



**Children and Young People Committee
CYP(4)-11-11 Paper 4**

**Inquiry into the Implementation of the Learning & Skills (Wales)
Measure 2009**

Evidence from Careers Wales

Introduction

Careers Wales is pleased to submit evidence on the Learning and Skills Measure, 2009. Careers information, advice and guidance (CIAG) is one of the six Key Elements crucial to individual Learning Pathways for 14-19 year olds. The legislative basis for CIAG already existed, so was not covered by this Measure.

Currently, Careers Wales consists of six “not for profit”, independent companies, but we are working towards the establishment of a unitary organisation by April 2012. Through our contract with the Welsh Government, we deliver careers information, advice and guidance services to young people and adults across Wales. In addition, we support education institutions with the delivery of the Careers and the World of Work (CWW) Curriculum Framework through our Education Business Partnership (EBP) activities.

Our key purpose is to provide services that are impartial and independent and which support the learner to acquire career management skills and to make realistic and well informed decisions about individual learning/career pathways appropriate to their abilities, interests and career goals and aspirations.

Senior managers from all the careers companies have been involved at both the strategic and operational levels with all the Networks since their establishment. Across Wales, this has included chairing sub groups, and in one case the Network meeting itself, seconding staff, providing additional work focussed experience activities, undertaking the Learning Coach function, supplying statistical data, raising awareness of issues relating to the NEETs agenda, providing additional support to pupils who may become NEET and developing and continuing to support, on behalf of the Welsh Government the Key Stage 3 (year 9) Options Menu via Careers Wales Online (CWO).

***The effect that the implementation of the Learning and Skills (Wales)
Measure 2009 has had on young people aged 14-19 years;***

The curriculum at Key Stage 4 (KS4) and Post 16 is now more relevant to a broader range of learners, given an increase in the range and breadth of the offer

and the provision of more vocationally orientated subjects. 14 – 19 Networks were already on the path to broadening the curriculum; the Learning and Skills Measure provided the legal framework to make the aim more readily achievable.

Careers Wales is aware of:

- Expanded choice for KS4 studies and the opportunities provided by collaborative courses (particularly college-based courses for learners in KS4) which have been particularly useful
- the work undertaken has embraced a range of practical opportunities to improve the provision of courses in the medium of Welsh, which has included cross border co-operation between 14 – 19 Networks.
- The collaborative arrangements in place have without doubt led to a larger mix of both academic and vocational subjects being made available at both KS4 and post 16. There has been a growth in learners opting for vocational subjects. However the vocational offer is still not regarded in the same esteem as the academic choices.
- In some instances, restrictions on Network budgets has meant that progression opportunities have not been available
- Although early days, young people generally seem to be gaining improved understanding of their skills and how these can relate to the world of work, more students appear to be able to achieve Level 2 due to the different approaches to accreditation and delivery (rather than the prescribed GCSE with coursework and exams only).
- Anecdotal evidence suggests that learners are better able to explain what they have learned and their enthusiasm appears greater for the more vocational courses than for some of the traditional subjects. No hard evidence but with increased numbers achieving accreditation, increased numbers are able to enter further learning.
- Progression opportunities – it is important that young people are made aware of progression opportunities post 16. They need to be aware that e.g. a hairdressing course at Key Stage 4 does not guarantee either a place on an FE hairdressing course or indeed a higher level course – students often find themselves repeating at the same level or elements of the course

Helping young people understand the implications of their choice.- It has been more challenging for young people and parents to understand the range and type of courses being offered and the need to present information and provide CIAG is key to supporting young people's decision making.

Careers Wales' advisers work in collaboration with learning settings supporting young people and their parents to understand the implications of the choices to be made in terms of future career pathways. Our advisers currently provide this service to all year 9 pupils through class sized group sessions and individual interviews. However, as a result of recent budget reductions, our work with this year group and at this transition stage is likely to be very substantially reduced. A particularly important aspect of this work is the impartiality we bring to the process.

Understanding the needs of the local and national labour markets. Whilst learner choice is important in deciding which courses should form part of the offer,

this needs to be tempered by the realities of the labour market and the present and future opportunities likely to be available. Careers advisers are able to inter weave this into the careers guidance process. A particularly good example of collaboration exists in Gwynedd and Ynys Môn. Networks were aware that various reports both national and local had identified that either young people did not have the necessary understanding of specific sectors or that they lacked the skills those industries felt were important.

Working with Careers Wales North West – a set of sectors were targeted including Outdoor Education, Engineering and Hospitality and Catering. A series of meetings were held, including local FE and WBL providers and employers, aimed at identifying what action was needed and what sort of provision would suit the need. As a result, schools in the area now offer Level 2 qualifications in the specified sectors all of which include input from local employers. Whilst it is too soon to establish whether or not there will be an increase in young people entering those careers in the future – the courses have given learners experiences and information about the range of opportunities in those sectors as well as raising awareness of the required skills.

Parents: In several schools the measure had led to the school reviewing their Careers and World of Work programme at KS3. Lead by Careers Wales, they have introduced the options earlier in the year, worked on sessions to introduced Careers Wales online and the options menu along with the career choices, and held special parents' evenings to inform the parents not just about the measure and the options but about the world of work for the future. These evenings have now become an integral part of the options choices and several schools have now also introduced a guest speaker from industry to talk in small groups to the parents and learners.

However it's important to realise that studying at 14+ for hairdressing will not necessarily lead to a career in this area. The skills gained include learning about customers, communication and running a business more than the practical skill. These skills can be used in a range of work and learning contexts not just the vocational field. No-one imagines that a learners undertaking a vocational course pre 16 will be qualified to work in that area – the focus is on the skills they learn to enhance future employability skills.

With regard to young people who have Learning Difficulties and Disabilities (LDD), the Learning and Skills Plan has identified needs which are not always being fulfilled by the Learning Providers e.g. taxi to and from home, additional support on the programme of learning. Parents' expectations are being raised but not always fully met causing great distress to them and their child.

CWO - working with the Welsh Government Careers Wales Association has developed an administration and reporting functionality for schools to input their KS4 and post 16 curricula offer and the take up of qualifications/courses on CWO. The Welsh Government requires that schools and 14-19 Networks use the CWO KS4 and post 16 curricula reporting functionality to ensure compliance with the Measure. The Learning and Skills (Wales) Measure 2009 has strengthened the 14-19 developments on CWO by adding value to existing services.

Hanna, a Year 9 pupil at The Bishop of Llandaff Church-in-Wales High school commented that: *The site is good because the interactive games encourage you to learn about different things that would help you. It is also good because it shows what each*

subject involves in case you choose to study it. Completing options online makes it easy to use and easy to change!

In the academic Year 2010-2011:

approximately 41% of all maintained secondary schools in Wales used the Free Choice survey with their learners.

- nearly 50% of all maintained secondary schools in Wales used the Key Stage 4 Options system.
- 13,589 Learners accessed their Learning Pathway Document using CWO

We expect the above statistics to increase as the Learning and Skills (Wales) Measure 2009 embeds itself in future years. For further information relating to the effect the Learning and Skills (Wales) Measure 2009 has had on young people aged 14-19 Years, please contact the Learning Pathways 14-19 team in the Welsh Government.

Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16;

Careers Wales undertakes an annual destinations survey of school leavers from secondary schools across Wales from Years 11, 12 and 13 for the Welsh Government. Learners from Special schools are included in the survey but not those from FE colleges or independent schools.

Information collected by Careers Wales is provided below and identifies the following 'five year trends' from 2006 -2010 pupils

- the upward trend in return to full-time education rates over the period
- The higher return to education rates for females as compared to males
- The trend for young people entering the labour market is downward, as illustrated by the destination data for the three main entry points: Work Based Learning, both employed and non employed status and employment
- the 1.7% reduction in year 11 NEETs from the high level in 2008, n.b there is a 1.8% increase in year 13 leavers who are not engaged in education, employment or training

It is difficult to disaggregate the impact that each of the complex range of causal factors may have on the continued rise in Year 11 pupils returning to full-time education. It is quite possible that a broader curriculum offer brought about by the Learning and Skill Measure and 14 – 19 Network activities has had a contributory factor, it can also be argued that the trend may have been impacted upon by some of the following factors:

- a growing cultural acceptance by young people of the importance of a qualification base in securing future career opportunities.
- Partnership work that has taken place to reduce NEET numbers at 16 years of age

- The current economic position is that there are less employment /apprenticeship opportunities for school leavers
- A failure to achieve parity of esteem with pupils and parents between labour market routes (work based learning and employment) and learning opportunities available in schools and colleges;
- A failure to secure larger number of apprenticeships and inequities in 16 and 17 year old school leavers competing with older applicants for available apprenticeships.
- Fewer young people achieving level 1 and 2 qualifications may now enter work based learning due to the lack of progression opportunities available. In too many instances, the only options open to young people in work based learning are to undertake a different qualification at a level at which they have already achieved.
- The introduction of Education Maintenance Allowance providing financial support means staying in education it becomes a viable option for some
- More choice at post 16 learning – more choice in the learners host institution. The more academic schools previously only offered AS and A2 in their 6th form but now have a range of vocational subjects at both L2 and L3

Support for clients in danger of becoming NEET –

Across Wales there are differing levels of engagement in supporting the NEETs agenda by 14 – 19 Networks; some have left the matter to CYPPs and have no substantive strategy, others have a strategy but have not taken practical implementation actions, whilst some Networks are very proactive in supporting multi-agency work connected to the NEETs agenda. Examples of good practice include:

- All networks in North Wales have taken ownership of the NEET agenda and have introduced courses and opportunities aimed at ensuring that young people are kept engaged in education up to 16.
- a project run in partnership between Careers Wales and a local Work based learning provider (WBL) provider to offer an accredited extended work experience programme. Learners attend the local WBL provider to gain accreditation in Workskills and then access a work placement where they are able to apply their learning. Young people who undertake this course are usually quite challenging but all learners who completed the programme (90%) gained some accreditation with 86% achieving either a Level 2 BTEC Award or a Level 2 BTEC Extended Certificate. There have also been successes in terms of employers offering apprenticeships to these young people.
- The Wrexham and Swansea case studies commissioned by the Welsh Government showed the effectiveness of multi agency approaches and evidenced the support provided by 14-19 Networks
- A secondee from Careers Wales Gwent has been funded for the last 3 years as a Transition Worker – in this area there has been a reduction in the NEETs figure to 3.24% (provisional data)
- Report for Blaenau Gwent on Destinations 2010 indicated that NEET figures for those learners on collaborative courses were comparable

with those on mainstream courses, indicating that the Measure may have a positive impact on supporting potentially NEET young people.

- A number of institutions are putting on courses aimed at those who potentially may be NEET on leaving year 11 – some of these courses receive funding through ANDP/Pre-vent (ESF)

Year 11 Key Destination Trends 2006-2010

	Continuing in Full time Education	Continuing in Part Time Education	Work Based Training - Non employed status	Work Based Training - Employed status	Employed - Other	Known not to be in Education, Training or Employment (NEET)	No response to survey	Left the area	Total number in cohort
Male									
2010	80.0	0.2	6.8	1.5	2.7	5.8	1.3	1.7	18703
2009	79.1	0.2	6.4	1.6	2.6	6.5	1.9	1.8	19168
2008	75.6		5.7	2.5	4.4	7.9	1.9	1.9	19958
2007	72.4		6.3	3.1	5.8	7.7	2.8	1.9	20108
2006	71.2		8.3	3.1	5.7	7.1	2.6	2.1	19916
Female									
2010	85.7	0.1	4.8	0.5	1.1	4.9	1.0	1.8	17956
2009	85.5	0.1	4.6	0.4	1.3	4.9	1.4	1.9	18197
2008	83.0		4.5	0.7	2.2	6.3	1.3	2.0	19091
2007	82.1		4.1	1.0	2.9	6.0	1.9	1.9	19288
2006	80.5		5.5	1.0	3.1	5.7	2.2	2.0	18881
All Pupils									
2010	82.8	0.2	5.8	1.0	1.9	5.4	1.2	1.7	36659
2009	82.2	0.1	5.5	1.0	2.0	5.7	1.6	1.9	37365
2008	79.2		5.1	1.6	3.3	7.1	1.6	2.0	39049
2007	77.2		5.2	2.0	4.4	6.9	2.4	1.9	39396
2006	75.7		6.9	2.1	4.4	6.4	2.4	2.1	38797

The Networks have worked to provide more courses that will engage the potential NEET young people and provide additionality in terms of personal support provision. The latter may well be reduced this coming year in view of budget reductions in the Networks and personal support not being within the Learning and Skills Measure.

However, there is still a serious need to appoint an agency to co-ordinate the activities of multi-agency partners in addressing the NEETs issue. This specifically applies to functions such as “Keeping In Touch” strategies and Information Sharing Protocols.

CWO - The Administration system supports the Learning and Skills (Wales) Measure 2009 for the “Local Curriculum offer” and the “Take-up of offer” for KS4 and 16-18. Learning Providers are responsible for updating CWO with their Local Curriculum offer at KS4 and 16-18 from a qualifications search facility driven by DAQW (Database of Approved Qualifications in Wales). The data entered into CWO is available in a suite of reports accessible by Learning Providers, 14-19 Networks, and the Welsh Government.

In addition to the above, the KS4 “Take-up of offer” is also collected via CWO. We are currently working with the Welsh Government in relation to the “Take-up of offer” for Post 16. Working collaboratively with the Welsh Government in this way, will provide a full picture of those qualifications offered and those qualifications elected by young people in Wales.

Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009;

A wider choice of courses necessitates high quality careers information, advice and guidance, and other learner support in order that learners can make appropriate and timely choices

Careers Wales’ view is that young people now do have a wider range of option choices at both Key Stage 4 and post 16. This is due in part to the activities of 14 – 19 Networks prior to the introduction of the Learning and Skills Measure and not simply a reaction to it. It is however true to say that the Measure was successful in providing an auditable framework against which the provision of opportunities could be measured and via which targets and timescale for achieving the requisite offer could be applied at Network and institutional level.

However, there seems to be a danger that in some areas, duplication of courses is happening (e.g. at KS4 Hairdressing, Construction and Mechanics are becoming more widely available in school), but the progression from here once clients have left is not always straightforward. There is some evidence of clients leaving school having completed level 2 courses e.g. in Salon Services having to repeat the level 2 learning or even go back to level 1 once they have left school and started in FE or WBL provision.

With regard to a wider choice in academic subjects, there is very little evidence to show that young people intending to apply for HE are in practice choosing more vocational subjects – rather they are tending to stay with the more traditional courses which they see as being linked to HE requirements.

Increased collaboration between providers has meant that progression routes from entry/ level 1 to level 2 have improved. The lack of progression routes in the courses offered pre and post 16 has largely been addressed – this was an early criticism of the Measure.

The choice is greater for learners in the 'middle' band at 14+ Parents and learners who are more likely to continue to study for A levels are less likely to be comfortable with the 'wider choice'. Where Networks and colleges have collaborated on the 'pathway' vision there is clear progression for the learners which increases choice at 16+. However there are examples of learners achieving level 2 qualifications and repeating some of the content at 16+. For those working towards level 1 – the potential opportunities post 16 may have reduced due to constraints with the work based learning provision. The potential progression into employment (apprenticeships etc.) has been somewhat staggered by the current economic downturn.

The potential for accrediting skills and learning gained through Careers and World of Work (CWW) has been a positive one for many school who have delivered an effective CWW programme – courses such as Edexcel Worksills and WJEC Preparation for working life (along with the WBQ and other awards like ASDAN) are being made available to a range of learners and not just those following an alternative curriculum.

There is some evidence that the Measure has improved choices for learners at level 1/ 2 – borderline pupils who may otherwise not have engaged or who would have struggled to select options that would have interested them. The number of young people who become NEET has also reduced. For this group of learners their curriculum has become more balanced.

An example of good practice is: Cardiff and Vale College have provided courses (EVS in Cardiff and Fast Forward the Vale) that target those NEET young people by offering foundation level courses, alternative enrolment dates other than September. This offers more options to disengaged post 16 NEETS who may have started 6th form or college in September only to drop out soon after thus aiding the work of Careers Wales Post Education services and the learning coach team (Careers Wales and Cardiff/Vale local authorities).

It is important to note that a structural and strategic problem exists in the Networks ability to influence the provision of Work Based Learning opportunities at local level, given that contracts with providers are negotiated centrally by Welsh Government; consequently difficult for them to holistically manage the overarching offer of access to learning opportunities for all Post 16 learners.

There appears to be mixed experiences for young people who have Learning Difficulties and Disabilities (LDD). Anecdotal evidence includes the following:

- LDD clients in mainstream schools in Cardiff have benefited from a wider choice of vocational options which has often been of more value in their own opinion than being restricted to more traditional and academic subjects. We have had many positive “success” stories fed back via clients Annual Reviews where by a client who has really struggled with the school environment has excelled in a more work based environment.
- This seems to be true for many clients who have a statement for emotional and behavioural difficulties and those clients who respond to a more practical approach i.e. those clients with certain specific learning difficulties
- With regards to our special schools, many have engaged with local colleges to provide link courses. This is often a positive experience for the young people and fits in well with the post 16 curriculum offered at most special

schools who have a focus on the world of work and moving towards independence / semi independence and developing life skills. However we have experienced problems with progression in cases where young people have been accessing a link course with some success (supported by school staff) but have been turned down by local college when they apply for a post school placement as they, as an institution, cannot meet the support needs of the clients. This has caused considerable upset to some learners who feel they have been given false expectations.

However,

- Since the new WBL programmes have been in place, LDD clients with more complex needs and who stay on until the age of 19 can no longer access the Engagement level provision and are signposted directly to JCP Work Programme. Some concerns in regard to the appropriateness of this route for often vulnerable and complex clients.
- Reduced FE provision for LDD clients in some areas has had an impact on these clients. They have had to consider alternative provision which is not the appropriate for them e.g. they would apply for motor vehicle and end up on a brickwork course. There appears to be a lack of funding to support these learners during their time at college.
- When the provision does not meet the needs of LDD clients the result is that they will drop out of training and are very likely to become NEET.

CWO - Learning Providers are responsible for updating their “Local Curriculum offer” and “Take-up of offer” for KS4 and 16-18 using the Careers Wales Online website. To further support this process a central Administration area has been built for 14-19 Networks and Regions to centrally create Partnerships, with the ability to share courses with other Learning Providers in a Partnership or across multiple Partnerships.

The Partnerships development enables CWO to produce reports for 14-19 Networks and the Welsh Government that supports the “Local Curriculum offer” and the “Take-up of offer” for KS4 and 16-18 where courses are, General or Vocational and are offered collaboratively in Partnership with other Learning Providers.

‘The Year 9 Options ran very smoothly and empowered parents to take a greater role in the process. The report analysis was very fast and allowed for changes to be made to options available, and react to pupil demand.’ (Deputy Head, St Julian’s School, Newport).

In the academic Year 2010-2011:

- All maintained secondary schools completed their Local Curriculum offer for KS4 and 16-18 using CWO to submit to 14-19 Networks and the Welsh Government.
- All maintained FE colleges completed their Local Curriculum offer for 16-18 using CWO to submit to 14-19 Networks and the Welsh Government.
- All maintained secondary schools completed their “Take up” of offer for KS4 using CWO to submit to 14-19 Networks and the Welsh Government.
- Reports supporting the Learning and Skills (Wales) Measure 2009 were run 32,351 times in the academic Year 2010-2011.

Careers Wales companies have produced resource materials to support learners, parents and the schools in using the Options Menu.

What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009.

The Learning and Skills Measure, whilst bringing about improvements in choice and options for learners, has created a number of issues. These include:

Timetabling issues such as if a student misses a day they can lose a substantial number of curriculum hours. Examples of how these problems have been addressed are; the creation of common timetabling in Network areas, schools creating more choice by offering a greater number and wider variety of courses, video conferencing of lessons in rural schools and the restructuring of KS4 curriculum have allowed students to spend full days in options areas, thereby ceasing the disruption of travelling a few times a day and those students attending college on set days missing valuable school lessons.

Travel issues include some learners not wanting to travel to other providers thus limiting their own choices; students arriving late for sessions having travelled from one venue to another; students attending college missing school based lessons; those more rural schools being too far apart to make travel between them viable and schools underscoring and not meeting the Measure.

There is also a cost in terms of time and money for education institutions and Networks. Travel challenges have been met quite effectively post 16 by Cynnal in parts of North Wales through digital learning. Learners can post questions, take part in forum debates, receive electronic feedback from their tutor and share their ideas with peers both in the classroom and outside.

Welsh medium provision –The bilingual dimension has been challenging for some schools where the nearest school offering Welsh medium learning is further away than their local school. Many schools have met this by providing their own courses as the local FE colleges did not always have the staff available to offer the course in Welsh; and through cross border collaboration with other Welsh medium schools

Progression – As mentioned earlier in this evidence, there are continuing concerns with regard to progression opportunities for learners. As yet, there seems to be no real evidence of providers being able to resolve these issues.

The main practical issues for **Careers Wales Association** have been:

- The work of the Careers Wales Association in developing Careers Wales Online as a vehicle to collect data on the provision of curriculum opportunities by provider and Network;
- Developing an Online facility through which young people in Year 9 in schools can make option choices on line;
- Ensuring that statutory obligations contained in the measure for learning providers and Networks to provide Careers Wales with information on the curriculum offer open to pupils are met. This has been achieved via the

provision of bespoke prospectuses produced at Network or cluster level and via the provision of curriculum information on Careers Wales Online.

At the local company level:

- Consideration of the relationships between Learning Pathway Documents, the process of recording and reviewing achievements and Careers and World of Work programmes;
- The design of Learning Pathway Documents, including helping learning providers to understand the benefits of utilising the web based Learning Pathway Plan available via Careers Wales Online;
- Developing working arrangements with learning coaches employed by individual schools and / or Networks;
- Where requested, supporting the continuing professional development requirements of learning coaches.

Learning Coaching

The vision for the Learning Coach role is for a greater emphasis on support for learning. Many existing professionals already carry out elements of this function. Evidence shows that increasing the support for learning in this way pays dividends in learners' achievement even though they may have less direct taught curriculum time as a result.

Currently there is general acceptance that Learning Coaching is a function which can be undertaken by a number of individuals rather than a single person, although there does exist a number of staff whose main job role, if not all, is that of a Learning Coach. Access to Learning Coach support has improved for learners.

The 14-19 Networks were given the responsibility of ensuring that the Learning Coach function was fulfilled but there has been little prescription on how the model should look. Consequently, the provision not only looks different in each Network area, but within each learning setting. This means that benchmarking quality provision is difficult.

There has also been a common misunderstanding with regard to how the support elements of Learning Pathways – Learning Coach, Personal Support and Careers Information, Advice and Guidance inter relate. To a large extent, the answer lies in the titles:

Learning Coaching supports learners by focussing on learning styles and identifying any barriers to learning and working with the learner and the learning settings to reduce these barriers

Careers advisers provide impartial support to learners to develop their career management skills, and improve their self awareness and awareness of opportunities post compulsory education in order to make realistic decisions at the post 16 / post 18 transition phases.

Personal support is provided by many organisations to address specific identified issues e.g. drug abuse, housing problems, behavioural problems, disengagement

The Careers Guidance function plays a key role in helping young people to test out their career and learning ideas, ensures that their aims have been explored and challenged, helps them evaluate their individual strengths, interests, abilities, experiences and learning styles and raises their aspirations in making informed choices about their learning / career pathways. It has a key role in explaining the consequences of shorter term learning options on longer term career goals.

However where there are barriers to learning identified in the course of providing careers guidance services, the Careers Adviser refers to a Learning Coach. The roles of the Learning Coach and the Careers Adviser are complementary but a Learning Coach cannot replace the qualified careers adviser. Where the relationship works well, there is a clear, shared understanding of roles and responsibilities; this ensures that there is effective signposting and referring to each other and to others, offering support to the learner.

There is now a significant number of individuals who have undertaken the accredited training and who are now working as Learning Coaches. These individuals generally work with learners who need intensive support to reduce their barriers to learning but do not always have sufficient time in the week to undertake this support. Learning Coaches target different learners dependant on the institution, ranging from those who are potential NEET, to the C/D border learners, to a universal entitlement.

Good practice examples from Careers Wales include:

- Careers Wales staff have been seconded to work on introducing Learning Coaches/Learning Coaching into local schools and to look at their training and development needs. One company is involved in providing training for the Learning Coaches
- A Careers Adviser seconded as the Learning Coach Co-ordinator. This co-ordinator role is involved in meeting regularly with Learning Coaches in the area to share good practice and to liaise closely with educational establishments to ensure that the Learning Coach training is meeting their needs.
- In North Wales a number of Learning Coaches are also based in non-educational establishments such as in Careers Wales, Work based Learning Providers, Youth Justice Service and the Youth Service.
- Learning coaches in several schools take referrals also from Careers Advisers after their guidance interviews with young people and help the learners action the Careers Adviser's recommended points. This team approach has enabled young people to be supported when they most need it when planning for their transition at KS 4.

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On behalf of Careers Wales

