Youth Engagement, Transition and Progression Strategy
Supporting positive outcomes for young people
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Why?

To support the Welsh Government’s introduction of a new strategy “Increasing the Engagement and Progression of Young People 11-24” underpinned by a new six point “Engagement and Progression Framework”.

To deliver on the ambition of the present Cardiff Council administration to make Cardiff a “city where all young people are engaged in education, employment or training”.

To accelerate the downward trend in the numbers of young people “Not engaged in education, employment or training”.

To support the delivery of the Cardiff 14-19 Commitment and the Welsh Government’s “Youth Guarantee” – to provide a post-16 place for every young person who wants one and the support to enable them to take up their place.

This to be achieved through agencies and services delivering in partnership on:- The Welsh Government’s 6 point “Youth Engagement and Progression Framework”

1. Clear data on young people 11-24 in Cardiff
2. Early identification of those at risk and in need of early intervention
3. Better brokerage and co-ordination of support using a significant responsible adult (SRA)
4. Stronger tracking of young people with the capacity to compare information and provide relevant guidance
5. Mapping provision across Cardiff and ensuring it meets the needs of young people
6. Strengthening employability skills and progression routes to employment
And in response to the **Careers Wales 5 tier approach** to identifying the engagement of young people:-

**Tier 5**
- Young People in Further Education, Training & Employment

**Tier 4**
- Young People at risk of dropping out of Education, Training & Employment (ETE)

**Tier 3**
- Young people on Careers Wales Register accessing and requiring further support to enter ETE.
- Including young people on youth gateway

**Tier 2**
- Young People who are unemployed but not registered with Careers Wales, are unavailable for work or who have stated they do not require assistance

**Tier 1**
- Unknown status on leaving the Careers Wales register
- Young people who require identifying to establish their ETE needs
Key requirements essential to the strategy

1. The re-design of services through engaging young people in this process, for example, via the European SPIDER project
2. A casework approach to the re-engagement of young people using staff identified as “lead workers”
3. Secondary schools to take the lead responsibility with pre-16 casework, working together in local clusters where this supports efficient use of resources
4. Utilise the Neighbourhood structure in Cardiff as the basis for focusing post-16 casework and co-ordinating services
5. Trust and high quality relationships among stakeholders and partners
6. Protocols and processes developed within and across schools and Neighbourhood areas for the delivery of re-engagement casework, support services and provision
7. Establish schools and Neighbourhoods as the single point of referral for re-engagement of young people endorsed by the Engagement Workstream of Cardiff Council
8. Interventions, support and provision for re-engaging young people to be brokered and co-ordinated through these local arrangements
9. Key data sets from Careers Wales, Job Centre Plus and the Cardiff Vulnerability Assessment Tool made available to schools and Neighbourhoods
10. WASPI data sharing agreements to be put in place among the stakeholders and partners
11. The Learning Pathway plans used by young people 14-19 reviewed for value, usefulness and effectiveness
12. A common application system in place to support transition at 16
13. The comprehensive handover of casework at key transition points
14. High quality, well developed and supported Work Experience
15. A strong emphasis on the development of employability skills and routes to employment including apprenticeships
16. The identification of vulnerable groups such as Leaving Care, Black & Ethnic minorities, Young Parents, disabled, Learning Difficulties, Home schooled, young people under the Fair Access Panel etc. with associated specific action plans
17. An Equalities Impact Assessment

In developing detailed Action Plans to deliver against the key requirements the Strategy will make reference to other current developments notably:

- The Review of Qualifications in Wales
- The Development of Individual Learning Plans for young people with Special Educational Needs
- The Review of Post-16 Planning and funding arrangements
- The Review of Youth Support Services in Wales
- The evolution of Transformation strategies within Cardiff
- Developments that arise from the Review of the Structure of Educational Services in Wales
- The development of an ESOL strategy for Wales
## Amplification of Key Requirements

**1. The re-design of services through engaging young people in this process via the European SPIDER project**

- The SPIDER project is looking at the re-design of public services by involving service users in the re-design process.
- Through the European SPIDER project the views of young people will be used to re-design the services they use. This will include:
  - At risk young people in the pilot project who have not been picked up by Careers Wales Transition team.
  - A focus on developing pathways to apprenticeships and employment for these young people and designing effective service processes to support this.
  - Involving school staff, staff with lead worker roles, employers and young people in a research phase.
  - Design workshops involving reps. from these groups to look at how services might be shaped in the future.
  - Review and evaluation of the design ideas and selecting those to be put into action in support of the employment pathway.
  - Involving young people identified as being at risk in the design process and who would benefit from the new service approach that would enable them to make positive transitions in the autumn.
- Other opportunities, such as presentations by young people to the Cardiff Leadership Group, will also be used to gather the voice of young people.

**2. A casework approach to the re-engagement of young people using staff identified as “lead workers”**

- The role, responsibilities and remit of staff deemed a lead worker is in the process of being defined.
- This will be shared with partners and will drive the identification of staff who can undertake this role.
- Examples are the pre and post-16 Learning Coaches, Youth Mentors, Youth Workers from Cardiff Youth Service, staff within Communities 1st.
- Other partners, including those from the 3rd sector, will be asked to identify similar staff who will be able to contribute to casework especially on a neighbourhood basis.
- Schools for pre-16 learners and neighbourhoods for post-16 will develop a casework approach, using lead workers, to manage the re-engagement of young people.
3. Secondary schools to take the lead responsibility with pre-16 casework, working together in local clusters where this supports efficient use of resources

- A schedule of meetings with schools has been arranged for 2013-14
- There will be 3 meetings per academic year with an overview of Year 9,10 & 11 followed by a focus on Year 11 in January and then Year 10 in the summer
- See Appendix 4 detailing the work in the pilot area of Cardiff West. This highlights the nature of the conversations and the identification through a RAG status of those young people most at risk of not making a successful transition at the end of Year 11
- This identification process forms the basis for casework intervention and support
- It is not a referral system for support; there are other mechanisms such as Families First, Team around the Family, Team around the School available for that purpose.
- However it will link identified young people with a Lead Worker who can then broker support for them
- The majority of discussions will take place with individual schools but where a common need is noted within an area then interventions on behalf of a group of schools may be commissioned
- Each school will be asked to designate a member of SLT to act as a link with this strategy
- The school groups are shown below:
4. Utilise the Neighbourhood Management Locality structure in Cardiff as the basis for focusing post-16 casework and co-ordinating services

- A multi-agency panel in each area will be responsible for co-ordinating the task of reducing the number of those young people in its area who are not engaged in education, training or employment.
- The Youth Engagement Board has proposed a roll out via a Locality Focus commencing in autumn 2013 with 4 Neighbourhood Panels.
- These panels will act as the only channels through which services, agencies, voluntary sector, resources, providers and casework can be managed in relation to Youth Engagement and Progression.
- Among the key stakeholders expected to be represented in the panels are Families First, Communities 1st, the Youth Service, Careers Wales, FE, Training providers, Voluntary sector, JCP, Police, Neighbourhood management. The exact membership will be defined by each panel in relation to local circumstances. Core and extended membership could be considered appropriate.
- The work of these panels will be supported by data and intelligence from Careers Wales (16-18), Job Centre Plus (18-24) as demonstrated above and Mark Wilmore, Youth and Progression Manager.
- It is acknowledged that local solutions for local needs would be an appropriate way forward whilst recognising that some interventions will work best at city wide level.
- The panels will act as conduits for data sharing in order to understand which agencies and services are already working with young people, the range of provision and support that is available both locally and across the city and the mechanisms for referral to support services such as Families 1st.
- In establishing these panels it is recognised that there will be a need for staff development in order to make sure that staff understand and can contribute fully to the proposed new arrangements.
5. **Trust and high quality relationships among stakeholders and partners**
   - Buy-in and support at the highest levels of policy making in Cardiff
   - Achieved through open consultation and responsiveness to input from partners and stakeholders
   - Clear and open lines of accountability for the successful re-engagement of young people presenting as casework
   - Agreed framework to share performance data between agencies

6. **Protocols and processes developed within and across schools and Neighbourhood Management Locality areas for the delivery of re-engagement casework, support services and provision**
   - Protocols and processes will be developed through the experiences of the panels building upon agreed best practice thus ensuring a degree of consistency of approach across Cardiff
   - Responsibility for co-ordinating / managing the regular meetings of the panels will be determined locally and could be supplied by one of several services. The responsibility could be shared across the city by different agencies. However, it is noted that the lessons learnt from the Fair Access Panel are that high quality administration of the meetings, the casework and robust follow-up are essential if the panels are to be effective in meeting their responsibilities
   - The panels will monitor and evaluate the impact of the interventions / provisions / support that they commission and provide regular reports on outcomes of their activities (using RBA methodology) to the Youth Engagement Board, Neighbourhood Management, the agencies and services they work with, the LA, and their local communities

7. **Establish schools and Localities as the single point of referral for re-engagement of young people endorsed by the Engagement Workstream of Cardiff Council**
   - As part of the work with schools, Neighbourhood Panels and other partners referral processes will be defined in order to meet this ambition
8. **Interventions, support and provision for re-engaging young people to be brokered and co-ordinated through these local arrangements**

- There is clear agreement on the need for a multiagency approach
- Detailed maps / data bases will be made available that identify the range of support and provision available in a neighbourhood and across Cardiff
- This information to be easily available to Lead Workers and agencies / services / young people across Cardiff
- There is a recognition that in the present climate of budget cuts there is a need to make the most effective use of resources across a range of services and agencies
- The mapping exercise will also identify possible areas of duplication and gaps in provision and support so that resources can be focused appropriately
- The accountability locally for the impact, effectiveness and outcomes of intervention, support and provision is critical to ensure quality of service

9. **Key data sets from Careers Wales, Job Centre Plus and the Cardiff Vulnerability Assessment Tool made available to schools and Neighbourhood Panels**

- Examples of data information can be found in Appendices 1 – 3 & 5

10. **WASPI data sharing agreements to be put in place among the stakeholders and partners**

- WASPI data sharing arrangements being developed in 14-19 will be used as templates for further work
- Careers Wales already has existing data sharing agreements in place with the Local Authority and the Youth Service
- For young people over the age of 16 a standardised permissions form will be developed for them to agree the sharing of data held on them.
- As Careers Wales is now part of Welsh Government the release of their statistics comes under the control of the WG Statistics Office. Clarification of the effect of this is being sought

11. **The Learning Pathway plans used by young people 14-19 to be reviewed for value, usefulness and effectiveness**

- The requirement for all young people to have a Learning Pathway Plan is part of the Learning & Skills Measure (Wales) 2009
- An on-line version is available via Careers Wales On-line
- Schools and FEIs are free to design their own versions. This may well represent a very different experience for young people in different institutions
- Some schools have indicated that it represents more of a tick box exercise than an effective tool
- Colegau Cymru is currently reviewing Individual Learning Plans across Wales for WG and will report on this as part of the on-going work on the Review of Qualifications in Wales
- Cardiff has been part of the pilot developing ILPs for learners with Special Needs as part of the modification of the system of SEN Statements
12. A common application system in place to support transition at 16

- The Minister has indicated support for this development through Careers Wales On-line.
- It will be very beneficial in providing an equitable transition planning tool for all young people, irrespective of intended destination, and help staff track and support the process for each individual young person.
- A transparent application process such as the one suggested will also aid Cardiff in the development of a revised Planning and Funding regime for post-16 education in 6th forms and FEIs.

13. The comprehensive handover of casework at key transition points

- The “Cardiff Commitment” from the 14-19 Network recognises the need to support vulnerable young people across transition points. It is the lack of connection and responsibility for passing on casework in the past that has often allowed a number of young people to become disengaged, especially across the summer period.
- In the pilot pre-16 area of Cardiff West a summer transition process is being implemented for 2013.
- The outcomes of this will be fed into the Neighbourhood Panel for the West and any remaining young people who are not engaged in September will be the focus of the initial case work for that panel.
- A review and evaluation of this pilot work on transition at 16 will inform planning for summer 2014.
- With support from the WG UPOSS grant young people in Special Schools and Units are being helped through their transition process into FEIs this year by a team of transition co-ordinators. The outcomes of this project will be used to inform planning for 2014.
- The Youth Service provides a useful engagement function through its summer holiday programme which encourages vulnerable young people to stay engaged.

14. High quality, well developed and supported Work Experience

- We will take a fresh look at the quality, potential impact and value of work experience as a key preparation of young people for employment. We will draw upon the evidence of the recent “World of Work” activity with the Park Inn which preceded the Employer Event on 8th March. This was deemed highly successful because:-
  - The students were well prepared.
  - The hotel staff were well prepared and had planned activities for the young people.
  - The students were given “real” experiences and felt part of a team.
  - There was a focus on skills and the students recorded evidence of these in their skills e-portfolios each day.
  - The students had a structured Investigator File to complete that required them to seek out information, demonstrate understanding of the workplace and have their experiences commented upon and signed off by hotel staff.
  - The student’s understanding and insight into the workplace was greatly enhanced.
- In re-visiting the purposes and structure of work experience we will link with the WG developments on Learning Area Programmes with their emphasis on core activity focused on WBQ, Skills and experiences of work.
- We will establish a group of key stakeholders that represent CW, JCP, CC, schools,
young people, employers, training providers, FE to undertake the review of work experience and agree on ways in which the experiences and evidence gained by young people will be captured using the latest technologies and can be easily transferred into skills journals, investigator files and e-portfolios for accreditation of skills and the WBQ

- A key focus of work experience should be the development of employability skills and this would be emphasised in the activities above
- Estyn have expressed interest in this approach and will visit Cardiff to explore these developments

15. A strong emphasis on the development of employability skills and routes to employment including apprenticeships

- We will create a greater awareness of employability skills in schools, with young people, with their parents and all providers
- We will continue to develop our capacity to track the development of skills with on-line tools to:
  - Enable learners to assess their strengths / weaknesses in skills
  - Enable employers to indicate the range and importance of these skills within the context of their business
  - Enable providers to plan and promote provision that helps support the development of these skills in YP
- We will continue to grow the engagement with employers following on the successful Enterprise Exchange event at the Park Inn on 8th March 2013. Specifically we will develop routes into apprenticeships and employment by developing young people who, through their understanding and development of skills, are ready to contribute in the work place
- We will improve the co-ordination of our activities with employers and their SSCs; currently they are approached separately by JCP, CW, 14-19, Economic Development, ACL, FE, Training Providers, Communities 1st, Prince’s Trust, Business in the Community, Training & Enterprise Centres and schools etc.
- Cardiff Council will set out a standard of engagement as an exemplary employer
  - CC will offer a wide range of high quality work placements and internships
  - CC will increase the number of apprenticeships it can offer and with WG develop ways in which it can support an increased uptake of apprentices by businesses and organisations across Cardiff
  - There will be closer co-ordination between workstreams within CC such as HR and the work of the Youth Engagement Board so that there is a consistent approach to new and existing developments
  - Social clauses inserted into CC procurement contracts will reflect the different aspects covered by the Engagement and Progression Framework
  - We will establish a mechanism for monitoring the implementation of these social clauses
  - The companies who are contractually obliged will sign up to this employer engagement strategy
16. The identification of vulnerable groups such as Leaving Care, Black & Ethnic minorities, Young Parents, disabled, Learning Difficulties, Home schooled, young people under the Fair Access Panel etc. with associated specific action plans

- It is recognised that for certain especially vulnerable groups of young people it would be appropriate to develop specific action plans and, where appropriate, prioritise resources

17. Undertake an Equalities Impact Assessment
Appendices:

**General observations on the data in Appendices 1-6**

- The majority of trends 14-19 are encouraging and moving in the right direction but Unknowns are not tracked comprehensively enough; improved systems operating with FE but need to also improve feedback from the 6th form sector and WBL.
- It would appear that progression routes into Work based training and employment are under developed in Cardiff compared to All Wales data.
- There is generally poor accountability across the system for the impact of interventions, especially 16-18, with weak recording and reporting measures, especially to corporate level and within local communities.
- Data on the impact of activity at transition is patchy and hard data not easy to obtain.
- The data handover at 18 could be more effective; we need to better understand the potential for co-ordinated work between Careers Wales, JCP and the local neighbourhood panels.

**Appendix 1 - General progression data - Year 11**

<table>
<thead>
<tr>
<th>Year 11 Destinations - % for 2012</th>
<th>KS4 Attendance Rates for Cardiff</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Young People in Cardiff Not Engaged in EET 2008-2013</td>
<td>Post-16 Participation in Cardiff</td>
</tr>
</tbody>
</table>

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**KS4 Attendance Rates for Cardiff**

- 2008: 86%
- 2009: 88%
- 2010: 90%
- 2011: 92%
- 2012: 90%

**Post-16 Participation in Cardiff**

- 2008: 72%
- 2009: 74%
- 2010: 76%
- 2011: 78%
- 2012: 80%

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**Year 11 Destinations - % for 2012**

- 6th Form: 4.2%
- FE: 0.3%
- Part-time Ed.: 1.5%
- Employment: 39.8%
- WBT: 45%
With rising standards in KS4, improving attendance and perceived limited opportunities in employment the post 16 participation rates in education have continued to rise with students progressing to FE and 6th form. The focus on the 5 Stage Attendance strategy is having an impact on retention rates, better outcomes and is increasing the likelihood of successful transitions.

The reduction in the number of disengaged young people shown above can be in part attributed to the wider choice available through the 14-19 curriculum, which is encouraging engagement and retention, together with the work of Careers Wales and especially the pre and post-16 Learning Coaches; the latter have been key in targeting, prior to October cut off, those young people who have unknown destinations; the impact of work in schools to increase attainment and provide better support for progression is also significant.

**Careers Wales Year 11 Destination data for schools and partnerships in Cardiff**

![Destination NEET by school 2012 graph](image-url)
Appendix 2 - General progression data - Year 12 (Destinations data from Careers Wales)

- Broadly speaking retention rates are good with strong trend in the reduction over 4 years of young people who are disengaged
- The reporting of young people disengaging during or at the end of Year 12 is important and needs to be improved
- Colleges and Training Providers now provide a regular data feed to Careers Wales
- Need to improve data flow from 6th form
- Cardiff shows a positive trend compared to All Wales data for Retention and reductions in the number of young people disengaged
- Greater emphasis in Cardiff on staying in education rather than moving into work-related progression routes
Rising progression into HE & FE but we need to improve the identification of those with unknown destinations. This will depend on better relationships and dialogue with schools and colleges.

The progression routes to apprenticeships and employment are not well developed in these younger age groups. The current employer engagement activities, work on employability skills, apprenticeships and Council Procurement contracts with Community Benefit Plans will all be needed to reinforce and increase recruitment through the work-based route.
Appendix 4 – Data from the pilot in Cardiff West

The numbers generated by each school are:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Green</th>
<th>Amber</th>
<th>Red</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantonian</td>
<td>4</td>
<td>8</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Fitzalan</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Radyr</td>
<td>4</td>
<td>18</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>The Bishop of Llandaff</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Totals</td>
<td>25</td>
<td>50</td>
<td>64</td>
<td>139</td>
</tr>
</tbody>
</table>

This data will be used to establish the case load for the partnership and to obtain and assign Lead Workers to these young people to support transition.

During the 2012-13 academic year the Cardiff West Partnership has been undertaking pilot activity with respect to the Youth Engagement, Transition & Progression strategy. The Vulnerability Assessment Tool has been run 3 times during the year. The headline filter in the tool is attendance rates of below 85%. After the first run the lists of students that the tool generated were discussed with schools in order to ascertain the accuracy of the information. The tool was used across Years 9, 10 and 11 and gave good results and provided a good level of confidence going forward.

In January the tool was re-run but against just Year 11. It identified up to 141 students who were at risk of not making a successful transition. Of the 60 of these that were referred by the school’s Careers Wales Adviser to the CW Transition Team only 16 were initially accepted. This left 125 students in need of further support.

In the latest meeting with the schools the student lists have been reviewed in some detail. The data is volatile because students do move in and out of the
lists depending on their attendance and other circumstances. Through these discussions the students have been reviewed and assigned a RAG status:-

- **Green** - no longer deemed at risk
- **Amber** - still at risk but being managed by the school
- **Red** - significant risk and external support sought via a SRA
Appendix 5 – Data on disengaged young people post-16 by Locality

Data on young people 16-24 not engaged in education, training or employment; Careers Wales to left of # and JCP to the right. (April 2013)

Careers Wales Total 16-18 = 859  JCP Total 18-24 = 2,930

West
95 # 355
- Creigiau 3 # 15
- Pentynych 5 # 5
- Radyr 5 # 15
- Fairwater 39 # 125
- Llandaff 5 # 30
- Llandaff North 19 # 90
- Whitchurch 19 # 75

North
130 # 475
- Rhiwbina 5 # 15
- Heath 8 # 45
- Llanishen 23 # 100
- Lisvane 2 # 10
- Cyncoed 3 # 25
- Penylan 12 # 40
- Pentwyn 58 # 200
- Pontprennau/OSM 19 # 40

East
171 # 395
- Llanrumney 54 # 130
- Rumney 40 # 65
- Trowbridge 77 # 200

South West
192/700
- Ely 63/260
- Caerau 61/190
- Canton 26/110
- Riverside 42/150

City & South
75/270
- Grangetown 59/180
- Butetown 16/90

South East
196/735
- Gabalfa 14/65
- Cathays 25/115
- Plasnewydd 40/215
- Adamsdown 53/160
- Splott 63/180
Appendix 6 – An example of a data trawl using the Vulnerability Assessment Tool across Cardiff

What is apparent from this data capture is that there are significant needs across the city including in the north. There are some schools that reveal high levels of risk at around a third of their cohorts. This data, when taken with the results of the drilling down shown by the pilot study below, provides a basis for the allocation of support services and resources across Cardiff.

<table>
<thead>
<tr>
<th>Aggregated data</th>
<th>Totals at risk</th>
<th>% of city cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>271</td>
<td>2.6%</td>
</tr>
<tr>
<td>South West</td>
<td>195</td>
<td>1.9%</td>
</tr>
<tr>
<td>East</td>
<td>449</td>
<td>4.3%</td>
</tr>
<tr>
<td>North /Central</td>
<td>555</td>
<td>5.4%</td>
</tr>
<tr>
<td>Welsh</td>
<td>91</td>
<td>0.9%</td>
</tr>
<tr>
<td>Inclusion</td>
<td>61</td>
<td>0.6%</td>
</tr>
<tr>
<td>Cardiff</td>
<td>1622</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aggregated data</th>
<th>Year 11 Transition risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td>107</td>
</tr>
<tr>
<td>South West</td>
<td>63</td>
</tr>
<tr>
<td>East</td>
<td>160</td>
</tr>
<tr>
<td>North /Central</td>
<td>208</td>
</tr>
<tr>
<td>Welsh</td>
<td>32</td>
</tr>
<tr>
<td>Inclusion</td>
<td>19</td>
</tr>
<tr>
<td>Cardiff</td>
<td>589</td>
</tr>
</tbody>
</table>

Totals at risk

Year 11 Transition risks