49%, n=23). (Refer to: Table and Figure below)

What type of activities have you been involved in?

Presentations on your business or sector	57%	27
Providing work experience	55%	26
Visits by volunteers from your company	55%	26
Visits by students to your company	51%	24
Attending mock interview events	49%	23
Sponsoring projects or awards	28%	13
Working with teachers to develop/review learning materials	23%	11

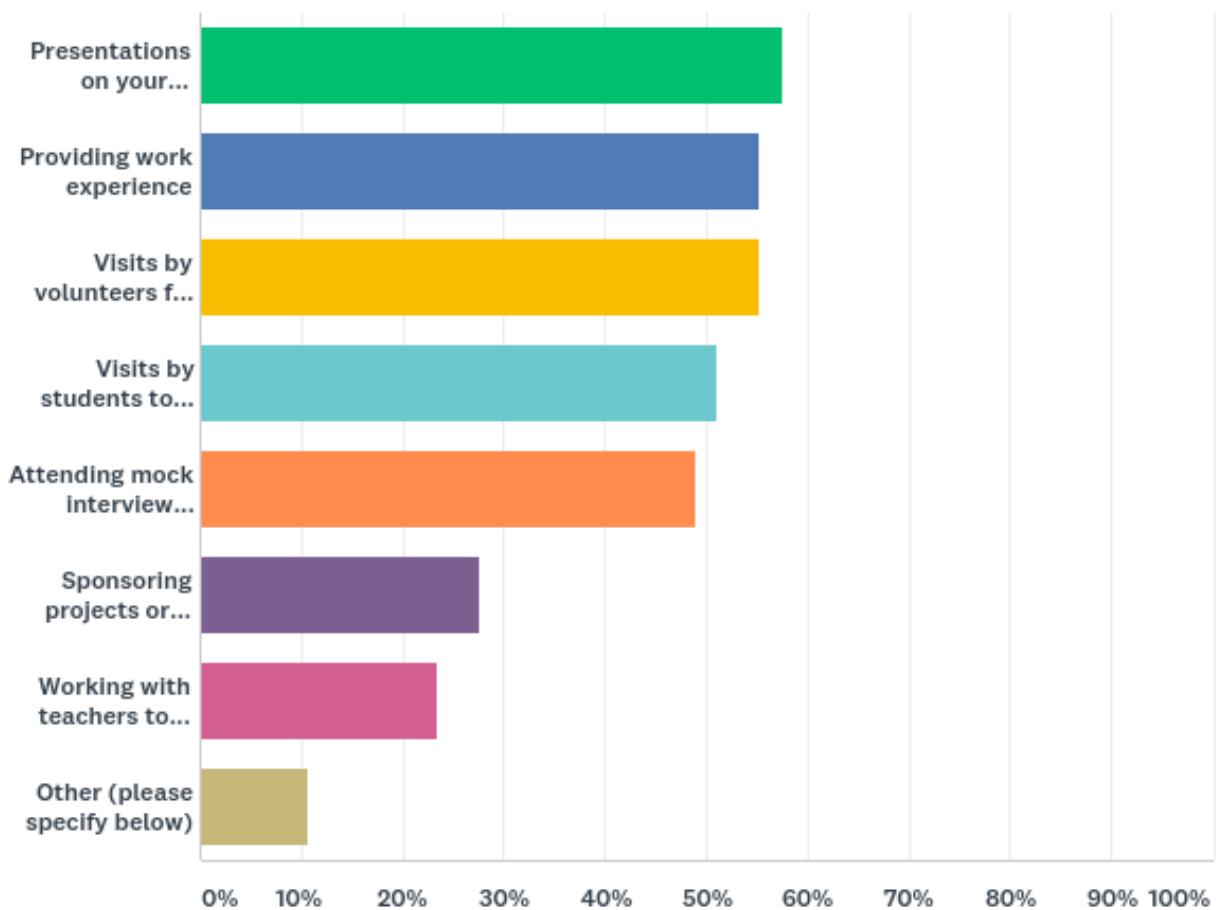


Figure 52: Types of activities in which employers have been involved

Telephone interviews: Results

5.10 From the 34 telephone interviews carried out with SME's, the majority were very small with less than 10 staff members. The breakdown was:

Number of staff members	Number of organisations
0-10	23
11- 50	9
51-250	2

Figure 53: Size of organisations who participated in telephone interviews

5.11 Respondents were from a range of sectors, with 20 respondents from the 8 key sectors identified in the D2N2 Strategic Economic Plan. Respondents came from a variety of levels and roles within their organisations, with 14 either Owners or Managing Directors.

5.12 When questioned on their links to schools and their awareness of the Enterprise Adviser Network in Derby, the majority of respondents (n=27) had no experience of this. Six had heard of it but were not engaged and only 1 SME respondent had engaged with the Network. Similarly, when questioned on existing engagement with educational institutions, 13 advised they did have direct links with educational institutions but of those only 6 were with schools and colleges – the remaining were linked to the College and University, often around graduate and apprentices recruitment. When questioned on why they did not have links, many responded that it was not a business priority often due to the small size and limited capacity of the company.

5.13 When asked about how satisfied they are with the work readiness of young people in Derby - refer to para. 5.17 below.

5.14 Employees were surveyed on their usage of online portals to get involved in career and employability activities. The majority did not use an online portal. Those who did mentioned Stemnet, Inspiring the Future and social media like LinkedIn as online portals they used to connect to

young people, schools and colleges and for recruitment purposes. From those who didn't directly use portals currently, some spoke about just working with small numbers of schools directly and the importance of personal connection when an SME. Many were not aware of the existence of these online portals and thus had not had an opportunity to engage to date.

5.15 Respondents cited a number of barriers when it comes to careers and employability for young people in Derby including:

- Young people having preconceptions around certain sectors such as engineering.
- Young people not being work ready enough due to lack of experience and then lacking the right attitude to work.
- SMEs not having the resources or capacity to dedicate to outreach or supporting young people once they were in the workplace.
- Several employers reported their concern that apprenticeships were treated as a less prestigious outcome than traditional academic routes.
- Schools often wanting one off engagements and difficulty in building an ongoing relationship with longer term impact.

“Young people have no idea – they have just not done anything before. They becomes hazards with health and safety despite training – and its too much liability. We are a small company so the costs for claims can't be absorbed in the same way as a larger company.”

(Derby Employer)

5.16 Respondents had views on what more could be done to improve the work readiness of young people in Derby. Common themes mentioned:

- More support offered by schools to support young people with interview skills and techniques

- More work experience placements for young people and hands on practical experience before students left school or college, to get young people work ready. Employers felt that this was very important and that it should be more commonplace as an activity.
- Several employers mentioned the need to start early, particularly in primary. The work of the Our Future Derby project was mentioned by some.
- Employers also talked about the need to educate teachers as well as students on the range of different roles within a sector and the different routes in.
- Many respondents also felt that more emphasis should be placed on making students aware of the key soft skills needed within the workplace and employer expectations This included communication skills, time keeping and health safety.

“More needs to be done to help young people in understanding employer expectations and what having a job means. Little things like Timekeeping and messaging your employer when you are running late are also important.”

(Derby Employer)

Young people’s state of work readiness

5.17 From the telephone interviews with employers, 52% (n=16) of those who answered the question scored towards the higher end over 1 or 2. 35% (n=11) of respondents said they were neither satisfied or dissatisfied and only 13% (n=4) felt that they were dissatisfied. 4 of the respondents felt unable to answer based on their limited experiences.

Score	Number of respondents
1 = Highly satisfied	4
2 = Satisfied	12
3 = Neither satisfied or dissatisfied	11
4 = Dissatisfied	4
5 = Highly dissatisfied	
No score	4

Figure 54: Level of employer satisfaction with work readiness of young people: telephone interviews

5.18 From the online survey, 47% (n=22) were satisfied or highly satisfied with the work-readiness of young people as shown in the figure below. Only 26%((n=12) expressed dissatisfaction. This correlates with findings from the telephone interviews.

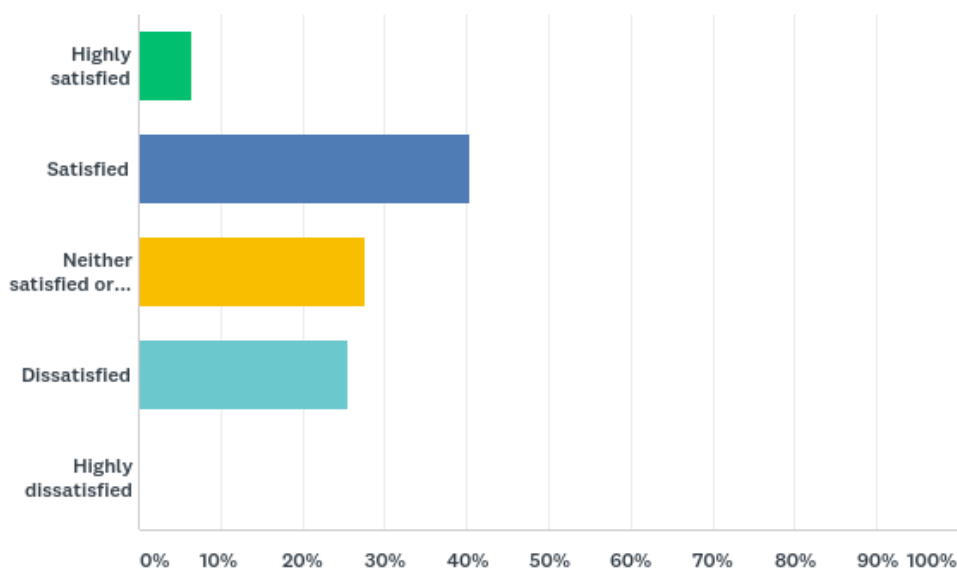


Figure 55: Level of satisfaction with the work readiness of young people in Derby: online survey

5.19 Overall, many of the employers opted for the middle scores because they said that they have found both extremes in work readiness. Those who were more involved with activities were more likely to be satisfied, suggesting that increased engagement between employers and young people can help with improving employer perceptions of the work readiness of young people.

5.20 Employers were more positive about young people's employability skills joining the company for a job, internship or work experience when they were keen to learn and work hard. They cited some excellent examples, including a mock interview session when the employer felt he could have employed all five students. The employers were particularly impressed when the young people had taken the time to ensure that they were well informed about their industry and even the company itself. They were concerned when they found that too that the young people coming for work experience were disengaged and far removed from the work place, with little in the way of initiative.

5.21 Two of the employers interviewed identified a stark difference in the work readiness of young people according to their social and economic background. They both found that those from more deprived areas lacked confidence and aspiration. Other employers also identified a need for greater planning to ensure that employability activities were targeted at those who need them the most.

“When I was delivering employability and offering this from Year 7 and trying to focus on disadvantaged students/ BAME students, I was given affluent Year 13s.”

(Derby Employer - telephone interview).

5.22 In general, the employers were keen that all schools develop employability skills across their curriculum. In particular, they identified a need for:

- more commercial awareness

“For example, they have 8 weeks to

do a project but in the job they would need to do the same thing in three days. They need to be able to hit the ground running.”

(Derby Employer)

- basic employability skills such as punctuality, attitudes for work, following instructions etc.

“Schools need to prepare young people to understand the basics of work”

(Derby Employer)

- improved social skills and confidence in talking to internal and external business customers

“I took an apprentice on 3 years ago assuming they could answer the phone, but I hadn't realised that they'd be starting from scratch.”

(Derby Employer)

- greater understanding of the practical aspects of work, such as how to problems through logic, theory or technology.

“Schools tend to focus too heavily on academic achievement rather than creative out of the box problem solving where failing quickly and iterating generates learning.”

(Derby Employer)

- more preparation for job application and interviews

“Many applicants have not been able to put together a CV adequately, basic spelling and grammar is hugely lacking. Some candidates do not know how to prepare for an interview.”

(Derby Employer)

5.23 The survey of employers also included a section on their assessment of the work readiness of young people. Overall the results are positive, with 47% (n=22) answering that they were satisfied or highly satisfied with the work readiness of young people.

6.0 Other city-wide stakeholder voices

6.1 In this section, we briefly present findings from thirty-eight stakeholder interviews with employers, employer representative bodies, Derby City Council employees, D2N2 staff, community and voluntary sector organisations, schools/academies and college staff which took place between September 2019 and December 2019.

These quotes below summarise the current situation:

“The careers and employability landscape is cluttered...there has to be a way found to declutter!”

(CEO)

“Derby has some of the best paid jobs in the country but young people and parents aren’t fully aware of this.”

(Head of Careers, University of Derby)

6.2 Strengths identified by stakeholders:

- Lots of careers activities being delivered in schools, FE, HEI and in communities
- Pockets of good/interesting policies and practices
- Mentoring, employer engagement with schools, funding available through various initiatives e.g. DANCOP, ESF, CEC (1-2 year funding)
- Energy and enthusiasm to do good work, STEM Ambassadors network
- Curriculum embedded careers activities/ project-based learning
- Early years work in primary schools in the & most deprived Wards
- Opportunity Area Transitions Group
- Raise profiles of CEIAG through Gatsby Benchmarks, Ofsted, JK and BD brokerage activities, some examples of peer review e.g. HEI, FE and SEND schools.

6.3 Weaknesses identified by stakeholders:

- Lack of funding (short-termism)
- Competition fierce between agencies
- Overlapping provision particularly on employer engagement activities
- SMEs being bombarded ...
- No coordination at a local level,
- Vulnerable groups missing out: SEND, young mums, care experienced, young offenders etc.
- Too many meetings, not enough action
- No-one holds the ring locally
- Quality assurance weakening
- Lack of ownership of KPIs; technology not being fully harnessed.

6.4 Some key themes emerged from a series of interviews and these are grouped as follows:

Skills and Employers

“We need to use skills to contribute to the city’s prosperity”.

(Learning & Skills specialist)

“CEIAG provision is patchy, it all comes down to enthusiastic individuals.”

(Employer)

“There are problems in the city re: schools not fully valuing the apprentice and STEM routes.”

(Employer)

“SMEs being bombarded with requests for careers activities and many are switching off – it’s time to work together in the interests of young people getting a foothold into the world of work.”

(CEO)

“Keen to explore ways of closer working but this has to be lead by example at a senior strategic level - not happening at present. No clear lead person at a senior level driving careers and employability - lots of

middle managers doing their best beavering away.”

(Employer representative body)

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

(Employer)

Derby Careers Offer

“Young people with learning disabilities are receiving a poor careers offer”

(SEN specialist)

“Some activities launched by the Careers and Enterprise Company as new, but much of this isn’t!”

(Chief Executive)

“Schools are struggling with the uncertainty re: funding and continuation of some careers activities.”

(Enterprise Adviser)

“We are gradually becoming established in some schools as a force for good...it takes time and energy but ultimately it’s a worthwhile endeavour.”

(Enterprise Adviser)

“I’ve signed up as an Enterprise Adviser because I can bring added-value and resources into the school and I want the best education for young people in Derby.”

(Enterprise Adviser)

“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)

“It’s a confusing landscape for sole traders...CEIAG quality seems highly variable in schools and local

communities. Where do young people go in Derby if they need careers advice?”

(Sole trader)

“There’s too much overlap, competition and unwillingness to share because providers are trying to survive in a crowded marketplace. Local agencies need an economic development champion or Tsar to bring people together and drive culture change.”

(Public private partnership agency)

Work with vulnerable young people

“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 Specialist)

“Too many young people in their bedrooms not connecting with the outer world...politicians have forgotten these young people through an obsession on Gatsby Benchmarks but what happens to those not in school?”

(NEET specialist)

“We’re struggling in the area to reach the hardest to reach; certain schools and groups of young people are getting more careers activities than others.”

(Schools Support Worker)

“Every young person needs access to independent and impartial careers guidance at a personalised level.”

(Schools Support Worker)

Gatsby Benchmarks and Compass Tool

“Gatsby benchmarks provide a good storyboard for talking about school investment, performance and outcomes for students”

(Careers and Enterprise Co-ordinator)

“Gatsby benchmarks have helped to put careers on the schools agenda.”

(Education and Business specialist)

“Gatsby Benchmarks and Ofsted are good to have.”

(Employer)

“The self-assessment data from schools’ Compass audits shows that performance against the Government’s preferred measure, the Gatsby Benchmarks, is lower in the city than the national average.”

(Skills Development specialist)

“Schools are supportive of the things they see working. Gatsby Benchmarks are helpful with stronger links being made to evidence BUT mainly self-reporting with limited external scrutiny.”

(Training provider)

“The landscape is chaotic and getting more confusing. Many vulnerable young people being left behind. Gatsby Benchmarks provide a ‘do it yourself model’ with self assessment okay but no scrutiny!”

(College specialist)

“The virtual wallet option from CEC is not good use of public funds – there’s a lack of consistency with many one off expensive activities...money not well spent. “

(Training provider)

“A major weakness is the Compass tool self reporting mechanism which has no quality assurance in place. There are significant variations in self-assessment results. My feedback to the CEC is change and adapt this to build in quality assurance.”

(Enterprise Adviser)

“The CEC directory is incomplete with some local agencies included and other not - why some and not others?”

(Training Provider)

“Career guidance works but few talk about this in Derby i.e. Gatsby

Benchmark 8 Personal Guidance.”

(Career adviser)

DANCOP

“DANCOP has entered its second phase. We have developed a Progressive Framework linked to the Gatsby benchmarks are readily share this with schools. We’re most focused on Benchmark 7 in our day to day work”

(DANCOP specialist)

“DANCOP only covers certain schools so we cannot rely on any funding from them for careers activities. The process is quite bureaucratic.”

(Head teacher)

“The University, schools and colleges in Derby haven’t come together as a collective to find ways of reducing CEIAG duplication of effort and findings was of maximising local resources.”

(CPD specialist)

Data and intelligence

“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.”

(NET specialist)

“We need a Czar who is both objective and independent to oversee and lead employer engagement.”

(Employer)

“Need to focus more on KPIs and find ways to show things are genuinely improving for young people.”

(College specialist)

6.4 The main barriers to collaborative work were described as follows:

“There’s a disjointed plethora of careers and employability activities - everyone busy doing their own thing - lots of initiatives almost causing fatigue”

(Senior Executive, Economic Development)

“There’s not enough collaborative working and there’s nowhere to share data - it’s a missed opportunity for us all. It also is a disservice to young people and families.”

(Community service provider)

“Too much competition...not much sharing...training providers have no forum to actually share evidence on impact. Some other agencies too busy to take an interest or spend time on this!”

(Education & Training provider)

“80% of schools are looking for freebies...is this sustainable? What happens next year re: funding?”

(Education & Training provider)

“Local Authority has 10 Level 6 qualified careers advisers...they need to make more investment in career guidance for young people across the city.”

(Education provider)

“What is not working well... partnership working... everyone is so busy need to make time for this. Intelligence gathered by institutions is not be used to its full potential - meetings become talking shops a lot of the time.”

(College specialist)

“There are insufficient resources to really work closely with a higher number of Cornerstone Employers. We need to increase the employer numbers to reduce the strain on others. We are working on this!”

(Careers and Enterprise Co-ordinator)

“We are all working in a marketplace which results in a highly competitive environment and lots of duplication.”

(Employer liaison specialist)

“The landscape is too fragmented - no-one really know who is doing what, there’s lots of duplication”

(Senior Leader)

“The existing Senior Advisory Group working on CEIAG appears to be a closed shop with training providers excluded regardless of whether they are private or public sector. Going forward this needs to change. “

(Manager working with vulnerable young people)

“There’s a lack of leadership in Derby when it comes to careers and employability. It needs a fresh vision and strategy to drive culture change and to get things done.”

(Senior Executive)

“So many hubs being created - difficult to make sense of them all!” Funding for individuals to participate in careers activities happens by chance.”

(Widening Participation specialist)

6.5 From the stakeholder discussions, there are three recognisable ‘bridges’⁴³ for potential CEIAG construction in Derby.

6.5.1 Professional Bridge Builders

- **Co-delivery:** in schools by career development, enterprise and employment professionals
- **Co-locating:** in education/community settings with career development, enterprise and health professionals
- **Co-designing:** in collaborative partnerships e.g. working with teachers on curriculum content.

43 See also: ICCDPP, 2019 ‘Bridge Building Concept’, Norway.

6.5.2 Infrastructure Bridge Builders

- **One stop career centres** - On the rise in many countries (Croatia, Denmark, USA, some provinces in Canada are examples).
- **One stop portals** - Often national websites (Wales, Scotland, N. Ireland); local websites pros and cons – another Hub to add to the mix?
- **Cross-sectoral one stop approaches** - Multi-disciplinary teams of professionals (career development professionals, social workers, health professionals, employment advisers, all on loan from their employers) – Finland early exceptional results.
- **Cross-sectoral peer mentoring** - enhanced learner reviews/peer reviews approach.

6.5.3 Missing Persons Bridge Builders

- **Focus on Most in Need:** - NEETS (neither in education, employment or training) etc.
- **Tracking school leavers and re-engaging** them sooner
- **Offering work experience and training guarantees**
- **Targeted prevention.**

7.0 Chapter 2 - Vision: Strategy 2020-2025

In this section, an overview of the proposed vision, strategy, recommendations, actions and key performance indicators (KPIs) are outlined. The content is drawn from key findings set out in Chapter 1. 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.

Vision

7.1 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).

7.2 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 2017-2020¹ 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.

7.3 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)

7.4 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.

7.5 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.

7.6 Below key principles and seven features are set out 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 D2N2 Strategic Economic Plan³ and the Derby City and Young People's Plan (2018-2020)⁴. 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' survey⁵, 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.

7.7 In addition, Our Future Derby⁶, Gatsby Benchmarks⁷, Derby Careers and Enterprise Networks, and a ‘Careers, Employability and Enterprise Education Curriculum’ (2019)⁸ 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. An Executive Summary is available from: <http://www.d2n2lep.org/skills>

Future challenges and collaborative ambition are set out in Chapter 1.

7.8 Derby has much to celebrate when it comes to both social inclusion and economic development across the city. 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.

Derby Careers Eco-System

7.9 The diagram in chapter 1 illustrates strategic policy drivers, including inspection, and key deliverers of different forms of CEIAG across the city.

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

7.10 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.

7.12 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 pursuing⁹.
- Early interventions can bring a lasting impact on children’s development and perceptions of different occupations and of subjects thus enabling access to them¹⁰.
- 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 project¹¹ 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%)¹²
- 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.¹³
- Schools with careers quality standards

in the UK are associated with 1.8% more young people getting good GCSEs and improved attendance.¹⁴

But the careers eco-system is struggling...

7.13 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 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.

7.14 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.

Finding solutions

7.15 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 eco-system, 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.

7.16 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.

Funding streams – see also appendix 3

7.17 Derby partners 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)¹⁵ 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.

Principles, Seven Key Features and Action Plan

7.18 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-being¹⁶. 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.

7.19 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).¹⁷ 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.

7.20 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

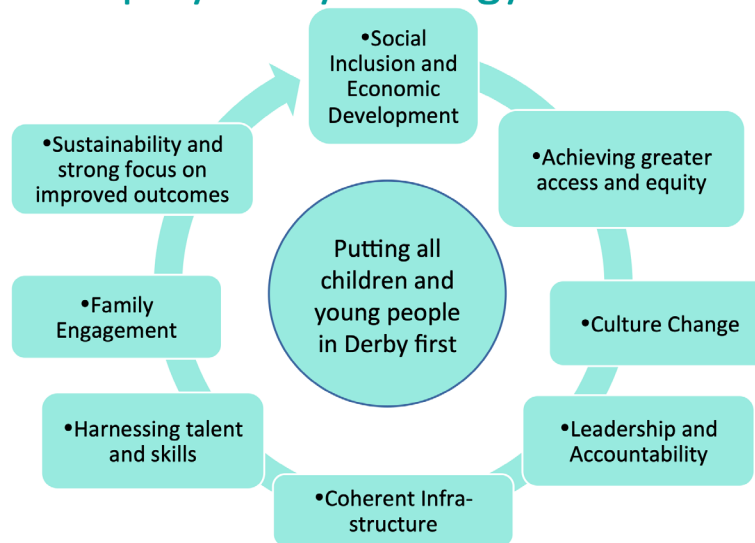


Figure 57: Principles of a successful 'Championing Careers Derby' Strategy

7.21 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



Figure 58: Championing Careers Derby: 7 Key Elements

Key Features: Recommendations and Actions

7.22 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.

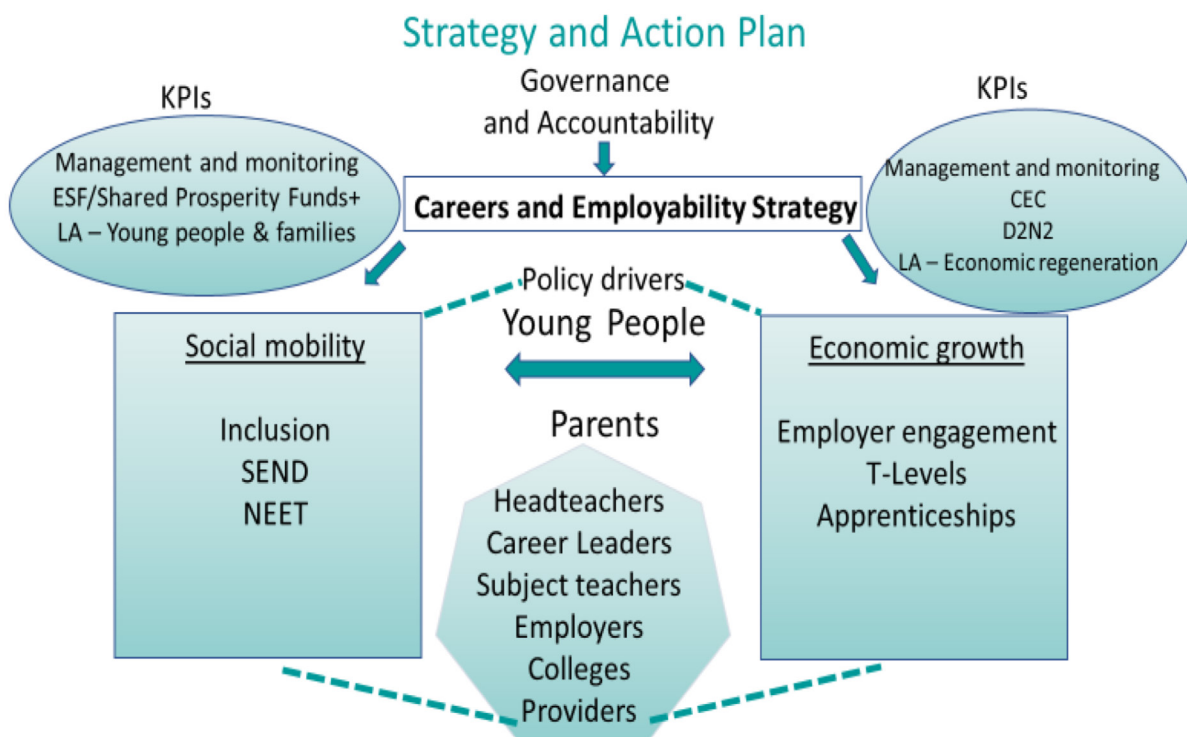


Figure 59: Leadership, Governance and Accountability

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.

7.23 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 rates.¹⁸

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.

7.24 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)¹⁹, Statutory Guidance (2018)²⁰, Derby strategic OA priorities, Derby City social inclusion, D2N2 economic development plans and the Gatsby benchmarks (2014)²¹ 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.

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.

7.25 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)

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.*

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.*

7.26 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)

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.

7.27 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.

7.28 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.

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.

Appendices

Appendix 1: Derby Schools, Academies and Colleges who contributed to the research

- Allestree Woodlands School
- Chellaston Academy
- City of Derby Academy
- Da Vinci Academy
- Derby College.
- Derby Manufacturing UTC
- Derby Moor Academy
- Derby Pride Academy
- Kingsmead School
- Landau Forte College
- Lees Brook Community School
- Littleover Community School
- Merrill Academy
- Murray Park Community School
- Noel-Baker Academy
- Royal School for the Deaf, Derby
- Saint Benedict,
- St Andrew's School
- St Clare's School
- St Martins School
- The Bemrose School
- West Park School

Appendix 2: List of key stakeholder organisations who also contributed to the research

- Building Better Opportunities: Derby
- Carers Leaders' Network
- Connexions MAT
- D2N2 Local Enterprise Partnership
- Derby City Council
- Derby College
- Derby Education Business Partnership
- Derby Primary Head teachers' Group
- Derby Secondary Head teachers' Group
- DANCOP Team
- Déda
- Derby University: Careers and Employability
- Derby University: Enterprise Centre
- Derby University: International Centre for Guidance Studies (iCeGS)
- Derby University Widening Participation Team
- Derbyshire Education, Business Partnership (DEBP)
- Department for Education: Social Mobility Unit
- Enterprise 4 Education (E4E)
- East Midlands Chamber of Commerce
- Enterprise Advisers' Network
- Independent Sole Trader: Bassit Saddiqui
- Learn By Design
- Prince's Trust
- Rolls Royce
- SDSA: School Strategy
- St James' Centre
- This is Derby

Appendix 3: Funding 2019/20

- Estimated expenditure on careers provision across the city in 2019/2020 based on available funding information:
 - ✓ Careers and Enterprise Company (CEC) circa £200k (schools/colleges virtual wallet, including E4E) and an additional circa £75k (CEC local Co-ordinator support services)
 - ✓ DANCOP £55k in 1 school⁴⁴. In addition, circa £25k staff funding (via DANCOP) in 2 secondary/academy schools & distributed funding for Inspiring Futures with Business the Community, Big Bang Fair transport costs, and partner team based activities
 - ✓ Connexions 16-25 year old careers support service (post school only) circa £700k⁴⁵
 - ✓ Our Future Derby (primary school initiative) £250k
 - ✓ European Social Fund (ESFA) NEET programme (Dimensions Training Solutions – post school only) circa £3m⁴⁶ (from 1st April 2019 – 31st July 2021).
- **Future level of investment:** There are available funding streams already in place and, in some cases, current underspend. We have set out the estimated costs of a £750k investment to enable achievement of all of the recommendations and actions set out in the proposed strategy. To avoid any confusion, this is not a recommendation for additional funding; instead existing and future funding could be pooled to reduce duplication of effort, increase partnership working and achieve a more strategic approach to local decision-making. The Executive Summary report (pp. 15-16) sets out existing and future funding available. The value for money (VFM) examples were provided in order to demonstrate benefits and return on investment (ROI) from career education, information, advice and guidance.
- **Procured / soon to be procured ESF programmes** for Derby, Derbyshire and Nottinghamshire
 - ✓ **Youth Engagement in D2N1 - Dimension Training Solutions - Live to July 2021 - £3,024,000** - Programme of support for young people aged 15 to 24 who are NEET (Not in Education, Employment or Training) to overcome personal barriers to reengage with the employment and training infrastructure. Support to include coaching and mentoring, access to basic skills, vocational regulated and non-regulated learning and careers information, advice and guidance. [Soon to go live – delivered by Futures with Derby City Council as delivery partner using CEC as match funding – Jacqui Kinch lead officer].

Other dedicated funding for careers provision is less readily available as this embedded in schools/academies/colleges⁴⁷ integrated provision (including SEND) and within and across the university. As strongly recommended, there is significant scope to form a pan-sectoral Executive Body in the city to lead on the final agreed strategy and to achieve more effective collaboration focusing on the allocation of future funding as part their remit (Executive Summary, p.19 – Actions 4.1. & 4.2).

44 Two other Derby schools are under consideration. At the national level, total spend on NCOP in Phase 1 is £109,922,085 against a budget of £112,246,718 (2.1% underspend). (Source: Office for Students, October 2019)

45 Derby City Council: Preparing for Adulthood – annual expenditure figure to be confirmed

46 Note this the full amount for D2N1 area: the precise figure allocated to Derby city not known.

47 Only 4 secondary schools/academies/colleges indicated they have ring-fenced funding arrangements for CEIAG.

- ✓ **Careers & Employability Service for those at risk of becoming NEET**
- **£1,000,000** - Project to provide innovative ways to positively engage with those who are at risk of becoming NEET whilst still in education and reduce the risk of them becoming NEET. The programme will develop career management skills in young people, provide access to high-quality labour market information; engage with employers to develop employability skills and provide careers advice that supports young people make the best career and training decisions, with a particular focus on broadening the horizons of young people struggling with exclusion and social mobility. [Soon to be procured].

- ✓ **Wellbeing support for young people who are NEET – £494,784** - Support for young people NEET or at risk of becoming NEET, particularly those leaving care with a focus on mental health and wellbeing support. The focus of this call will be to support those young people with additional needs or those from vulnerable groups e.g. carers, care leavers, young offenders, those with Learning Difficulties and Disabilities (LDD), at risk of gang involvement and from traveller communities.

Chapter 2: Endnotes

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- 3 Op.cit <http://www.d2n2lep.org/write/Vision2030.pdf>
- 4 Op.cit. https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/adultsocialcare/safeguarding/2018-20%20Children%20and%20Young%20Peoples%20Plan%20v12_FINAL_040618.pdf
- 5 Derby City Council and NHS Derby and Derbyshire Clinical Commissioning Group: Derby City Local Area Written Statement of Action 2019 - <https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/derby-city-local-area-written-statement-of-action-2019.pdf>
- 6 Derby Opportunity Area funded 'Our Future Derby'-<https://www.educationandemployers.org/ourfuturederby/>
- 7 Gatsby Good Guidance - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
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- 18 See also: Knight, 2015, p.76.
- 19 Op.cit – National Careers Strategy 2017
- 20 Department for Education (2018). Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and schools staff - <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- 21 Gatsby (2014). *Good Career Guidance*, London: Gatsby Charitable Foundation.

